
Pennsylvania Department of Education



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

Chapter 4 Educational Strategic Plan

November 6, 2008

Entity: Middletown Area SD

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Organization Description

The Middletown Area School District is located in the southern portion of Dauphin County, approximately ten miles from the city of Harrisburg. The District encompasses approximately twenty-six (26) square miles, which includes the Middletown Borough, Royalton Borough, and Lower Swatara Township. Middletown Borough and Royalton Borough provide a small town atmosphere. In recent years, the Lower Swatara Township has begun to see some of its farm land converted into suburban developments. Although the district's population is predicted to increase more rapidly in the future, the present population of approximately 18,500 has increased by only 5% during the past decade.

The District operates three elementary schools, one middle school, and one high school. Over the past six years, student enrollment has experienced a slow decrease. The present enrollment of 2,539 students is a decrease of over 300 students since the year 2000. The overall percentage of low-income students enrolled in the district has increased over the years from 20.2% in 2000 to 28.7% in 2005. The district's wealth, as measured by market value and personal income, has increased slightly, resulting in a decrease in aid ratio provided to the district by the state from .5722 in 1996 to .5099 in 2006.

The school district has been recognized for its recent restructuring efforts. The district has implemented a Response to Intervention (RTI) program for students in Kindergarten through Grade 2. The Association for Supervision and Curriculum Development selected the high school's Pathways to P.R.I.D.E. curriculum for presentation at its national conference in Chicago. The Pennsylvania School Board Association selected the high school curriculum guide as an award winning publication. The Pennsylvania Department of Education awarded the district a Project 720 grant which will assist the High School in the development of its career pathways and a Page I grant to assist the Middle School in minimizing student achievement gaps.

Many support services are available to meet the diverse needs of our student body. New programming has been implemented in the areas of social services, special education, developmental reading, and middle school mathematics. Internet access is available in all school libraries, computer labs, and classrooms. All district computer labs have been replenished and classroom computers upgraded during the past five years. Instructional software is used to assist students in the mastery of the academic standards for reading and mathematics. Internet access is available to parents who wish to monitor their child's grades and attendance.

Additional programs available to address the special interests or needs of district students include Dauphin County Technical School and the Capital Area School for the Arts. The district has established numerous articulation agreements with colleges and universities in the surrounding area. Work incentive programs and internships are available to help several secondary students to explore the world of work prior to graduation.

Changes in the district's instructional programs have resulted in the need for additional classroom space and improved infrastructure. Outdated district facilities have been renovated to accommodate these changes. A new elementary school was dedicated in 2002 and a new middle school is presently under construction and scheduled to be opened during the fall of the 2007-08 school year. The Fink Elementary School is scheduled for renovations during the 2007-08 school year in order to create the final K-5 elementary school.

Core Purpose

Mission

The Middletown Area School District will provide a safe, nurturing, and stimulating environment that challenges all students regardless of backgrounds, abilities, and interests to reach their maximum potential for success. Striving

for excellence in instructional, technological, and extracurricular programs will be emphasized, while promoting student wellness, citizenship, and social harmony.

Vision

The Middletown Area School District will develop productive citizens who are committed to learning, wellness, and community service.

Shared Values

1. Every student will achieve and meet high expectations.
2. Academically prepared students will have increased opportunities for success in their chosen career paths.
3. Artistic, athletic, and extracurricular activities are an integral part of a well-rounded educational experience.
4. Excellence in public education is a shared responsibility of the entire community.
5. All individuals have value and deserve respect.
6. A safe, orderly, and caring environment must be provided for optimal teaching and learning.
7. A quality educational program requires responsible decision-making and fiscal accountability.

Goals

The Middletown Area School District has established strategic plan goals with input from students, parents, community members, support staff, professional staff, administrative staff and the Board of School Directors. The six-year plan addresses the requirements of No Child Left Behind and the requirements of Strategic Plan as outlined by the Pennsylvania Department of Education. The plan will be reviewed each year in order to evaluate progress of the goals and monitor the need for revisions to the plan.

Academic Standards

All schools are required to develop an annual school improvement plan (Getting Results format developed by the Department of Education) which addresses our core beliefs, our mission, goals and indicators of progress for reading and math, student participation in state assessments and four year graduation rate. Each plan will address annual improvement targets. Each school will use data from student assessments to help guide the roadmap for improving educational practices in order to accomplish the goal of raising student achievement. Each school will specify actions needed to improve educational practices and indicate target dates for completion, staff involved, resources needed, and evidence of effectiveness that reflect the educational practice is working. Staff development needs are addressed as part of the annual school improvement plan. Each plan is used to help guide student achievement needs consistent with those in section 4.12 of 22 Pa. Code (relating to academic standards). Research based instructional strategies will be used that are a part of the Learning Focused Schools Model. Teachers will be using strategies such as previewing, scaffolding, graphic organizers, differentiated assignments, and vocabulary development to refine instructional practice.

ELEMENTARY: The plan includes an emphasis on daily planned instruction for all students aligned with a research based core curriculum. State academic standards are the basis upon which the curriculum is designed. Ongoing assessment is an integral component of the instructional day. Formative assessments such as the 4Sight Reading and Math Tests are administered quarterly in Grades 3 through 5 to measure progress toward benchmark goals. Local, curriculum-based assessments are utilized in Grades K – 2 to assess students' progress toward curricular goals. Students are grouped for additional, daily instruction based upon their performance on the benchmark tests. Students scoring in the bottom two quartiles receive remedial support in Math or Reading while those scoring in the top two quartiles receive enrichment support in order to promote advancement from proficient to advanced levels of achievement. Individual student growth is charted and reviewed weekly by grade level teams. Instructional recommendations are made to further support students in progressing toward benchmark goals.

MIDDLE SCHOOL: The middle school writes an annual school improvement plan using data obtained from various data sources. This plan is used to help guide student achievement needs consistent with those in section 4.12 of 22 Pa. Code (relating to academic standards). The plan includes an emphasis on daily planned instruction for all students aligned with a research based core curriculum. State academic standards are the basis upon which the curriculum is designed. Ongoing assessment is an integral component of the instructional day. Research based instructional strategies will be used that are a part of the Learning Focused Schools program. Teachers will be using strategies such as previewing, scaffolding, graphic organizers, differentiated assignments, and vocabulary development to refine instructional practice. Teachers will participate in professional development activities in order to improve instructional practice.

HIGH SCHOOL: The high school writes an annual school improvement plan using data obtained from various data sources. This plan is used to help guide student achievement needs consistent with those in section 4.12 of 22 Pa. Code (relating to academic standards). The plan includes an emphasis on daily planned instruction for all students aligned with a quality core curriculum. State academic standards are the basis upon which the curriculum is designed. Ongoing assessment is an integral component of the instructional day. Formative assessments such as the 4Sight Reading and Math Tests are administered quarterly in Grades 9 through 11 to measure progress toward benchmark goals. Local, curriculum-based assessments are utilized in Grades 8 –12 to assess students' progress toward curricular goals and identify specific placement needs. All students scoring in the bottom two quartiles receive remedial support in Math or Reading. Individual student growth is charted and reviewed monthly by department level teams. Instructional recommendations are made to further support students in progressing toward graduation and benchmark goals.

Graduation Requirements

GRADUATION PLAN

GRADUATION REQUIREMENTS ARE AS FOLLOWS:

Graduation requirements are in compliance with Chapter 4 requirements. The requirement for graduation shall be the completion of work and studies representing the instructional program assignment for grades 9 through 12, which are aligned to established Pennsylvania Academic Standards; completion of the graduation project, and achievement of "proficiency" on the Pennsylvania System of School Assessment (PSSA) or local assessment in reading, writing and mathematics. A local assessment may include a score of proficient or advanced on a 4Sight Test in reading and mathematics or a passing score on the PASSKEY Assessment in reading and mathematics.

Students attending Middletown Area High School must take a combination of core academic subjects and electives to complete the school's minimum credit requirements. Academic core subjects are based on the basic skills needed by all students. The Career Pathway determines recommended electives (4 credits minimum). General Electives are those taken outside of their chosen pathway (2 credits minimum). Student's work with their counselors, teachers and parents to develop their programs of study and schedule all classes needed for graduation.

Credit Requirements

Graduation Year->	2007	2008	2009	2010
English	4	4	4	4
Social Studies	4	4	4	4
Mathematics	3	3	3.5	4
Science	3	3	3	3
Computer Application	0.5	0.5	0.5	0.5
Futures I & II	N/A	N/A	0.5	0.5
Health & Physical Education	3	2.75	2.5	2.5
Driver Education	0.25	0.25	0.25	0.25
Speech	0.5	0.5	0.5	0.5
Required Electives(1 from each group A, B, C)	2	2	N/A	N/A
General Electives	3.75	3.75	N/A	N/A
Focus Pathway Electives (within Pathway)	N/A	N/A	4	4
General Pathway Electives	N/A	N/A	2	2
Total Credits	24	23.75	24.75	25.25

PRIDE FOR LIFE GRADUATION PROJECT

The graduation project is a comprehensive, multidisciplinary program designed to help students prepare for life after graduation. Through active research, decision-making, goal setting and reflection, students will create a personal blueprint for the future. Students will be guided by counselors, advisers and teachers through the process of investigating various career fields and the related training necessary to achieve those careers. All graduating seniors must complete all items in their career portfolio, including their written Career Action Plan to be considered a candidate for graduation.

REMEDIATION REQUIREMENTS

Students in grades 9 through 11 who do not score at the proficient level in reading or mathematics will be assigned a remediation program prior to their next PSSA test period. Middletown students who do not score at the proficient level or above on the 11th grade PSSA reading or math test will be required to retake the PSSA section(s) during their senior year. A remediation program will be assigned to students who achieved basic or below basic scores on any Pennsylvania System of School Assessment (PSSA) exam or locally designed assessment. 4 Sight Assessments will be given multiple times during the year in grades 9 -11 to monitor student progress and plan additional remediation services to identified students. Guided practice for students in need of remediation will occur through teacher guided computer software programs and other identified remediation programs. School personnel will monitor and tutor students in order to address area of concern. A student will exit from the program when they have reached a proficient level of achievement.

In accordance with IDEA, students with disabilities will graduate based on the criteria determined by the Individual Education Program Team.

