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# Pennsylvania Department of Education

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

## **Academic Standards and Assessment Report** **Monday, November 24, 2008**

**Entity:** Antietam SD  
**Address:** 100 Antietam Rd Stony Ck Mills  
Reading, PA 19606-1018  
**Phone:**  
**Contact Name:**

### **Organization Description**

The Antietam School District is located in Berks County, southeast and adjacent to the City of Reading. The district encompasses approximately 5.3 square miles and is comprised of two municipalities: Mt. Penn Borough and Lower Alsace Township. As a predominantly residential community with little commercial and industrial businesses, the district currently serves approximately 1100 students in a community of 7500 residents.

According to projections from the Pennsylvania Department of Education, the district will see a continuing increase in enrollment despite minimal space for residential building. Enrollments over the next ten years will be dependent upon birth rates, migration, age composition of the community, and the role of non-public education. Projections indicate that the district will see an increase to approximately 1500 students (Revised: 08/2007 - 2006 Enrollments) over the next ten years. Similarly, the district has experienced a significant change in socio-economic status and diversity during the past ten (10) years. During that time period, the district has welcomed an increase in culturally diverse students from less than 5% of the population to more than 30% in our current population. Additionally, the district has experienced an increase in students qualifying for the school lunch program from less than 10% to our current level at over 30%.

The Antietam School District is comprised of three separate facilities. The Mt. Penn Primary Center, opened for the 2005-06 school year, is a kindergarten and first grade facility serving all 159 students in a full-day program. The Mt. Penn Elementary Center services 421 students in grades 2 — 6. The Antietam Middle-Senior High School, located in Lower Alsace Township, serves 541 students in grades 7 — 12 and has an adjoining building for District Administration.

The district is one of 18 public school districts in the Berks County Intermediate Unit #14 service area. There is a close working relationship among the member districts with collaboration, staff development, and joint purchasing occurring at virtually every level with the coordination of the Intermediate Unit. We provide a free and appropriate public education for all of our students and when a student is identified as eligible for special education, the IEP team decisions about specific programming for those students are implemented. Students receive their instruction in the general curriculum as much as possible, with supplementary aids and services, unless the IEP team determines that replacement instruction is necessary for the student to acquire skills. In Antietam, we have 18.5% of students that are identified for special education services. Similar to other districts in our region, we have noted a significant increase in the number of students with autism spectrum disorders and severe behavioral disorders placing greater demands on the resources of the district.

The Antietam Middle-Senior High School is structured in a block scheduling format, currently utilizing a semester block approach. Due to the constraints of time with mandated PSSA testing, proposed graduation competency assessments, and AP test schedules, the District will move to an alternating day block format for the 2008-09 school year. Academically, this school utilizes a three-tier homogeneous grouping technique for grades 9 — 12 and offers advanced placement courses as follows: English 12, Computer Science, Calculus I & II, American History, Statistics, and Biology I & II. Five-year course sequences in German and Spanish are also available. Additionally, thirty-five technical career areas are available to Antietam students through the Berks County Career and Technical Centers located in Oley and Leesport. The district is an approved Dual-Enrollment grant participant with the Reading Area Community College, offers comprehensive programs for special education and gifted students, and encouraging seniors to participate in career awareness internships in local businesses and professional offices.

## **Core Purpose**

### **Mission**

"Antietam's Commitment: A community partnership pledged to lifetime achievement."

### **Vision**

In keeping with our stated mission, the Antietam School District in conjunction with our community will provide a sound educational experience in a caring and supportive environment that fosters lifetime learning which:

- Challenges and empowers all students in a rigorous standards-based curriculum

- Utilizes technology and data-driven decision making to foster sound educational practices
- Develops the foundation for a socially responsible, life-long learner
- Emphasizes problem solving, analytical and creative thinking
- Promotes a culture of respect

## Shared Values

1. We believe that all children can learn and the limits of individual learning are unknown.
2. The role of the school community is to work cooperatively to support the needs of the students.
3. All students are entitled and the District has the responsibility to create a safe and caring learning environment.
4. The education of our children is a shared responsibility between the students, the school, the home, and the community.
5. We believe that the future our children will live and work in will be a vastly different and ever changing world, and we must prepare them to be life-long learners prepared for the challenges of that future.
6. We believe in the need for continuous improvement utilizing a decision-making model that is student-centered, collaborative, data-driven, and research based.
7. Technology enhances educational programs, promotes academics achievement, and is essential in the management of the District.
8. Healthy school communities respect differences, welcome diversity, and promote cultural diversity.
9. Excellence in education and the personal and professional growth of all staff members are essential for continuous improvement.
10. The district is responsible for providing educational excellence within the fiscal resources of the community.
11. Good citizenship requires responsibility, hard-work, self-discipline, appropriate decision-making, and integrity.
12. The district believes co-curricular participation is an integral aspect of the whole school program.