Strategic Planning Process

Strategic Planning Process

The planning process for the new six-year strategic plan was comprehensive in nature and included representation from the following constituents: students, parents, teachers, administrators, school board members and community members. The process included a monthly full group meeting of all the subcommittees of the strategic plan. During these meetings instructional guidelines were provided to the participants. Each subcommittee was assigned administrator(s) who facilitated the completion of the targeted goals or plans. Upon completion of the subcommittees goals each committee presented their reports to the full strategic plan committee who asked questions, made recommendations or provided an initial approval of the plan. The plan was made available to the public for review and comment for 30 days prior to submission to the School Board for approval. The School Board approved the 2006-2012 Strategic Plan on October 23, 2006 prior to submitting the plan to the Department of Education.

During the development of the plan each sub-committee's work was placed on the district's web-site for community review. The plan was also available for review in the district's administration building prior to submitting the plan to the board of school directors.

The strategic planning process consisted of the following sub-committees with the established goals:

Sub-Committee Leaders and Goals

Committee: Mission-Organization Overview

Chairs: Utley, Bright

Goals: Mission,
Vision
Shared Values
Strategic Planning Process

Committee: Chapter 4 Strategic Plan and Chapter 4 Requirements

Chairs: Weinstein, Suski, Eppinger, and Rohrer

Goals: Curriculum Management Handbook
Curriculum Mapping/Course Guides

Committee: Improvement Plans and Special Education Improvement Plans

Chairs: Scott, Rohrer, Suski, Cook, and Weinstein

Goals: Mathematics - Adequate Yearly Progress (AYP)
Reading - Adequate Yearly Progress (AYP)
4 Year Graduation Plan Adequate - Yearly Progress (AYP)

Committee: Assessment Plan and Standardized Testing Plans

Chairs: Rasimas, Hunter, Bright, and Cook

Goals: Assessment Plans
Student Attendance - Adequate Yearly Progress (AYP)
Student Participation in State Assessment - Adequate Yearly Progress (AYP)

Committee: Educational Technology Plan: Computer Hardware and Networking

Chairs: Williams and Franklin

Goals: Software Purchasing and Management

Integrated Technology Curriculum
Staff Training

Committee: Special Education Plan, Gifted, and English as a Second Language

Chairs: Scott and Burson

Goals: Gifted Program

English as a Second Language Program

Committee: Facility Needs, Buildings and Grounds Plan, and

Chairs: Utley, Aumen, Bloes, Williams, and Franklin

Goals: Infrastructure Needs

Committee: District Safety and Security Plan

Chairs: Eppinger, Scott, and Schatz

Goals: Safety and Security

Alternative Education

Drug Free School Programs

Community Programs (Olmsted Recreation Board Communities that Cares, and OIC Family Literacy)

Committee: Professional Education Plan

Chairs: Weinstein, Suski, Eppinger, and Rohrer

Goals: Professional Development Plan

Teacher Induction Plan

Supervision and Evaluation Handbook

Support Staff Induction/Staff Development Plan

Committee: Community Relations and Communications

Chairs: Utley and Franklin

Goals: Support Organizations

Business Partnerships

In order to simplify the structure of the eStrategic Plan process the sub-committee tasks were organized into three categories including:

Category 1: eStrategic Plans

- Chapter 4 Plan
- District Improvement Plan
- Educational Technology Plan
- Professional Education Plan
- Special Education Plan
- Teacher Induction. Plan

Category 2: PDE – Adequate Yearly Progress (AYP) Goals

- Mathematics AYP
- Reading AYP
- 4 Year Graduation
- Student Participation in State Assessment
- Student Attendance

Category 3: Local Plans/Goals

- Community Relations
- Facility Needs
- Safety and Security

Each sub-committee met on a regular basis to complete a targeted plan or goal. The sub-committees worked by instructional levels (elementary/middle school/high schools), when needed dependent upon assigned tasks. Committee work often required the use of student and or community data determined by the goal. Data was utilized for planning purposes for AYP goals or other locally developed goals. The completion of the work required flexibility in order to include school and community participation. The local plans in Category 3 were removed from the current Strategic plan even though the work was completed. The e-Strategic Plan tool did not include a section for local plans so the committee agreed to address community relations, facility needs address the local plans and goal section

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Ann Einhorn	Communities That Care	Parent	Strategic Planning Committee
Audrey Utley	MASD	School Central Office Administrator	Self
Barbara Layne	MASD	Board Member	Self
Brett Horetsky	MAHS	Student	Strategic Planning Committee
Carmen Mitchell	MAHS	Student	Strategic Planning Committee
Carolyn Whittle	Communities That Care	Parent	Strategic Planning Committee
Charles Anthony	Community	Community Representative	Self
Chelton Hunter	Fink	Building Principal	Self
Christine Mostoller	Feaser MS	Middle School Teacher	Self
Colleen Twardzik	Feaser	Middle School Teacher	Self
Cynthia Johns	Kundel	Elementary School Teacher	Self
David Franklin	Admin	Business Manager	Self
David Franklin	Administration	Business Manager	Self
David John	MASD	Board Member	Self
David Walters	MASD	Other	Self
Deb Lidle	Community	Parent	Self
Donajoy Mosser	Feaser	Middle School Teacher	Self
Earl Bright	Reid	Building Principal	Self
Garrett Rain	Community	Parent	Self
Jan Wilcox	MAHS	Secondary School Teacher	Self
Jane Robertson	MAHS	Secondary School Teacher	Self
Jay Burns	Community	Community Representative	Self
Jean Root	Feaser	Middle School Teacher	Self
Jodi Neuschwander	MAHS	Secondary School Teacher	Self
Joe Crown	Community - Union Plumbers and Pipefitters	Community Representative	Self
Joseph Rasimas	MASD	School Central Office Administrator	Self
Julie Lombardi	Community	Parent	Self
Karen Bright	Community	Parent	Self
Karen Stokes	Community	Parent	Self
Kathy Burson - Psychologist	MASD	School Central Office Administrator	Self
Kathy Scott	MASD	School Central Office Administrator	Self
Kevin Cook	MASD - Feaser MS	Building Principal	Self
Leslie Rasimas	Kunkel	Elementary School Teacher	Self
Lori Suski	Kunkel	Building Principal	Self
Marianne Moore	Reid	Other	Self
Marie Drazenovich	Reid	Other	Self
Maureen Denis	MAHS	Secondary School Teacher	Self
Megan Dourte	Feaser	Middle School Teacher	Self
Melanie Hensel	Feaser	Middle School Teacher	Self
Melissa McNeal	Feaser	Middle School Teacher	Self
Michael Schatz	High School	Building Principal	Self
Michael Zupanovic	Feaser	Parent	Self
Mike Thompson -	MAHS	Other	Self

Guidance			
Nathan Rackley	Reid	Elementary School Teacher	Self
Pamela Price	Community	Board Member	Self
Patrick Irvin	MASD	Technology Representative	Self
Paula Alcock	Community	Parent	Self
Ray Shearer	MAHS	Secondary School Teacher	Self
Richard Swartz	Community	Parent	Self
Richard Weinstein	MASD	School Central Office Administrator	Self
Robert Stitt	MAHS	Secondary School Teacher	Self
Rosemary Weirich	Community	Technology Representative	Self
Russ Eppinger	Feaser MS	Building Principal	Self
Scott Rohrer	High School	Building Principal	Self
Sharonn Williams	MASD	School Central Office Administrator	Self
Steve Aumen	MASD - Building and Grounds	Other	Self
Sue Brehm	Kunkel	Elementary School Teacher	Self
Vicki Lutzkanin	Fink	Elementary School Teacher	Self

Goals, Strategies and Activities

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: Prepare student for graduation from high school.

Description:

Educational Practices: Artful Use of Infrastructure, Continuous Learning Ethic, Quality Leadership, Quality Teaching

Activity	Description	Evaluation Procedure
Graduation Preparation	<p>Graduation requirements are in compliance with Chapter 4 requirements. The requirement for graduation shall be the completion of work and studies representing the instructional program assignment for grades 9 through 12, which are aligned to established Pennsylvania Academic Standards; completion of the graduation project, and achievement of “proficiency” on the Pennsylvania System of School Assessment (PSSA) or local assessment in reading, writing and mathematics. A local assessment may include a score of proficient or advanced on a 4Sight Test in reading and mathematics or a passing score on the PASSKEY Assessment in reading and mathematics.</p> <p>PRIDE FOR LIFE GRADUATION PROJECT</p>	<p>Students meet all graduation requirements and district is above the NCLB 80% threshold.</p>

	<p>The graduation project is a comprehensive, multidisciplinary program designed to help students prepare for life after graduation. Through active research, decision-making, goal setting and reflection, students will create a personal blueprint for the future. Students will be guided by counselors, advisers and teachers through the process of investigating various career fields and the related training necessary to achieve those careers. All graduating seniors must complete all items in their career portfolio, including their written Career Action Plan to be considered a candidate for graduation.</p> <p>REMEDICATION REQUIREMENTS Students in grades 9 through 11 who do not score at the proficient level in reading or mathematics will be assigned a remediation program prior to their next PSSA test period. Middletown students who do not score at the proficient level or above on the 11th grade PSSA reading or math test will be required to retake the PSSA section(s) during their senior year. A remediation program will be assigned to students who achieved basic or below basic scores on any Pennsylvania System of School Assessment (PSSA) exam or locally designed assessment. 4 Sight Assessments will be given four times during the year in grades 9 -11 to monitor student progress and plan additional remediation services to identified students. Guided practice for students in need of remediation will occur through teacher guided computer software programs and other identified remediation programs. School personnel will monitor and tutor students in order to address areas of concern. A student will exit from the program when they have reached a proficient level of achievement. In accordance with IDEA, students with disabilities will graduate based on the criteria</p>	
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	determined by the Individual Education Program Team.	
Person Responsible	Timeline for Implementation	
Patrick Hruz	Start n/a	Finish n/a
		Resources \$0.00

Goal: MATHEMATICS - Adequate Yearly Progress (AYP)

Description: Students will demonstrate achievement in Mathematics and increase the percentage attaining proficiency or above according to the defined AYP targets

- 2006 - 2007 – 45% proficiency
- 2008 - 2010 – 56% proficiency
- 2011 – 67% proficiency
- 2012 – 78% proficiency

Strategy: Acceleration (Previewing)/Remediation

Description: Opportunities for remediation or acceleration in the area will be provided.