## Goals

### **Goal: Best Practices**

*Description:* Further implement best research and practices, along with State Standards and anchors, to improve curricula, instruction, assessment, and resources on a district-wide basis to improve student motivation and learning.

### **Goal: Educational Climate**

*Description:* As the Antietam school district becomes more economically and socially diverse and the social pressures of students become more challenging, the district needs to make formal efforts to create a learning climate that is safe and supports the social and emotional growth of students individually and as a group

### **Goal: Mathematics**

*Description:* At least 56% of all students will be proficient in mathematics by 2008 and 67% by 2011, as measured by the annual statewide PSSA assessments.

### **Goal: Parent and Community Relations**

*Description:* Review the current methods for reaching out to and communicating with parents and the community with the intent of improving and expanding upon those interactions.

### **Goal: Reading**

*Description:* At least 63% of all students will be proficient in reading by 2008 and 72% by 2011, as measured by the annual statewide PSSA assessments.

**Goal: Science**

*Description:* By aligning our curriculum with the standards and anchors created for the PSSA, the district will strive to meet and exceed the proficiency levels established for the PSSA science assessments.

**Goal: Social Studies**

*Description:* By aligning our curriculum with the standards and anchors created for the PSSA, the district will strive to meet and exceed the proficiency levels established for the PSSA social studies assessments.

**Goal: Best Practices**

*Description:* Further implement best research and practices, along with State Standards and anchors, to improve curricula, instruction, strategies, assessment, and resources on a district-wide basis to improve student motivation and learning.

**Goal: Educational Climate**

*Description:* As the Antietam school district becomes more economically and socially diverse and the social pressures of students become more challenging, the district needs to make formal efforts to create a learning climate that is safe and supports the social and emotional growth of students individually and as a group

**Goal: Mathematics**

*Description:* At least 56% of all students will be proficient in mathematics by 2008 and 67% by 2011, as measured by the annual statewide PSSA assessments.

**Goal: Meeting AYP - others**

*Description:* In addition to continuing to meet and improve in the areas of math, reading, and science, the district will continue to meet the other indicators for success in the areas of attendance, graduation rate, and student PSSA participation.

**Goal: Parent and Community Relations**

*Description:* Review the current methods for reaching out to and communicating with parents and the community with the intent of improving and expanding upon those interactions.

**Goal: Reading**

*Description:* At least 63% of all students will be proficient in reading by 2008 and 72% by 2011, as measured by the annual statewide PSSA assessments.

**Goal: Science**

*Description:* By aligning our curriculum with the standards and anchors created for the PSSA, the district will strive to meet and exceed the proficiency levels established for the PSSA science assessments.

**Goal: Social Studies**

*Description:* By aligning our curriculum with the standards and anchors created for the PSSA, the district will strive to meet and exceed the proficiency levels established for the PSSA social studies assessments.

**Academic Standards**

The Antietam School District has aligned curriculum in the District with the Pennsylvania Academic Standards as developed by the State Board of Education, as set forth in 22 PA Code Chapter 4 — Curriculum. The Standards are consistent with the goals and mission of the District and have been adopted in their entirety for the District Strategic Plan.

The Academic Standards in all curricular areas finalized and published in the Pennsylvania Bulletin: Arts and Humanities; Civics and Government; Economics; Environment and Ecology; Family and Consumer Science; Geography; Health, Safety and Physical Education; History; Mathematics; Reading; Writing; Speaking and Listening; and Science and Technology, have been integrated and aligned into all curricular areas of the District. Additionally, the District has adopted benchmarks in the content areas of Reading, Writing, Speaking and Listening, Mathematics, and Science. Further, the Pennsylvania Anchor Assessments for Reading and mathematics have also been incorporated in revisions of District curricula.

The District shall provide for the attainment of the Pennsylvania Academic Standards as per Chapter 4, Section 4.12. Each student shall demonstrate mastery of the Standards in specified grade levels. Failure to demonstrate mastery of the Standards in any grade level assessment shall result in District implemented remediation. Further, students in grade eleven who fail to demonstrate mastery shall receive remedial instruction and be assessed utilizing an alternate local assessment process.

## Graduation Requirements

### Graduation Requirements:

*"Each student recommended for graduation will have completed a total of twenty-seven and one-half (27.5) credits, a culminating project, and achieve specified levels on the State Achievement Test or equivalent as designed by the Antietam School District." - Board Policy 217*

A total of 27.5 credits are required for graduation. These credits must be earned in grades 9, 10, 11, and 12.

The 27.5 credits must include the following distributions:

- Four (4) credits in English
- Four (4) credits in Social Studies
- Two and one half (2.5) credits in Health and Physical Education.
- Three (3) credits in Science
- Three (3) credits in Mathematics
- Eight and one half (8.5) credits earned in elective sequences
- One (1) credit in Computer Applications
- One (1) credit in Writing 9

All students must satisfactorily complete a Culminating (graduation) project as designed and adopted by the Antietam school District:

*"In order to graduate from high school, a student shall complete a project in one or more areas of concentrated study under the guidance and direction of the high school faculty. The purpose of the project, which may include research, writing, or some other appropriate form of demonstration, is to assure that the student is able to apply, analyze, synthesize and evaluate information and communicate significant knowledge and understanding. Individual students or groups of students may undertake projects." (Chapter V, Section 5.214, Pennsylvania Bulletin, July 24, 1993).*

Students are required to carry a minimum of 5 major disciplines or their equivalent, in one year. With permission from the high school principal, a pupil who fails will be allowed to attend summer school in an effort to make up failed courses. With the aid of summer school, senior high school students must meet all credit and course requirements before promotion is granted while a junior high school student cannot have failed more than two majors or the equivalent.

### Grading System:

The quality of a pupil's work in school is measured by the marks received on the report card. The subjects are graded literally for reporting to parents and students. Each literal grade is represented numerically by a percentage equivalent.

A	=	100 — 93	A-	=	92 — 90	B+	=	89 — 87
B	=	86 — 83	B-	=	82 — 80	C+	=	79 — 77
C	=	76 — 73	C-	=	72 — 70	D+	=	69 — 67
D	=	66 — 63	D-	=	62 — 60	F	=	59 or below

### Secondary Promotion:

#### Grade 9 to 10

Promotion to a 10<sup>th</sup> grade homeroom requires the student has earned 6 credits.

#### Grade 10 to 11

Promotion to an 11<sup>th</sup> grade homeroom requires the student has earned 13 credits.

#### Grade 11 to 12

Promotion to a 12<sup>th</sup> grade homeroom requires the student has earned 20 credits.

### **Strategic Planning Process**

Fall, 2007: Antietam School District personnel began the process of gathering information, attending informational meetings, and preparing to develop a plan to complete the strategic planning process. The administrative team met to review examples of strategic plans and review the web-based program required for this process.

December, 2007: District administrative personnel participated in numerous webinar presentations regarding the EStrategic Planning Process and reviewed documentation in preparation for the plan development. Survey instruments were created and planning for collection of data necessary for the plan was begun

January, 2008: Survey instruments were finalized and distributed for collection of data. Administrative team assignments for committee assignments were done and information relevant to the process was discussed and prepared. Volunteers for the strategic planning committee were collected and finalized.

February, 2008: Survey data was collected, analyzed and prepared for distribution to committee members. The initial full committee meeting of all persons involved in the planning process was held and volunteers were assigned to committees. Committee members were provided with documentation specific to their section of the strategic plan as well as the general over-views contained in the plan for review and comment.

March, 2008: All committees met separately at least three times to review documentation and formulate goals, activities, timelines, and resources necessary directly related to their

assignment.

April, 2008: Goals, activities, timelines, and resources created by the committees are collected and reviewed for input into the Strategic Plan. All documentation received was input into the plan and draft copies of the committee work was returned to committees for review and revision.

May, 2008: Committee revisions were corrected in the draft plan and all board members and strategic planning committee members received copies of the draft document for review and revision suggestion. Suggestions were collected, assembled and distributed for full committee review.

Late May, 2008: The entire district strategic planning committee is reconvened. Final suggestions are reviewed and discussed. Approval of the final draft (with revisions) were presented. Final revisions were completed and submitted for Board review. Special Education plan submitted to PDE as a separate section for approval.

June, 2008: All committee members and Board members receive a final draft copy of the strategic plan for review.

August, 2008: Final Strategic Plan document was approved by the Antietam School District Board of Directors and submitted to PDE for approval.

### Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Ann Sellers	ASD Board member	Board Member	ASD Board of Directors
Beverly Daniels	ASD Board member	Board Member	ASD Board of Directors
Brian Patton	Antietam School District	Ed Specialist - Instructional Technology	Dr. Larry Mayes
Brooke Romaniello	Antietam School District	Special Education Representative	Dr. Larry Mayes
Casey Smith	ASD professional staff - ESL services	Special Education Representative	ASD professional association
Dan Richards	ASD professional staff	Secondary School Teacher	ASD professional association
Dave Stauffer	ASD Board member	Board Member	ASD Board of Directors
Dawn Laub	ASD professional staff	Elementary School Teacher	ASD professional association
Emily Wank	ASD professional staff	Secondary School Teacher	ASD professional association
Ginny Kelbish	ASD professional staff	Ed Specialist - School Psychologist	ASD professional association
Heather Wamsher	ASD professional staff	Special Education Teacher	ASD professional association
James Snyder, Ed.D	Antietam Middle-Senior High School	Administrator	Dr. Larry Mayes
Julia Kleiman-Baer	ASD Board Member	Board Member	ASD Board of Directors