Educational Practices: Quality Teaching

Activity	Description	Evaluation Procedure
Middle School	<p>Supplemental programming designed to meet the needs of individual students.</p> <p>Based upon data from classroom, state and local assessments, determinations will be reached regarding the needs of students with regard to number sense, algebra skills, geometry skills, measurement skills, and data analysis and probability skills. These students will be provided with programs designed to meet their individual needs. These programs include, but are not limited to The Saxon Mathematics program. This and other programs will be delivered by special education teachers or mathematics teachers. These programs will be provided as a supplement to the mathematics curriculum and will be delivered during the regular school day in resource times and instructional periods.</p> <p>Extended instructional time to provide acceleration (previewing)/remediation opportunities.</p> <p>Students will receive mathematics instruction 86 minutes daily. This will allow time for delivery of</p>	<p>Classroom, local and state assessments will be used to monitor student progress.</p> <p>The assessment component of The Saxon Mathematics program and other specialized programs will be used to monitor student progress.</p> <p>Teachers will monitor student progress through benchmark assessments.</p> <p>Teachers, administrators, and guidance counselors will access student use and performance using the program’s built-in monitoring system. Students can self-monitor progress within the program.</p> <p>Teachers will monitor student progress within these materials and will monitor data to ensure that students are receiving appropriate practice and remediation opportunities.</p> <p>Student progress will be monitored through tools provided on studyisland.com, surveys of teachers, parents, and students to determine satisfaction with the program.</p>

	<p>curriculum as well as acceleration/remediation opportunities. Acceleration and previewing strategies will be provided to students as part of the Learning Focused Schools Model.</p> <p>Use of Studyisland.com to provide acceleration/remediation opportunities</p> <p>Students will engage in pre-testing, practice, and post-testing opportunities using studyisland.com (mathematics component). This will take place during the school day, during after-school programs, and may be accessed at home by students.</p> <p>Use of instructional materials to provide remedial/acceleration materials.</p> <p>Students will use the PSSA coaching series, MathCounts Program, Mad Minutes Program, and/or Mastering Math Facts materials to practice skills in which they are deficient. Remediation needs will be determined through the use of data at the classroom, local, and state levels. Materials will be used in the classroom setting as well as during the after-school tutoring program.</p> <p>After-school tutoring program Students needing remedial instruction in mathematics as determined by classroom, local and state assessments will have an opportunity to participate in an after-school tutoring program for a portion of the year. This will be staffed by teachers, and will consist of opportunities to practice skills using materials including, but not limited to: PSSA Coaching series and studyisland.com. Students will work in small groups, with low student/teacher ratios.</p>		
Person Responsible	Timeline for Implementation		Resources
Russell Eppinger	Start	n/a	Finish
		n/a	\$0.00

Strategy: Benchmark Assessments

Description: Quarterly math assessments will be administered to all students in Grades 3 – 5.

Educational Practices: Continuous Learning Ethic

Activity	Description	Evaluation Procedure			
Elementary Math Assessment	<p>Students in Grades 3 – 5 will participate in the 4Sight Math Assessments which are designed to assess students’ progress toward the achievement of benchmark goals. These tests are designed to be administered 5x per year with a baseline test in September followed by one at the end of each marking period. Data from these assessments is uploaded into the Member Center from which many reports can be generated for teachers’ use in adjusting classroom instruction accordingly.</p> <p>The district will purchase the services of Comprehensive Data Analysis (CDA) a web-based data mining system to collect and store all district student assessment and demographic data. CDA will house data such as the PSSA, 4Sight, and DIBELS.</p>	Data is reviewed by building grade level planning teams including teachers, coaches, and building principal.			
Person Responsible	Timeline for Implementation		Resources		
Lori Suski	Start	n/a	Finish	n/a	\$0.00

Activity	Description	Evaluation Procedure
High School Math Assessments	<p>Students in Grades 9 – 11 will participate in the 4Sight Mathematics Assessments that are designed to assess students’ progress toward the achievement of benchmark goals. These tests are designed to be administered four (4) times per year with a baseline test in September followed by one at the end of each marking period. Data from these assessments is uploaded into the Member Center from which many reports can be generated for teachers’ use in adjusting classroom instruction accordingly.</p> <p>The district will purchase the services of Comprehensive Data Analysis (CDA) a web-based data mining system to collect and store</p>	<p>Data is reviewed by Mathematics Department during grade level planning meetings.</p> <p>Frequent use of local, commercial, and state assessments will be reviewed to determine if students are making academic progress towards proficiency. The data will be analyzed to determine if modifications are needed to the curriculum or additional staff development should occur in the targeted area.</p>

	all district student assessment and demographic data. CDA will house data such as the PSSA, 4Sight, and DIBELS.	
Person Responsible	Timeline for Implementation	
Patrick Hruz	Start n/a	Finish n/a
	Resources \$0.00	

Activity	Description	Evaluation Procedure
Middle School Math Assessments	<p>Students in Grades 6 – 8 will participate in the 4Sight Mathematics Assessments that are designed to assess students' progress toward the achievement of benchmark goals. These tests are designed to be administered five (5) times per year with a baseline test in September followed by one at the end of each marking period. Data from these assessments is uploaded into the Member Center from which many reports can be generated for teachers' use in adjusting classroom instruction accordingly.</p> <p>The district will purchase the services of Comprehensive Data Analysis (CDA) a web-based data mining system to collect and store all district student assessment and demographic data. CDA will house data such as the PSSA, 4Sight, and DIBELS.</p>	<p>Data is reviewed by Mathematics Department during grade level planning meetings.</p> <p>Frequent use of local, commercial, and state assessments will be reviewed to determine if students are making academic progress towards proficiency. The data will be analyzed to determine if modifications are needed to the curriculum or additional staff development should occur in the targeted area.</p>
Person Responsible	Timeline for Implementation	
Russell Eppinger	Start n/a	Finish n/a
	Resources \$0.00	

Strategy: Curriculum & Instruction Aligned to PA Standards

Description: The district mathematics curriculum will be realigned to the PA Standards, assessment anchors and eligible content.

Educational Practices: Quality Teaching

Activity	Description	Evaluation Procedure
Elementary	<p>Curriculum Research, Mapping, Writing, Implementation, Evaluation and Refinement</p> <p>The elementary mathematics curriculum will be addressed according to the 6-year district cycle. District teachers will actively participate in the selection of research-based materials used to deliver mathematics instruction, map the curriculum to ensure that eligible content is prioritized, and</p>	<p>Frequent use of local, commercial, and state assessments will be reviewed to determine if students are making academic progress towards proficiency. The data will be analyzed to determine if modifications are needed to the curriculum or additional staff development should occur in the targeted area.</p>

	<p>implement the curriculum according to district-defined guidelines and the PA Department of Education's Standards.</p> <p>Instructional Strategies</p> <p>Teachers will utilize Learning Focused Schools strategies such as previewing, scaffolding, graphic organizers, differentiated assignments, and vocabulary development to refine instructional practice.</p> <p>Ongoing Professional Development</p> <p>Both novice and experienced teachers will participate in ongoing professional development in order to improve instructional practice. Training in Learning Focused Schools, Everyday Math, Saxon Math, and other research-based programs and strategies will be funded through federal grants.</p>	
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Person Responsible	Timeline for Implementation			Resources	
Lori Suski	Start	n/a	Finish	n/a	\$0.00

Activity	Description	Evaluation Procedure
High School Instruction	<p>Curriculum Research, Mapping, Writing, Implementation, Evaluation and Refinement</p> <p>The secondary mathematics curriculum will be addressed according to the 6-year district cycle. District teachers will actively participate in the selection of research-based materials used to deliver mathematics instruction, map the curriculum to ensure that eligible content is prioritized, and implement the curriculum according to district-defined guidelines to ensure consistency and continuity in instruction.</p> <p>Ongoing Professional Development</p> <p>Both novice and experienced teachers will participate in ongoing professional development in order to improve instructional practice.</p>	<p>Frequent use of local, commercial, and state assessments will be reviewed to determine if students are making academic progress towards proficiency. The data will be analyzed to determine if modifications are needed to the curriculum or additional staff development should occur in the targeted area.</p>

	<p>Training in Learning Focused Schools, Saxon Mathematics, and other data-driven instructional methods will be addressed.</p> <p>Graduation Requirements Starting with the class of 2009, all students will have to complete three and one-half (3.5) credits of mathematics successfully in order to graduate with a high school diploma. Starting with the class of 2010, all students will have to complete four (4) credits of mathematics successfully in order to graduate with a high school diploma.</p> <p>Course Requirements Starting with the class of 2010, all students will take at least two (2) algebra courses and one (1) geometry course before graduating.</p> <p>Instructional Strategies Teachers will utilize Learning Focused Schools strategies such as previewing, scaffolding, graphic organizers, differentiated assignments, and vocabulary development to refine instructional practice.</p> <p>Extended Learning Opportunities Students who are not deemed proficient in course work at the end of the school year will have the opportunity to attend classes held at the high school to cover topics necessary to meet the objectives from the next course in the students' selected course track and to solidify topics needed to be proficient on the mathematical PSSA.</p> <p>Acceleration (Previewing)/Remediation Students with deficiencies throughout the school year can be placed with their curricular teachers during the flex period to be instructed in the areas of their deficiencies.</p>	
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Person Responsible	Timeline for Implementation			Resources
Patrick Hruz	Start	n/a	Finish	n/a
				\$0.00

Activity	Description	Evaluation Procedure
Middle School Math Instruction	<p>Curriculum research, mapping, writing, implementation, evaluation and refinement.</p> <p>The middle school mathematics curriculum will be addressed according to the six-year district cycle. District teachers will actively participate in the selection of research-based materials used to deliver mathematics instruction, map the curriculum according to LFS mapping and prioritizing standards to ensure prioritization of eligible content, and implement the curriculum according to the district-defined guidelines to ensure consistency and continuity in instruction.</p> <p>Instructional Strategies</p> <p>Teachers will use Learning Focused Schools strategies such as previewing, scaffolding, graphic organizers, differentiated assignments, and vocabulary development to refine instructional practice.</p> <p>Ongoing Professional Development</p> <p>Teachers will participate in ongoing professional development in order to improve instructional practice. Training in Learning Focused Schools and other research-based programs and strategies will be provided.</p>	<p>Administrators will monitor implementation of strategies through walk through and formal observations.</p> <p>Administrators will monitor participation in training and implementation of strategies in which teachers have been trained. Frequent use of local, commercial, and state assessments will be reviewed to determine if students are making academic progress towards proficiency.</p> <p>The data will be analyzed to determine if modifications are needed to the curriculum or additional staff development should occur in the targeted area.</p> <p>Teachers will be asked to evaluate curriculum training.</p>

Person Responsible	Timeline for Implementation			Resources
Russell Eppinger	Start	n/a	Finish	n/a
				\$0.00

Strategy: Curriculum-Based and Local Assessments

Description: Quarterly math assessments will be administered to all students in Grades 1 and 2.

Educational Practices: Continuous Learning Ethic

Activity	Description	Evaluation Procedure
Elementary	Students in Grades 1 & 2 will participate in district-initiated quarterly assessments aligned with	Frequent use of local, commercial, and state assessments will be reviewed to determine if students

	the newly adopted Everyday Math curriculum. Teachers will utilize data obtained from these assessments to focus small group instruction in mathematics and remediate areas of weakness. As Everyday Math continues to be implemented through the elementary grades, additional students will take part in these assessments (Grade 3 in 2006-07, Grade 4 in 2007-08, and Grade 5 in 2008-09).	are making academic progress towards proficiency. The data will be analyzed to determine if modifications are needed to the curriculum or additional staff development should occur in the targeted area.		
Person Responsible	Timeline for Implementation		Resources	
Lori Suski	Start	n/a	Finish n/a	\$0.00

Activity	Description	Evaluation Procedure		
High School Math Assessments	Students in Grades 9 – 12 will participate in district-initiated semester assessments aligned with the mathematics curriculum. Teachers will utilize data obtained from these assessments to focus small group instruction in mathematics and remediate areas of deficiency.	Teachers will assess data to measure individual student progress and patterns of general weakness and strength with regard to course curriculum. This data will be used to drive instructional decision-making for the current year, as well as individual student's course placement for the following school year.		
Person Responsible	Timeline for Implementation		Resources	
Patrick Hruz	Start	n/a	Finish n/a	\$0.00

Activity	Description	Evaluation Procedure
Middle School Math Assessments	Students in grades 6-8 will participate in a Mathematics Inventory Test, aligned to the curriculum, to measure student progress within the curriculum. Test questions will reflect concepts covered by the course in which the student is currently enrolled. These tests are designed to be administered two times per year with a baseline test in the beginning of each school year followed by one at the end of the year. Diagnostic Test Students in 7th grade will participate in the Diagnostic Mathematics Assessment at the end of the school year. This test measures students' basic skills such as computation skills and number sense. Algebra Readiness Test Students in 7th grade will	Teachers will assess data to measure individual student progress and patterns of general weakness and strength with regard to course curriculum. This data will be used to drive instructional decision-making for the current year, as well as individual student's course placement for the following school year.

	participate in the Algebra Readiness Test at the end of the school year. This test measures students' Pre-Algebra skills.			
Person Responsible	Timeline for Implementation		Resources	
Russell Eppinger	Start	n/a	Finish n/a	\$0.00

Strategy: Response to Intervention

Description: The Response to Intervention (RtI) model will be employed to provide a 3-Tier Model of School Supports to students. All students will receive core instructional interventions daily in the classroom in an attempt to proactively address student needs (Tier 1). At-risk students will receive targeted group interventions as needed to focus on weaknesses (Tier 2). Intensive, individual interventions will be provided to the bottom 5% of students (Tier 3).

Educational Practices: Artful Use of Infrastructure, Quality Teaching

Activity	Description	Evaluation Procedure		
Elementary	<p>Ongoing Data Analysis to Inform Instruction</p> <p>All teachers meet weekly by grade level to review ongoing data obtained from curriculum-based and benchmark assessments. Students receiving Tier 2 or Tier 3 interventions are progress-monitored weekly. This data is analyzed on a weekly basis and instructional strategies and groupings are adjusted according to students' progress.</p> <p>Extended Learning Opportunity Period (ELO)</p> <p>All students will participate in a daily 30-minute extended learning opportunity period during which students are flexibly grouped according to instructional recommendations in the area of mathematics. Specific programs such as Saxon Math, Calendar Math, Mastering Math Facts, Compass Learning, and other teacher-initiated strategies are utilized to assist students in improving their performance in mathematics. Teachers are expected to differentiate instruction and assignments to address students' learning needs.</p>	<p>Frequent use of local, commercial, and state assessments will be reviewed to determine if students are making academic progress towards proficiency. The data will be analyzed to determine if modifications are needed to the curriculum or additional staff development should occur in the targeted area.</p>		
Person Responsible	Timeline for Implementation		Resources	
Lori Suski	Start	n/a	Finish n/a	\$0.00

Activity	Description	Evaluation Procedure		
High School	Research intervention programs for secondary students following Rtl process.	Develop high school team who evaluates program procedures and development.		
Person Responsible	Timeline for Implementation			Resources
Patrick Hruz	Start	n/a	Finish	n/a
				\$0.00

Activity	Description	Evaluation Procedure		
Middle School	Research intervention programs for secondary students following Rtl process.	Develop team that will develop and evaluate progress of the Rtl Team.		
Person Responsible	Timeline for Implementation			Resources
Richard Weinstein	Start	n/a	Finish	n/a
				\$0.00

Strategy: Special Education

Description: Best-practice strategies will be implemented in order to provide students with IEPs with instruction in the middle school mathematics curriculum while ensuring opportunities for specialized instruction in programs designed to meet their individual needs.

Educational Practices: Artful Use of Infrastructure

Activity	Description	Evaluation Procedure
Middle School	<p>Full inclusion in co-taught mathematics classes</p> <p>When appropriate, special education and regular education teachers will engage in co-teaching of mathematics classes. Special education students will be instructed in the middle school mathematics curriculum with modifications which will enable them to achieve mastery of standards and anchors. The learning support and regular education teachers will have common planning time to plan differentiated instruction to meet the needs of all students. These classes will be homogeneously grouped whenever possible.</p> <p>Part-time inclusion in co-taught mathematics class/Part-time specialized programming designed to meet the mathematics needs of students with IEPs.</p> <p>Based upon data gathered by special education teachers to develop students' IEPs, special education students' instruction will include middle school mathematics curriculum with modifications which will enable them to achieve</p>	<p>Classroom, local, and state assessments will be used to monitor the progress of special education students receiving instruction in this setting.</p> <p>Classroom, local, and state assessments will be used to monitor the progress of special education students receiving instruction in middle mathematics curriculum. The assessment component of The Saxon Mathematics program and other specialized programs will be used to monitor student progress.</p>

	<p>mastery of standards and anchors, as well as specialized programs designed to meet their individual needs. The programs include, but are not limited to The Saxon Mathematics program. These programs will be delivered by special education teachers or mathematics teachers.</p> <p>Specialized programming designed to meet the mathematics needs of students with IEPs</p> <p>Based upon data gathered by special education teachers to develop students' IEPs, determinations will be reached regarding the needs of students with regard to basic mathematics skills. These students will be provided with programs designed to meet their individual needs.</p> <p>These programs include, but are not limited to The Saxon Mathematics program. These programs will be delivered by special education teachers or mathematics teachers.</p>		
Person Responsible	Timeline for Implementation		Resources
Russell Eppinger	Start	n/a	Finish
		n/a	\$0.00

Goal: READING - Adequate Yearly Progress (AYP)

Description: Students will demonstrate achievement in Reading and increase the percentage attaining proficiency or above according to the defined AYP targets

- 2006 - 2007 – 54% proficiency
- 2008 - 2010 – 63% proficiency
- 2011 – 72% proficiency
- 2012 – 81% proficiency

Strategy: Acceleration (Previewing)/Remediation

Description: Opportunities for remediation or acceleration in the area will be provided.

Educational Practices: Quality Teaching

Activity	Description	Evaluation Procedure
Elementary	<p>Extended Learning Opportunity Period (ELO)</p> <p>All students will participate in a daily 30-minute extended learning opportunity period during which students are flexibly grouped according to instructional recommendations in the area of reading. Specific programs such as</p>	<p>Frequent use of local, commercial, and state assessments will be reviewed to determine if students are making academic progress towards proficiency. The data will be analyzed to determine if modifications are needed to the curriculum or additional staff development should occur in the targeted area.</p>

	<p>Project Read, Road to the Code, Comprehension Plus, Quick Reads, Corrective Reading, Wilson Reading, Compass Learning, and other teacher-initiated strategies are utilized to assist students in improving their performance in reading. Teachers are expected to differentiate instruction and assignments to address students' learning needs.</p>	
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Person Responsible	Timeline for Implementation			Resources	
Lori Suski	Start	n/a	Finish	n/a	\$0.00

Activity	Description	Evaluation Procedure
High School	<p>Passkey Remediation All students who do not achieve proficiency or above on the PSSA assessment in grades 8 or 11 will be placed into the Passkey Remediation program until they have become proficient in the skills in which they are deficient. Students may also be placed into Passkey Remediation if classroom teachers find skill deficiencies that can be addressed through the Passkey program.</p> <p>Keys 2 Work Remediation Program is designed to relate remediation work to students area of interest to increase student focus and participation.</p> <p>Schedule Accommodations All junior students will have a remediation period (previously called study hall) included in their schedule for the purpose of remediation and preparation for the 11th grade reading PSSA.</p> <p>Curricular Remediation Throughout the school year, students with skill deficiencies will be placed with their curricular teachers during the flex period to be instructed in the areas of their deficiencies.</p> <p>Remediation Screening All students who move into the district without proof of proficiency</p>	<p>Frequent use of local, commercial, and state assessments will be reviewed to determine if students are making academic progress towards proficiency. The data will be analyzed to determine if modifications are needed to the curriculum or additional staff development should occur in the targeted area.</p>