Kathy Fegely	ASD professional staff	Secondary School Teacher	ASD professional association
Kelly Koch	ASD Community	Parent	ASD Board of Directors
Kerry Hoffman	Mt. Penn Elementary School	Administrator	Dr. Larry Mayes
Larry W. Mayes, Ed.D	Antietam School District	Administrator	Dr. Larry Mayes
Linda Prussman	ASD Community	Community Representative	ASD Board of Directors
Lindsey Ott	ASD professional staff	Elementary School Teacher	ASD professional association
Mary Benischeck	ASD professional staff	Ed Specialist - School Counselor	ASD professional association
Matt Ahearn	ASD professional staff	Secondary School Teacher	ASD professional association
Melissa Sallade	ASD professional staff	Ed Specialist - School Nurse	ASD professional association
Michele Bleacher	Mt. Penn Elementary School	Administrator	Dr. Larry Mayes
Pam Janda	ASD Support Staff	Other	ASD Administration
Pat Murray	ASD Community	Parent	ASD Board of Directors
Sandra Breneiser	ASD Community	Community Representative	ASD Board of Directors
Scott Spatz	ASD professional staff	Elementary School Teacher	ASD professional association
Shirley Feyers	Mt. Penn Primary School	Administrator	Dr. Larry Mayes
Staci Fink	ASD professional staff	Middle School Teacher	ASD professional association
Sue Blatt	ASD professional staff	Special Education Teacher	ASD professional association
Susan O'Boyle	ASD Community	Parent	ASD Board of Directors
Suzanne Daigle-Karow	ASD Community	Parent	ASD Board of Directors
Suzanne Messner	ASD professional staff	Elementary School Teacher	ASD professional association
Tanya Hoffman	ASD professional staff	Elementary School Teacher	ASD professional association
James Reece	ASD community	Business Representative	Dr. Larry Mayes
Lisa Iezzi	ASD Community	Parent	Dr. Larry Mayes
Anthony Garipoli	ASD Community	Community Representative	Dr. Larry Mayes
Linda Orth	ASD Community	Business Representative	Dr. Larry Mayes
Toni Reece	ASD Community	Business Representative	Dr. Larry Mayes

## Goals, Strategies and Activities

### Goal: Best Practices

*Description:* Further implement best research and practices, along with State Standards and anchors, to improve curricula, instruction, strategies, assessment, and resources on a district-wide basis to improve student motivation and learning.

### Strategy: Assessment

*Description:* Implement active professional learning experiences targeting increasing the skills and knowledge necessary to assess student work and accurately analyze and evaluate data.

*Activities:*

Activity	Description	
Curriculum Based Assessment	Continue the practice of using Curriculum based assessments aligned with specific learning outcomes	
Person Responsible	Timeline for Implementation	Resources
Larry Mayes	Ongoing	\$2,500.00

Activity	Description	
Data Analysis Skills	Train teachers in data analysis skills and instruct them on how to review PSSA and 4-Sight data for baseline information to plan instruction	
Person Responsible	Timeline for Implementation	Resources
Larry Mayes	Start: 8/20/2008 Finish: 5/26/2009	\$2,500.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3	2	94
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Berks County Intermediate Unit	<ul style="list-style-type: none"> <li>School Entity</li> <li>Intermediate Unit</li> </ul>	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Breakdown raw data into useful information in order to adjust and refine instruction		<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> </ul>

		<ul style="list-style-type: none"> <li>Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making.</li> </ul> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> <li>Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making.</li> </ul>
<b>Educator Groups Which Will Participate in this Activity</b>		
<b>Role</b>	<b>Grade Level</b>	<b>Subject Area</b>
<ul style="list-style-type: none"> <li>Classroom teachers</li> <li>Principals / asst. principals</li> <li>Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>Early childhood (preK-grade 3)</li> <li>Middle (grades 6-8)</li> <li>Elementary (grades 2-5)</li> <li>High school (grades 9-12)</li> </ul>	<ul style="list-style-type: none"> <li>Reading, Writing, Speaking &amp; Listening</li> <li>Science and Technology</li> <li>Civics and Government</li> <li>Mathematics</li> <li>History</li> </ul>
<b>Follow-up Activities</b>	<b>Evaluation Methods</b>	
<ul style="list-style-type: none"> <li>Analysis of student work, with administrator and/or peers</li> <li>Creating lessons to meet varied student learning styles</li> </ul>	<ul style="list-style-type: none"> <li>Student PSSA data</li> <li>Standardized student assessment data other than the PSSA</li> </ul>	