	<p>on the 8th or 11th PSSA reading assessment will be placed into remediation and given diagnostic testing to determine their deficiencies for the purpose of remediation.</p> <p>High School teachers will learn how to preview and accelerate student learning as a component of the Learning Focused Schools Model.</p>	
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Person Responsible	Timeline for Implementation			Resources	
Patrick Hruz	Start	n/a	Finish	n/a	\$0.00

Activity	Description	Evaluation Procedure
Middle School	<p>Supplemental programming designed to meet the needs of individual students</p> <p>Activity Description: Based upon data from classroom, state and local assessments, determinations will be reached regarding the needs of students with regard to decoding, fluency, and comprehension. These students will be provided with programs designed to meet their individual needs. These programs include, but are not limited to: Corrective Reading, Read Naturally, Wilson Reading, and Verbalization and Vocalization (V&V). These programs will be delivered by reading teachers or reading specialists. These programs will be provided as a supplement to the reading curriculum and will be delivered during the regular school day in resource times and instructional periods.</p> <p>Learning Focused School strategies will be implemented to focusing on acceleration and previewing of material.</p> <p>Use of Studyisland.com to provide remediation/acceleration opportunities</p> <p>Activity Description: Students will engage in pre-testing, practice, and post-testing opportunities using studyisland.com (reading component). This will take place</p>	<p>Frequent use of local, commercial, and state assessments will be reviewed to determine if students are making academic progress towards proficiency. The data will be analyzed to determine if modifications are needed to the curriculum or additional staff development should occur in the targeted area.</p> <p>Teachers, administrators, and guidance counselors will access student use and performance using the program's built-in monitoring system. Students can self-monitor progress within the program.</p> <p>Teachers will monitor student progress within these materials and will monitor data to ensure that students are receiving appropriate practice and remediation opportunities.</p> <p>Student progress will be monitored through tools provided on studyisland.com, surveys of teachers, parents, and students to determine satisfaction with the program, and student performance on classroom, local, and state assessments.</p>

	<p>during the school day, during after-school programs, and may be accessed at home by students.</p> <p>Use of instructional materials to provide remedial/acceleration materials. Activity Description: Students will use the PSSA coaching series and the PSSA Prep materials to practice skills in which they are deficient. Deficiencies will be determined through the use of data at the classroom, local, and state levels. Materials will be used in the classroom setting as well as during the after-school tutoring program.</p> <p>After-school tutoring program Activity Description: Students needing remedial instruction in reading as determined by classroom, local and state assessments will have an opportunity to participate in an after-school tutoring program for a portion of the year. This will be staffed by teachers, and will consist of opportunities to practice skills using materials including, but not limited to: PSSA Coaching series, PSSA Prep series, and studyisland.com. Students will work in small groups, with low student/teacher ratios.</p>			
Person Responsible	Timeline for Implementation			Resources
Russell Eppinger	Start	n/a	Finish	n/a
				\$0.00

Strategy: Benchmark Assessments

Description: Quarterly reading assessments will be administered to all students in Grades 3 – 5.

Educational Practices: Continuous Learning Ethic

Activity	Description	Evaluation Procedure
Elementary Reading Assessments	Students in Grades 3 – 5 will participate in the state-initiated 4Sight Reading Assessments which are designed to assess students’ progress toward the achievement of benchmark goals. These tests are designed to be administered 5x per year with a baseline test in September followed by one at the end of each marking period. Data from these	Frequent use of local, commercial, and state assessments will be reviewed to determine if students are making academic progress towards proficiency. The data will be analyzed to determine if modifications are needed to the curriculum or additional staff development should occur in the targeted area.

	<p>assessments is uploaded into the Member Center from which many reports can be generated for teachers' use in designing classroom instruction accordingly.</p> <p>The district will purchase the services of Comprehensive Data Analysis (CDA) a web-based data mining system to collect and store all district student assessment and demographic data. CDA will house data such as the PSSA, 4Sight, and DIBELS.</p>		
Person Responsible	Timeline for Implementation		Resources
Lori Suski	Start	n/a	Finish n/a \$0.00

Activity	Description	Evaluation Procedure
High School Reading Assessments	<p>4Sight Reading Assessments Students in grades 9-11 will participate in the state-initiated 4Sight Reading Assessments which are designed to assess students' progress toward the achievement of benchmark goals. These tests are designed to be administered five times per year with a baseline test in September followed by one at the end of each marking period. Data from these assessments is uploaded into the Member Center from which a variety of reports can be generated for teachers' use in designing classroom instruction accordingly.</p> <p>The district will purchase the services of Comprehensive Data Analysis (CDA) a web-based data mining system to collect and store all district student assessment and demographic data. CDA will house data such as the PSSA, 4Sight, and DIBELS.</p>	Frequent use of local, commercial, and state assessments will be reviewed to determine if students are making academic progress towards proficiency. The data will be analyzed to determine if modifications are needed to the curriculum or additional staff development should occur in the targeted area.

Person Responsible	Timeline for Implementation		Resources
Patrick Hruz	Start	n/a	Finish n/a \$0.00

Activity	Description	Evaluation Procedure
Middle School Reading Assessments	<p>4Sight Reading Assessments Students in grades 6-8 will participate in the state-initiated 4Sight Reading Assessments which are designed to assess students' progress toward the achievement of benchmark goals.</p>	<p>Teachers will use data from assessment to evaluate student progress and drive instructional decision-making for the coming quarter.</p> <p>Teachers will assess data to</p>

	<p>These tests are designed to be administered 5 times per year with a baseline test in the beginning of each school year followed by one at the end of each marking period.</p> <p>Teacher created quarterly assessments Students in several grade levels will participate in teacher-created quarterly assessments designed to measure student progress within the curriculum. Test questions will reflect concepts covered in the previous quarter of instruction.</p> <p>The district will purchase the services of Comprehensive Data Analysis (CDA) a web-based data mining system to collect and store all district student assessment and demographic data. CDA will house data such as the PSSA, 4Sight, and DIBELS.</p>	<p>measure individual student progress and patterns of general weakness and strength with regard to standards and anchors. This data will be used to identify students in need of remediation in specific skills and to drive instructional decision-making for the coming quarter.</p>	
Person Responsible	Timeline for Implementation		Resources
Russell Eppinger	Start	n/a	Finish n/a
			\$0.00

Strategy: Curriculum & Instruction

Description: The district reading curriculum will be realigned to account for changes to the assessment anchors and eligible content.

Educational Practices: Continuous Learning Ethic

Activity	Description	Evaluation Procedure	
Elementary	The elementary reading curriculum will be addressed according to the 6-year district cycle. District teachers will actively participate in the selection of research-based materials used to deliver reading instruction, map the curriculum to ensure that eligible content is prioritized, and implement the curriculum according to district-defined guidelines to ensure consistency and continuity in instruction. Adoption of the new Reading/Language Arts curriculum is scheduled for 2006-07 school year.	Frequent use of local, commercial, and state assessments will be reviewed to determine if students are making academic progress towards proficiency. The data will be analyzed to determine if modifications are needed to the curriculum or additional staff development should occur in the targeted area.	
Person Responsible	Timeline for Implementation		Resources
Lori Suski	Start	n/a	Finish n/a
			\$0.00

Activity	Description	Evaluation Procedure
High School	Curriculum Research, Mapping, Writing, Implementation, Evaluation	Frequent use of local, commercial, and state assessments will be

	<p>and Refinement. The secondary Language Arts curriculum will be addressed according to the district's six-year cycle. District teachers will actively participate in the selection of research-based materials used to deliver language arts instruction, map the curriculum to ensure that eligible content is prioritized, and implement the curriculum according to district-defined guidelines to ensure consistency and continuity in instruction.</p> <p>Instructional Strategies</p> <p>Teachers will utilize Learning Focused Schools strategies such as previewing, scaffolding, graphic organizers, differentiated assignments, and vocabulary development to refine instructional practice.</p> <p>On-going Professional Development</p> <p>Both novice and experienced teachers will participate in ongoing professional development in order to improve instructional practice.</p> <p>Training in Learning Focused Schools and other current data-driven instructional methods will be addressed.</p>	<p>reviewed to determine if students are making academic progress towards proficiency. The data will be analyzed to determine if modifications are needed to the curriculum or additional staff development should occur in the targeted area.</p>
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Person Responsible	Timeline for Implementation				Resources
Michael Schatz	Start	n/a	Finish	n/a	\$0.00

Activity	Description	Evaluation Procedure
Middle School	<p>Curriculum research, mapping, writing, implementation, evaluation and refinement.</p> <p>The middle school reading curriculum will be addressed according to the six-year district cycle. District teachers will actively participate in the selection of research-based materials used to deliver reading instruction, map the curriculum according to LFS mapping and prioritizing standards to ensure prioritization of eligible content, and implement the curriculum according to the district-defined guidelines to ensure consistency and continuity in</p>	<p>Teachers and administrators, in conjunction with outside consultant hired by MASD (Pat Conahan) will monitor the process to ensure alignment and accuracy.</p> <p>Administrators will monitor implementation of strategies through walk through and formal observations.</p> <p>Administrators will monitor participation in training and implementation of strategies in which teachers have been trained. Teachers will be asked for evaluations regarding training.</p>

	<p>instruction.</p> <p>Instructional Strategies Teachers will use Learning Focused Schools strategies such as previewing, scaffolding, graphic organizers, differentiated assignments, and vocabulary development to refine instructional practice</p> <p>Ongoing Professional Development Teachers will participate in ongoing professional development in order to improve instructional practice. Training in Learning Focused Schools, Corrective Reading, Wilson Reading, Read Naturally, Verbalization and Vocalization (V & V) and other research-based programs and strategies will be provided.</p> <p>Inclusion Strategies The middle school special education staff will work with the regular education staff to provide inclusion strategies for special education students. Classes in Language Arts/Reading will be co-taught when possible.</p>	Teachers will be surveyed to determine professional development needs.			
Person Responsible	Timeline for Implementation			Resources	
Russell Eppinger	Start	n/a	Finish	n/a	\$0.00

Strategy: Curriculum-Based and Local Assessments

Description: Two local assessments in reading will be administered in Grades K – 5 to assess students' basic literacy skills.

Educational Practices: Continuous Learning Ethic

Activity	Description	Evaluation Procedure
Elementary	<ul style="list-style-type: none"> Students in Grades K – 5 will participate in the DIBELS assessment. All students will be assessed in September to establish baseline data. Basic skills assessed in this research-based screening tool include letter naming fluency, phoneme segmentation fluency, nonsense word fluency, and oral reading fluency. Students will be re-assessed in January and May to determine individual student progress toward benchmark goals defined by the assessment. 	Frequent use of local, commercial, and state assessments will be reviewed to determine if students are making academic progress towards proficiency. The data will be analyzed to determine if modifications are needed to the curriculum or additional staff development should occur in the targeted area.

	<ul style="list-style-type: none"> •Students in Grades 1 – 5 will take the DRA in the first quarter of the school year. This assessment measures students' independent reading level by assessing word accuracy and comprehension of a reading passage. The assessment can be administered at, above, or below grade level in order to find a student's true independent reading level. Students will read leveled books regularly as part of their core reading instructional program. •Data obtained from both DIBELS and DRA is used to inform instructional practice in the classroom as well as to determine the need for additional interventions in the area of reading. 		
Person Responsible	Timeline for Implementation		Resources
Lori Suski	Start	n/a	Finish n/a \$0.00

Activity	Description	Evaluation Procedure	
High School	Curricular Midterm and Final Assessments Students in grades 9-12 will participate in district-initiated semester assessments aligned with the Language Arts curriculum. Teachers will utilize data obtained from these assessments to focus small group instruction in language arts skills and remediate areas of deficiency.	Frequent use of local, commercial, and state assessments will be reviewed to determine if students are making academic progress towards proficiency. The data will be analyzed to determine if modifications are needed to the curriculum or additional staff development should occur in the targeted area.	
Person Responsible	Timeline for Implementation		Resources
Michael Schatz	Start	n/a	Finish n/a \$0.00

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

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

Strategy: Monitor student attendance and enforce state attendance codes.

Description: The district will employ staff who will monitor daily student attendance and report excessive absences to building principal or home and school visitor.

Educational Practices: Quality Leadership, Quality Teaching

Activity	Description	Evaluation Procedure
Take daily attendance.	The building secretary or attendance secretary (secondary) is responsible to monitor and report excessive absences to the building administrator or home and school visitor.	Student attendance rate is above the 90% as required by NCLB.

	<p>Send the Official Notices of Absence to the parent or guardian when the student has excessive absences.</p> <p>Employ a Home and School Visitor to work with truant students.</p> <p>Enforce student attendance laws by issuing citations to the parents or guardians of truant students.</p> <p>Provide counseling, when appropriate, to students with excessive absences.</p>		
Person Responsible	Timeline for Implementation		Resources
Richard Weinstein	Start	n/a	Finish
		n/a	\$0.00

Measurable Annual Improvement Targets

Improving student achievement will vary by student, grade level, and content and requires ongoing use of assessment. Assessment is the instrument used to guide instruction and improve student achievement. Each school has a committee that reviews and analyzes the summative and formative data to help guide student instruction and improve the curriculum. The committee reviews the data and will select instructional goals that are aligned to PA Standards. These goals are placed in the building's school improvement plan which sets measurable goals for student growth and the necessary plans required to achieve the goals. The committee will select the research-based instructional materials needed to accomplish these goals and provide staff training if needed in the research-based strategy.

Local and state assessment data is uploaded into the district's data warehousing program Comprehensive Data Analysis (CDA). The data is then shared with teachers through common grade level planning meetings that occur on a weekly and or monthly basis. The data is used to help guide teacher instruction including content needing to be re-taught in addition to the previewing of upcoming content. Research-based instructional strategies will include the Learning Focused School Model strategies and other based on identified need. Teachers will be using such research-based strategies as; previewing, scaffolding, graphic organizers, differentiated assignments, and vocabulary development to improve student achievement and refine instructional practice.

Curriculum, Instruction and Instructional Materials

The curriculum framework outlines the Middletown Area School District's curricular goals for kindergarten through grade twelve, defines the vision of instruction and assessment, and specifies what students are expected to know and be able to do by the end of each grade level. The curriculum framework is designed to inform administrators, parents, and teachers of these curriculum goals. Curriculum, as defined in policy, is divided into four categories: the written, the taught, the assessed (or learned curriculum), and the evaluated curriculum.

The Pennsylvania Academic Standards provides the foundation for the process of developing a curriculum map (scope and sequence) of grade level indicators that define what students should know and be able to do by the end of each grade level in each content area. National standards have influenced the development of the scope and sequence of indicators when state standards were not available. Curriculum mapping defines the Pennsylvania standards and course content by grade level kindergarten through grade twelve for each subject area.

Under the Chapter 4 Regulations developed by the Pennsylvania State Board of Education and adopted by the Pennsylvania Legislature, Middletown Area School District has been empowered to develop a curriculum that will enable students to achieve the academic standards and common core goals identified in the District's Strategic Plan.

Curriculum development is a continuous process. The written curriculum involves planned, systematic change through the updating, revision of existing programs, and the evaluation of the revised curriculum every six years on a curriculum-update cycle. Curriculum change can also include the addition or deletion of courses that are new or no longer appropriate for the teaching curriculum. The priorities for curriculum change can be dictated by state requirements, achievement test scores (national or state), student reaction, or teacher recommendation. The planned course of study is to be used by the classroom teacher as a guide for daily lesson planning. Through department discussions classroom teachers can add, delete, or edit a written planned course. The administration will utilize the curriculum to evaluate and supervise the instructional program. The ultimate goal in developing the written planned courses of study is to provide an educational program that will enable all students to achieve the learning standards mandated by the Pennsylvania Chapter 4 Regulations.

The Middletown Area School District is committed to the following beliefs which are embedded in all curriculum frameworks. The end goal of any curriculum must be to provide all students with the essential skills and knowledge to enable them to become productive citizens and lifelong learners. To this end, curriculum is well balanced among the disciplines and is appropriate for all students. Such a curriculum provides opportunities for all students to reach their potential. Curriculum must be both challenging and engaging so that students feel a sense of accomplishment and have a clear understanding of the value of what they are learning and its relevance to their lives. Curriculum provides a clear alignment of essential skills and knowledge, instruction, and formal assessment measures. The development and implementation of the written, taught, learned, and assessed curriculum reflects current research and best practices, relies on the process of monitoring student progress, and utilizes technology to support instruction.

The vision of curriculum, instruction, assessment, and evaluation will guide the development of scope and sequence and the curriculum guide (map). These vision statements will also guide the development of an instructional monitoring system and student assessment system.

In the Middletown Area School District we believe that curriculum should...

- be based on research, best practices, and results.
- be interesting, challenging, and relevant.
- be developed in a participatory process involving teachers, administrators, parents and the community.
- be organized in a coherent, logical, and sequential manner for ease of instructional delivery kindergarten through grade twelve.
- be organized around important concepts (Big Ideas) relevant to the Pennsylvania standards.
- provide an evolving knowledge base, thinking processes, learning how to learn, and life-long learning skills for all students.
- model instruction but allow for creative teacher delivery and meaningful student learning through an accessible, manageable, and flexible curriculum.
- allow all students to progress unimpeded through the curriculum at different rates regardless of race, gender, socio-economic status, disability, and language.

Instruction should ...

- be based on research, best practices, and results.
- be congruent with the written and assessed curriculum.
- reflect consistent teaching processes and common instructional vocabulary.
- begin with the end in mind so that students are aware of lesson and course objectives including Big Ideas.
- be engaging and interesting while building on student strengths.
- be differentiated to provide an “optimal match” between the learner and the task.
- utilize available technology as a tool for learning.

Assessment should ...

- accurately measure the mastery of curriculum standards.
- be differentiated.
- include formative and summative assessment as well as a variety of performance-based and standardized assessments.
- be regularly reported to students and parents in a systematic manner.
- include authentic work products while integrating problem solving and higher order thinking skills.
- be used to monitor and adjust daily instruction to meet the needs of students.
- result in continuous improvement of instructional delivery and student learning.

Evaluation should...

- assess the effectiveness of the curriculum.
- use data to improve student achievement.
- use data to ensure alignment of curriculum, instruction, and assessment.
- focus on how well students learn.
- determine if teachers are teaching the standards.
- determine if all students are learning the standards.
- document strengths and weaknesses of the curriculum.
- communicate progress in student achievement to students, parents, faculty, school board, and community.

Planned instruction in all levels; elementary, middle school and high school is aligned with a quality core curriculum based on PA academic standards. Curriculum, instruction, and assessment constitute a continuous model of teaching and learning with a focus on academic achievement at all levels. It is expected that students will demonstrate adequate yearly progress in kindergarten through Grade 12 as measured by a variety of assessments.

Instructional materials will be research-based. Instructional practice will also be research-based and align with the Learning Focused Schools Model.

Assessments and Public Reporting

Assessment is a vital component for improving student achievement, measuring student growth, planning future instruction, and guiding staff development. The district develops an annual schedule for local, state and national tests. Student data is reviewed in grade level or content area planning meetings at the start of each year, during each marking period, and the close of each school year. Subsequent assessments are completed for students dependent upon the level of progress a student is making or not making during each marking period. Teachers review data and determine which content material must be retaught or which material must be previewed to ensure future success. Students are assessed multiple time periods during the school year in order to determine their demonstration towards reaching a proficient or advanced level with the academic standards. Assessment data will be made available to the public through the posting of the PSSA report card on the district's Intranet website in addition to the Raider Review Newsletter mailed to each resident in the district three times each school year.

Assessment strategies differ based on student level and need. The following assessment strategies are

presented for the elementary level, middle school and high school:

ELEMENTARY: In Kindergarten, all students are assessed in September to determine baseline levels of reading and math readiness skills. The Brigance K & 1 Screen and DIBELS (Dynamic Indicators of Basic Early Literacy Skills) are the measures used to screen students at this level. Based upon these initial results, a percentage of the most at-risk students (20-50% based upon enrollment) who meet eligibility criteria will be offered a full-day kindergarten experience. Students will receive small-group instruction and ongoing progress will be monitored weekly for students deemed “intensive” and monthly for those at “strategic” levels.

All students in Grades K – 3 (2006-07) will be assessed using curriculum-based mathematics assessments contained within Everyday Math with Grade 4 (2007-08) and Grade 5 (2008-09) included in subsequent years. Harcourt Math assessments will continue to be used in Grades 4 & 5 until the new program is implemented. DIBELS will be administered on a quarterly basis in Grades 1 – 5 to measure students' progress toward benchmark skills in LNF (letter naming fluency), ISF (initial sound fluency), PSF (phoneme segmentation fluency), and ORF (oral reading fluency).