<b>Activity</b>	<b>Description</b>	
Data Driven Decision Making	Provide staff development for data driven decision-making including; identification of relevant data and data decision making	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Larry Mayes	Start:8/20/2008 Finish: 5/29/2012	\$2,000.00
<b>Professional Development Activity Information</b>		
<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School</b>	<b>Estimated Number of Participants Per Year</b>

	<b>Year</b>	
3	2	100
<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>
Berks County Intermediate Unit	<ul style="list-style-type: none"> <li>• School Entity</li> <li>• Intermediate Unit</li> </ul>	Approved
<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>
Staff will learn to identify relevant data, make decisions for instruction based on data, and modify instruction accordingly.		<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>• Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> <li>• Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making.</li> </ul> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> <li>• Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making.</li> </ul>
<b>Educator Groups Which Will Participate in this Activity</b>		
<b>Role</b>		
<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Principals / asst. principals</li> <li>• School counselors</li> </ul>		
<b>Follow-up Activities</b>	<b>Evaluation Methods</b>	
<ul style="list-style-type: none"> <li>• Team development and sharing of content-area lesson implementation outcomes, with involvement of</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li> <li>• Standardized student assessment data other than the</li> </ul>	

administrator and/or peers <ul style="list-style-type: none"> <li>Analysis of student work, with administrator and/or peers</li> </ul>	PSSA <ul style="list-style-type: none"> <li>Classroom student assessment data</li> <li>Review of participant lesson plans</li> </ul>
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Activity	Description	
Professional Training	Services provided by BCIU professional trainers and private contractors to assist ASD professional and administrative staff in gaining new and emerging skills. Specific areas to include: assessment, assessment guides, and data analysis.	
Person Responsible	Timeline for Implementation	Resources
Larry Mayes	Start:9/2/2008 Finish: 9/2/2012	\$10,000.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2	3	100
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Berks County Intermediate Unit Curriculum specialists and professional trainers to be named later	<ul style="list-style-type: none"> <li>Intermediate Unit</li> <li>Individual</li> </ul>	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Through the utilization of professional trainers, the district staff will learn new and emerging trends for enhanced instruction		<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> </ul> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> <li>Empowers leaders to create a <u>culture of</u></li> </ul>

		teaching and learning, with an emphasis on learning.
<b>Educator Groups Which Will Participate in this Activity</b>		
<b>Role</b>		
<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Principals / asst. principals</li> <li>• Superintendent / asst. superintendents</li> <li>• School counselors</li> <li>• Other educational specialists</li> </ul>		
<b>Follow-up Activities</b>	<b>Evaluation Methods</b>	
<ul style="list-style-type: none"> <li>• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> <li>• Peer-to-peer lesson discussions</li> </ul>	<ul style="list-style-type: none"> <li>• Participant survey</li> <li>• Review of participant lesson plans</li> </ul>	

**Strategy: Curriculum**

*Description:* Continue the use of a five-year cycle to review and revise the District curriculum to ensure alignment with State Standards, Anchors, and best practices in all curricular areas.

*Activities:*

Activity	Description	
Curriculum Analysis	A five-year cycle will continue to be employed with all curricular areas: revision of scope & sequence, course materials & textbook selection, curriculum revision & implementation, curriculum modification & implementation, and research best practices	
Person Responsible	Timeline for Implementation	Resources
Larry Mayes	Ongoing	\$5,600.00

Activity	Description	
Explore Pre-Kindergarten for District Students	The Antietam School District will begin an exploration of pre-kindergarten programs that have demonstrated a successful transition for students from home to a full-day kindergarten program in order to better prepare our students for the rigors of the standards.	
Person Responsible	Timeline for Implementation	Resources
Shirley Feyers	Start:6/9/2008	\$0.00

	Finish: 10/31/2008	
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Activity	Description	
Standards and Anchors	Standards and anchors will continue to be embedded in curriculum documents; grade-level benchmarks aligned with grade-level programs of study; and integration/articulation of standards across all curricular areas	
Person Responsible	Timeline for Implementation	Resources
Larry Mayes	Ongoing	\$0.00

**Strategy: Instructional Practices**

*Description:* Provide a comprehensive system of high quality instruction with high and consistent expectations, and effective interventions to enable students to reach their maximum potential.