All students in Grades K – 5 will be assessed using curriculum-based reading assessments contained within the Houghton-Mifflin Reading program.

4Sight Reading and Math Assessments will be administered in Grades 3 – 5 on a quarterly basis following a baseline assessment in September.

Data obtained from all of the quarterly assessments will be uploaded into the CDA (Comprehensive Data Analysis) system where teachers will have access to reports. Ongoing progress monitoring data will be charted and graphed for weekly review by teachers during common grade level team planning meetings. Students who have not demonstrated achievement of benchmark goals in relation to academic standards will be grouped for remedial instruction during a daily extended learning opportunity period. This focused instruction will vary in intensity depending upon the degree of need. Through the Response to Intervention (Rtl) model, students will receive individual, small group, and class-wide interventions based upon benchmark and progress monitoring data.

Data obtained from formative assessments will be utilized primarily by teachers to make instructional recommendations; however, individual student data will be made available to parents as part of parent/teacher conferences or Response to Intervention (Rtl) team meetings. Overall data obtained from summative assessments (such as the PSSA) will be reported to the public via online school report cards, newspaper article features, and district newsletters.

MIDDLE SCHOOL: Students in grades 6-8 will participate in the 4Sight Mathematics and Reading Assessments which are designed to assess students' progress toward the achievement of benchmark goals. These 4Sight Assessments will be administered 5 times per year with the first test being a baseline test in the beginning of the school year, followed by a test at the close of each grading period. This test will be used by teachers to collect data which will be analyzed and used to drive instructional decision-making and remediation needs for students during the next marking period.

Students in grades 6-8 will participate in a Mathematics Inventory Test, aligned to the curriculum, to measure student progress within the curriculum. Test questions will reflect concepts covered in the curriculum. The Mathematics Inventory Test will be administered two times per year with a baseline test in the beginning of each school year, followed by a test at the end of the year to measure progress. Teachers will assess data to measure individual student progress and patterns of weakness and strengths with regard to the taught curriculum. This data will be used to drive instructional decision-making for the students and also assist in course level placement for the following school year. Students in 7th grade will participate in the Diagnostic Mathematics Assessment at the end of the school year. This test measures students' basic mathematics skills. The results of the Diagnostic Mathematics Assessment assist in the placement process for students for the following school year. Students in 7th grade will participate in the Algebra Readiness Test at the end of the 7th grade school year. This test

measures students' Pre-Algebra skills. This test is used in conjunction with the Diagnostic Mathematics Assessment and the Mathematics Inventory Test to determine students' mathematics placement for 8th grade.

The Learning Focus Schools' initiative will be used to reinforce the assessment process. Curriculum maps will be divided into quarterly sections relative to the standards that are to be taught in a given sections. Assessment results will assist in the determination of which essential items which will be re-taught if needed.

HIGH SCHOOL: In eighth grade all students are assessed in March to determine baseline levels of math readiness skills for high school. A local assessment aligned to the Pennsylvania standards and core academic proficiency standards identifies the students' instructional/placement needs. Students transitioning from another school district are also required to complete the math assessment. Results will help determine course placement and instructional support needs. Student scores on the 8th grade 4Sight Assessments, PSSA, and PVAAS will be reviewed to evaluate student progress and assess proficiency levels and determine instructional interventions.

All high school students in grades 9 – 11 will be participating in the 4Sight quarterly assessments as part of progress monitoring and to determine proficiency status in mathematics and reading. A 4Sights baseline and 4 subsequent assessments will be administered each year. Students who are not proficient on the 4Sight assessments will be assigned to the Passkey acceleration program. The acceleration lab coordinator will develop a plan for each student and coordinate math and reading assistance provided by certified mathematics and English teachers.

Data obtained from the 4Sight Assessments, PSSA and other local assessments will be uploaded into the district's data management system, Comprehensive Data Analysis (CDA). Teachers and administrators will review this data to guide instruction, determine student progress, and identify curriculum gaps. Ongoing progress monitoring data will be charted and graphed for monthly review by teachers during common department level planning meetings. Students who have not demonstrated achievement of benchmark goals in relation to academic standards will be grouped for re-teaching and accelerated programs provided through daily extended learning opportunities. This focused instruction will vary in intensity depending upon the degree of student need.

Data obtained from formative assessments will be utilized primarily by teachers to make instructional recommendations; however, individual student data will be made available to parents as part of the quarterly report card. Overall data obtained from summative assessments (such as the PSSA) will be reported to the public via online school report cards, newspaper article features, and district newsletters.

MIDDLETOWN AREA SCHOOL DISTRICT - GROUP TESTING SCHEDULE - 2006-2007 School Year

GRADE:	TEST / DATES:	CONTENT:
3rd	InView Weeks of October 16-27	Cognitive Abilities
3rd	PSSA Weeks of March 12 - 23	Reading & Mathematics
4th	PSSA Weeks of March 12 - 23	Reading & Mathematics
	Weeks of April 23 – May 4	Science Field Test
5th	PSSA Weeks of February 12-23	Writing Assessment

5th	PSSA Weeks of March 12 - 23	Reading & Mathematics
6th	PSSA Weeks of March 12 - 23	Reading & Mathematics
7th	InView Weeks of October 16-27	Cognitive Abilities
7th	PSSA Weeks of March 12 - 23	Reading & Mathematics
8th	PSSA Weeks of February 12-23	Writing Assessment
8th	PSSA Weeks of March 12 - 23 Weeks of April 23 – May 4	Reading & Mathematics Science Field Test
9th	Differential Aptitude/Interest Test Week of April 23 - 27	
11th	PSSA Weeks of February 12-23	Writing Assessment
11th	PSSA Weeks of March 12 - 23 Weeks of April 23 – May 4	Reading & Mathematics Science Field Test
11th	Armed Forces Vocational Aptitude/Interest Battery Week of September 25 - 29	
11th	PSAT / NMSQT Week of October 16 - 20	Math & Verbal
12th	PSSA Re-Test Weeks of October 23 – November 3	Reading, Mathematics, Writing

Targeted Assistance For Struggling Students

Student assistance for struggling students will continue to expand and include various research-based instructional strategies. It is the district's immediate plan to engage in the research based strategies of Learning Focused Schools which includes numerous strategies to help struggling students. All district staff will be trained in the Learning Focused Schools strategies. The Response to Intervention Model is being implemented in all

elementary schools and will be expanded during this plan to the secondary level. Grade level and content planning meetings will occur on a regular basis and are designed to help identify struggling students through the use of data to help guide instruction for increasing student achievement.

The district considers reading proficiency to be the most important goal for all primary students. For this reason, the reading proficiency of all primary students will be closely monitored using a variety of assessment tools to help guide the instruction for struggling students. Intervention services be identified through grade level planning meetings and the Response to Intervention process include the use of a research based core program, extended learning opportunities (ELO) providing small group instruction by the classroom teacher, special education teacher (for identified and non-identified students), Title I teachers, Instructional Support teachers, Rtl teachers, support staff and identified community tutors.

Proficiency in basic arithmetic skills has been established as a goal for all intermediate students. Mathematics proficiency will be closely monitored through using a variety of assessment tools to help guide the instruction for struggling students. The Responds to Intervention Model and various child student teams at the secondary level will monitor student progress for struggling students. Students will receive a variety of interventions at the elementary and secondary level. Intervention service will be provided by classroom teachers, special education teachers (for identified and non-identified students), classroom teachers, Title I math, Instructional Support teachers, Rtl teachers, support staff and identified community tutors.

Remediation plans will be developed for all students who score below the proficiency level on the PSSA test for reading, writing, or mathematics. The remediation plan may include: teacher developed instructional aides to help student learning, instructional, curricular and assessment adaptations through Learning Focused strategies, remedial assistance programs, peer tutoring, and or school counseling.

Extended learning opportunities will also be provided for district students deemed in need of intensive remediation in reading or mathematics by a child study team. The district provides an after-school program for students in grades 5 through 8 in reading and mathematics. The high school is developing an two intensive days in the schedule each cycle in order to help struggling students in all subjects. High school students may also attend the summer school program provided by the Dauphin County Technical School.

Retention is a consideration for struggling students. Board policy has been established to define the process for retention of students. A child study team will be convened to consider retention for any student.

Support for Struggling Schools

The district's central office administration and building principals monitor student progress in each school on an annual basis through a variety of means including a review of the annual AYP targets and local assessments such as the 4Sight Reading and Math Assessments administered in grades 3 through 11. All schools in the district are required to develop an annual school improvement plan using the Department of Education's format regardless of AYP status. Assistance for struggling schools will occur through the use of district and or grant funds and will include a review of all student data, identification of curricular needs, identification of research based instructional programs, and professional development for district personnel in the use of these best practice and research based strategies. The district will utilize the building improvement plan and if needed the services of the Department of Education, the local intermediate unit or consultants to assist with improving academic achievement in the identified struggling school. The district is committed to the Response to Intervention Model and will have implementation in kindergarten through grade 5 by the start of the 2006-07 school year. The secondary schools will also identify Rtl like strategies such as use of research based core program, use of data to guide instruction, and interventions for struggling students.

Qualified, Effective Teachers and Capable Instructional Leaders

The district will hire teachers who are highly qualified and meet the standards identified by NCLB and the Pennsylvania Department of Education. The teachers will require that all teachers follow the requirements of Act 48 and participate in professional development to ensure that all staff are knowledgeable about research-based

instructional strategies. Teacher and administrative accountability is critical to improving student achievement. The district will employ administrators who are knowledgeable of best practice and research-based instructional strategies designed to improve academic achievement.

Parent and Community Participation

The district encourages a partnership with parents/guardians including those of children with disabilities, to participate in many school district activities. Pre-school programs are available through the services of the CAIU with district special education personnel coordinating transition plans for pre-school students. Head Start will be provided space in a district building effective 2006-07 school year. The district's drug free school advisory committee has joined with the Communities That Care Program and meet monthly to plan youth prevention programs and parent education programs. Joint grants have been developed with the opening of a youth center scheduled for the fall of 2006. Numerous parent literacy programs are offered each year.