*Activities:*

Activity	Description	
Changing Student Populations	Provide ongoing professional development to address the needs of a changing student population including; low-income students, English Language Learners, and special education students.	
Person Responsible	Timeline for Implementation	Resources
Larry Mayes	Start:9/2/2008 Finish: 1/1/2013	\$2,500.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2	3	100
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Berks County Intermediate Unit Curriculum specialists and professional trainers as opportunities arise.	<ul style="list-style-type: none"> <li>• School Entity</li> <li>• Intermediate Unit</li> <li>• Individual</li> </ul>	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Educators will gain information and resources to meet the needs of students with specific learning issues.		<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>• Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for</li> </ul>

		<p>struggling students.</p> <ul style="list-style-type: none"> <li>Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making.</li> </ul> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> <li>Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.</li> </ul>
<b>Educator Groups Which Will Participate in this Activity</b>		
<b>Role</b>		
<ul style="list-style-type: none"> <li>Classroom teachers</li> <li>Principals / asst. principals</li> <li>Superintendent / asst. superintendents</li> <li>School counselors</li> <li>Other educational specialists</li> </ul>		
<b>Follow-up Activities</b>	<b>Evaluation Methods</b>	
<ul style="list-style-type: none"> <li>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> <li>Creating lessons to meet varied student learning styles</li> <li>Peer-to-peer lesson discussions</li> </ul>	<ul style="list-style-type: none"> <li>Student PSSA data</li> <li>Standardized student assessment data other than the PSSA</li> <li>Participant survey</li> </ul>	

Activity	Description
Special Education Staff Development	An ongoing effort to prepare staff to meet the needs of students in areas such as: functional behavior, assessments, manifestation determination, gifted education, adaptive learning strategies, Autism, learning disabilities, and Response to

Intervention.		
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Brooke Romaniello	Start:8/27/2008 Finish: 6/1/2011	\$0.00
<b>Professional Development Activity Information</b>		
<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
3	2	15
<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>
Berks County Intermediate Unit	<ul style="list-style-type: none"> <li>• School Entity</li> <li>• Intermediate Unit</li> </ul>	Approved
<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>
Prepare staff to meet the needs of students in areas such as: functional behavior, assessments, manifestation determination, gifted education, adaptive learning strategies, Autism, learning disabilities, and response to intervention.		<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>• Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> <li>• Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making.</li> </ul> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> <li>• Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</li> </ul>
<b>Educator Groups Which Will Participate in this Activity</b>		

<b>Role</b>		
<ul style="list-style-type: none"> <li>Other educational specialists</li> </ul>		
<b>Follow-up Activities</b>	<b>Evaluation Methods</b>	
<ul style="list-style-type: none"> <li>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> </ul>	<ul style="list-style-type: none"> <li>Student PSSA data</li> <li>Review of participant lesson plans</li> <li>Review of written reports summarizing instructional activity</li> </ul>	

<b>Activity</b>	<b>Description</b>	
Staff Development	Train all administrators and teachers in the use of data to drive instruction for improvement of student achievement.	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Larry Mayes	Start: 8/21/2008 Finish: 8/18/2011	\$0.00
<b>Professional Development Activity Information</b>		
<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
2	1	100
<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>
Antietam School District	<ul style="list-style-type: none"> <li>School Entity</li> </ul>	Approved
<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>
Data harvesting, interpretation, and utilization		<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making.</li> </ul> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> <li>Empowers leaders to create a <u>culture of teaching and learning</u>,</li> </ul>

		with an emphasis on learning.
<b>Educator Groups Which Will Participate in this Activity</b>		
<b>Role</b>		
<ul style="list-style-type: none"> <li>Classroom teachers</li> </ul>		
<b>Follow-up Activities</b>	<b>Evaluation Methods</b>	
<ul style="list-style-type: none"> <li>Analysis of student work, with administrator and/or peers</li> <li>Creating lessons to meet varied student learning styles</li> </ul>	<ul style="list-style-type: none"> <li>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li> <li>Standardized student assessment data other than the PSSA</li> <li>Classroom student assessment data</li> </ul>	

**Strategy: Learning Styles**

*Description:* Implement a data-driven, differentiated instruction program in order to effectively address the needs of all learners and to promote academic excellence.

*Activities:*

Activity	Description	
Active Learning Experiences	Create active learning experiences that develop socially responsible citizens.	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Larry Mayes	Ongoing	\$0.00

Activity	Description	
Connection Between Curricular Areas	Identify specific avenues to link the special education areas of gifted, learning support, emotional support, and ELL curricula with the regular education planning process.	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Brooke Romaniello	Ongoing	\$0.00

Activity	Description	
Data-driven decision-making	Identify data used for instructional and programmatic improvement and prepare for external validation of data.	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Larry Mayes	Ongoing	\$0.00