Parent and community participation will increase student success and create schools that are responsive to the needs of the community. Parents who are involved and support teachers and learning will help increase academic achievement. The district is committed to soliciting parent and community participation through a variety of avenues. School and community partnerships will continue through Parent Advisory Committees, Parent Teacher Organizations, Business Advisory Committees, and Communities That Cares. The district has increased participation with higher education through the efforts of Project 720 and the Dual Enrollment Grants. Articulation agreements have been developed with Harrisburg Area Community College, Penn State Harrisburg, Central Penn College and the Academy of Medical Arts.

Pre-Kindergarten Transition

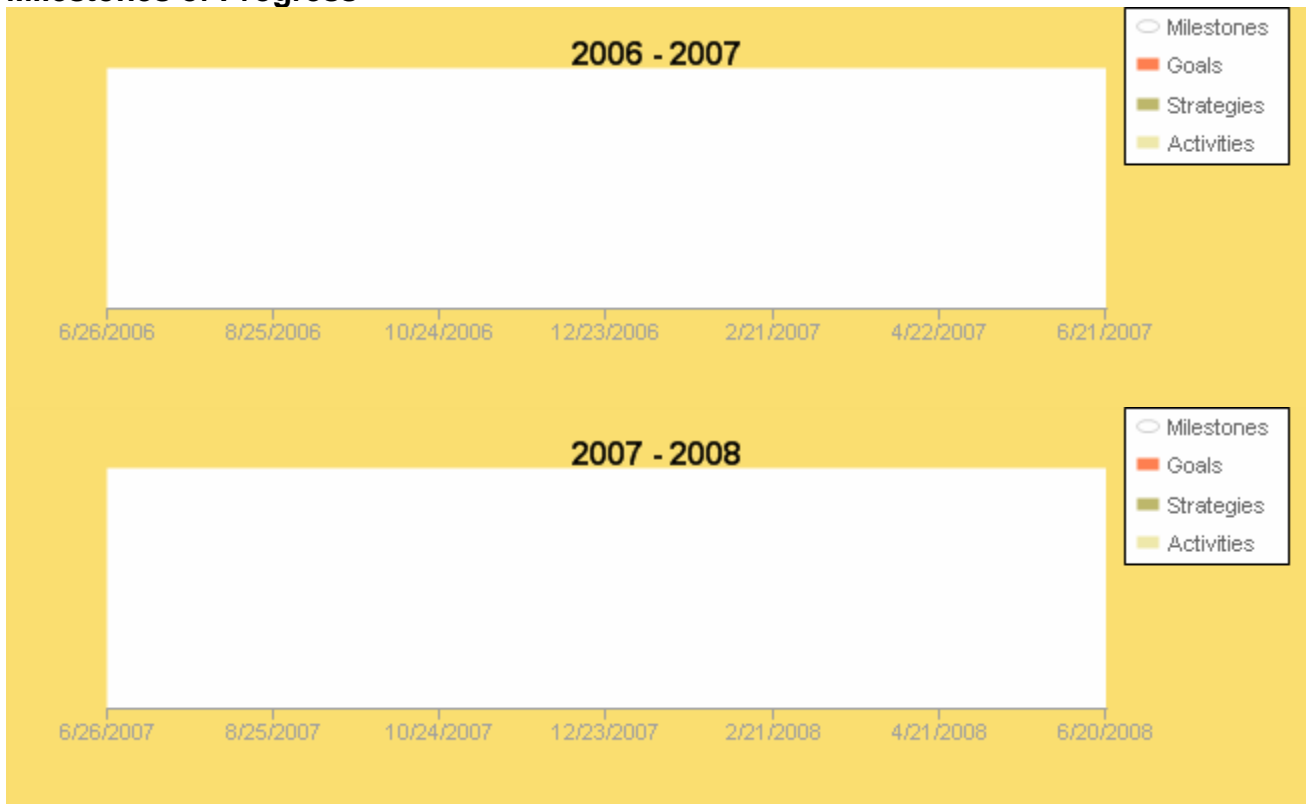
No Pre-K Offered

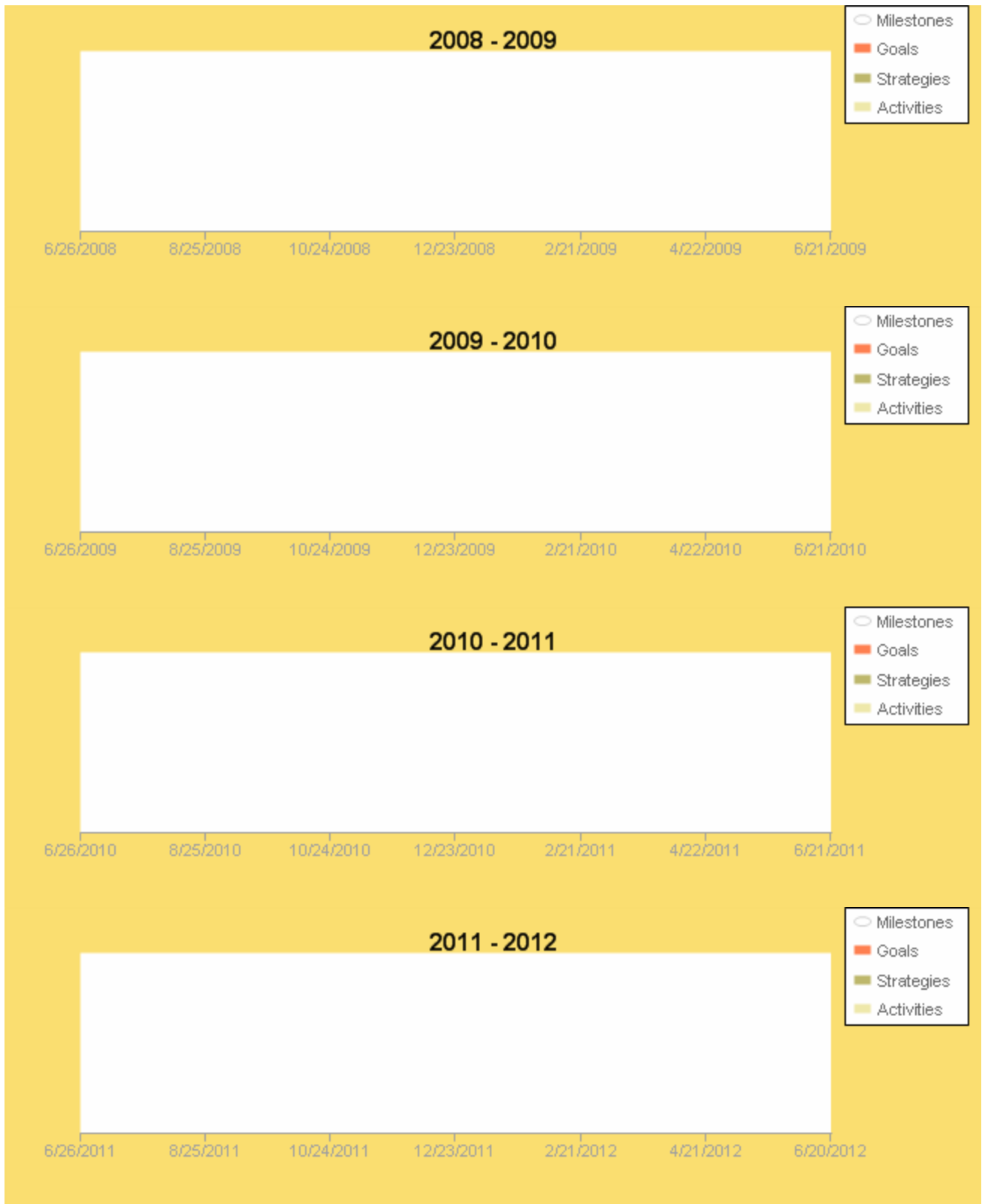
Utilization of Resources and Coordination of Services

Service or Resource	Comment or Reflection
Records Maintenance	An accurate set of school records is kept for all students. Pupil Services responsibilities include the monitoring, collection, maintenance and dissemination of records as well as the protection of the confidentiality of the records.
Research/Evaluation	Research and evaluation are ongoing responsibilities of Pupil Services and the Administration. They involve activities such as attitude surveys, follow-up studies, and analysis of student test performance. They may include a review of group performance records to develop longitudinal data or a formalized research project.
New U Health Committee	This district service is made up of school personnel in addition to parents and community members with the goal of promoting student and staff wellness initiatives.
Policy Recommendations	Pupil services staff assists in the development of policies and procedures in areas that directly affect students.
School Environment Assessment	Pupil services staff assists with the development of the district's Safety and Security Plan for the physical safety and social and emotional health of students and staff.
Consultation and Coordination Services	Some activities do not involve direct services to students; rather they are designed to facilitate the development and progress of students by consultation with school staff and parents or by coordination with other agencies or individuals. These services may include: case management, community liason, consultation, home/family communication, staff development, or parent education.
Guidance Services	These developmental services are designed for all students and include the following activities and processes to facilitate the normal development of students: orientation, academic counseling, student evaluation, and career development.
Nursing Services	Periodic appraisals are conducted to monitor normal development and to determine the absence of disease. Such appraisals include height, weight, vision, hearing, scoliosis, body mass index and dental hygiene. The nursing department also promotes wellness programs.
Home and School Visitor Services	Attendance patterns are reviewed. Regular attendance is encouraged and reinforced under school code and PA state law. If nonattendance becomes an issue, appropriate referral is made to the the home and school visitor for further investigation.
Diagnostic, Intervention and Referral Services	Direct services to individual students are

	<p>needed in the schools. These services are handled by the Pupil Services staff in each school and are designed to help each student succeed in the school program. These services may include: counseling, assessment, intervention students placement, and community referral.</p>
<p>Special Education Services</p>	<p>Special Education Services are responsible for implementing services in accordance with PA Chapter 14 regulations and standards.</p>

Milestones of Progress





Date Submitted to PDE _____

School District/AVTS/Charter School

Name: _____

Address: _____

_____ Zip Code: _____

IU#: _____

Chief School Administrator: _____

Telephone: (area code): _____ # _____

We affirm that this strategic plan 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 plan was placed for public inspection in the school district/AVTS/Charter School 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