Activity	Description	
Essential Questions	Explore, train and implement the concept of development of essential questions to improve instructional practices	
Person Responsible	Timeline for Implementation	Resources
Larry Mayes	Start:9/22/2008 Finish: 5/28/2009	\$0.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2	2	100
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Antietam School District	<ul style="list-style-type: none"> <li>• School Entity</li> </ul>	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Identification of the essential question and implementation into lesson planning		<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>• Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> </ul> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> <li>• Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</li> </ul>
Educator Groups Which Will Participate in this Activity		
Role		
<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Principals / asst. principals</li> </ul>		

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> <li>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> <li>Peer-to-peer lesson discussions</li> </ul>	<ul style="list-style-type: none"> <li>Review of participant lesson plans</li> </ul>

**Strategy: Professional Development**

*Description:* Expand our professional development programs to: 1) focus on student developmental needs; 2) emphasize meeting needs of all students in the classroom.

*Activities:*

Activity	Description	
Individual Technology Training	Provide opportunities for staff to strengthen their own technological skills by engaging in self-directed, technology-based activities related to their teaching assignments	
Person Responsible	Timeline for Implementation	Resources
Brian Patton	Start:9/2/2008 Finish: 6/2/2009	\$0.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2	2	95
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
	<ul style="list-style-type: none"> <li>School Entity</li> </ul>	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Primary emphasis is integrating technology into the instructional process		<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> <li>Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and</u></li> </ul>

		<p><u>use data</u> in instructional decision-making.</p> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> <li>Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.</li> </ul>
<b>Educator Groups Which Will Participate in this Activity</b>		
<b>Role</b>		
<ul style="list-style-type: none"> <li>Classroom teachers</li> <li>Other educational specialists</li> </ul>		
<b>Follow-up Activities</b>	<b>Evaluation Methods</b>	
<ul style="list-style-type: none"> <li>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> <li>Peer-to-peer lesson discussions</li> <li>Lesson modeling with mentoring</li> </ul>	<ul style="list-style-type: none"> <li>Review of participant lesson plans</li> </ul>	

Activity	Description	
Induction Program	All new staff in the district shall participate in two days of training prior to the beginning of the school year and three after-school training sessions during the school year to further develop their instructional strategies and knowledge of best practices.	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Larry Mayes	Start:8/18/2008 Finish: 8/19/2008	\$1,500.00
<b>Professional Development Activity Information</b>		
<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
6	5	5

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
	<ul style="list-style-type: none"> <li>School Entity</li> </ul>	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Familiarization with district policies, procedures, and practices as well as enhance instructional techniques.		<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> </ul> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> <li>Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.</li> </ul>
Educator Groups Which Will Participate in this Activity		
Role		
<ul style="list-style-type: none"> <li>Classroom teachers</li> <li>Principals / asst. principals</li> <li>Superintendent / asst. superintendents</li> <li>Other educational specialists</li> </ul>		
Follow-up Activities	Evaluation Methods	
<ul style="list-style-type: none"> <li>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> <li>Peer-to-peer lesson discussions</li> </ul>	<ul style="list-style-type: none"> <li>Review of participant lesson plans</li> <li>Review of written reports summarizing instructional activity</li> </ul>	

Activity	Description
Student development	Focus staff development on student's developmental stages and emotional needs, technology skill training, classroom management, and integration of technology into the

	instructional learning program	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Larry Mayes	Start:4/14/2008 Finish: N/A	\$5,000.00
<b>Professional Development Activity Information</b>		
<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
2	2	95
<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>
	<ul style="list-style-type: none"> <li>School Entity</li> </ul>	Approved
<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>
Staff development on student's developmental stages and emotional needs, technology skill training, classroom management, and integration of technology into the instructional learning program		<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> <li>Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making.</li> </ul> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> <li>Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</li> </ul>
<b>Educator Groups Which Will Participate in this Activity</b>		
<b>Role</b>		

<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Principals / asst. principals</li> <li>• School counselors</li> <li>• Other educational specialists</li> </ul>		
<b>Follow-up Activities</b>	<b>Evaluation Methods</b>	
<ul style="list-style-type: none"> <li>• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> </ul>	<ul style="list-style-type: none"> <li>• Participant survey</li> <li>• Review of participant lesson plans</li> </ul>	

<b>Activity</b>	<b>Description</b>	
Student Intervention Programs	Update and revise strategies for dealing with at-risk students; such as, student assistance program, service access management, and alternative education programs	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Brooke Romaniello	Start:8/28/2008 Finish: 1/5/2014	\$0.00

**Goal: Educational Climate**

*Description:* As the Antietam school district becomes more economically and socially diverse and the social pressures of students become more challenging, the district needs to make formal efforts to create a learning climate that is safe and supports the social and emotional growth of students individually and as a group

**Strategy: Advisory Program**

*Description:* Maintain and expand the advisory program currently operating at the elementary schools and develop a secondary mentoring program to be implemented at the secondary level.

*Activities:*

<b>Activity</b>	<b>Description</b>	
Morning Meetings	The district will continue and enhance the current program at the elementary level in addition to expanding the program to the K-1 classrooms.	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Kerry Hoffman	Ongoing	\$0.00

<b>Activity</b>	<b>Description</b>
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Secondary Mentoring Program	The secondary staff, students, and administration will investigate, develop, and implement a student mentoring program.	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
James Snyder	Start:8/27/2008 Finish: 3/23/2009	\$0.00
<b>Professional Development Activity Information</b>		
<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
2	2	47
<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>
	<ul style="list-style-type: none"> <li>School Entity</li> </ul>	Approved
<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>
Mentoring techniques Group dynamics		<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.</li> <li>Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> </ul> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> <li>Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.</li> </ul>
<b>Educator Groups Which Will Participate in this Activity</b>		
<b>Role</b>	<b>Grade Level</b>	
<ul style="list-style-type: none"> <li>Classroom teachers</li> </ul>	<ul style="list-style-type: none"> <li>High school (grades 9-12)</li> </ul>	
<b>Follow-up Activities</b>	<b>Evaluation Methods</b>	
<ul style="list-style-type: none"> <li>Team development and</li> </ul>		

sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers <ul style="list-style-type: none"> <li>Peer-to-peer lesson discussions</li> </ul>	
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**Strategy: School Climate**

*Description:* Improve and maintain a positive school climate that is supportive of student and staff performance.

*Activities:*

Activity	Description	
Bullying Prevention	All buildings in the district will enhance and expand current anti-bullying programs	
Person Responsible	Timeline for Implementation	Resources
Larry Mayes	Start: 1/5/2009 Finish: 1/9/2012	\$5,000.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2	2	100
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
	<ul style="list-style-type: none"> <li>School Entity</li> </ul>	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Bullying, cyber bullying, teen behaviors, and intervention.		<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> </ul> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> <li>Empowers leaders to create a <u>culture of teaching</u></li> </ul>

		and learning, with an emphasis on learning.
<b>Educator Groups Which Will Participate in this Activity</b>		
<b>Role</b>	<b>Grade Level</b>	
<ul style="list-style-type: none"> <li>Classroom teachers</li> <li>Principals / asst. principals</li> <li>School counselors</li> </ul>	<ul style="list-style-type: none"> <li>Early childhood (preK-grade 3)</li> <li>Middle (grades 6-8)</li> <li>Elementary (grades 2-5)</li> <li>High school (grades 9-12)</li> </ul>	
<b>Follow-up Activities</b>	<b>Evaluation Methods</b>	
<ul style="list-style-type: none"> <li>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> <li>Peer-to-peer lesson discussions</li> </ul>		

Activity	Description	
Needs Assessment	The district will seek to continually assess student, staff, and community opinions on school climate to determine direction for improving school climate by utilizing web-based surveys	
Person Responsible	Timeline for Implementation	Resources
Larry Mayes	Start: 9/2/2008 Finish: 9/4/2012	\$1,500.00

**Goal: Mathematics**

*Description:* At least 56% of all students will be proficient in mathematics by 2008 and 67% by 2011, as measured by the annual statewide PSSA assessments.

**Strategy: Curriculum Resources**

*Description:* Provide the necessary materials and services in order to increase the number of students meeting or exceeding the proficiency level in mathematics.

*Activities:*

Activity	Description	
Curriculum Mapping	Create and publish mathematics curriculum maps for use by teachers at all levels to guide and revise instruction	
Person	Timeline for Implementation	Resources

<b>Responsible</b>		
Larry Mayes	Start:9/15/2008 Finish: 2/9/2009	\$0.00

<b>Activity</b>	<b>Description</b>	
Quality of Program	Provide a comprehensive system of high quality instruction, consistent expectations, and effective interventions in order that students meet or exceed proficiency on the PSSA exams	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Larry Mayes	Ongoing	\$0.00

<b>Activity</b>	<b>Description</b>	
Remedial Instruction	Continue and expand remedial opportunities for students in mathematics performing below the proficiency level	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Larry Mayes	Ongoing	\$0.00

<b>Activity</b>	<b>Description</b>	
Special Education Math Program	Restructure special education math program using SRA mathematics to meet the requirements of NCLB and IDEA	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Brooke Romaniello	Start:8/28/2008 Finish: 6/2/2009	\$15,000.00

<b>Activity</b>	<b>Description</b>	
Utilization of Data	Analyze student data from the PSSA and 4-Sight exams to develop comprehensive instructional plans for students in mathematics	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Shirley Feyers	Ongoing	\$0.00

**Goal: Meeting AYP - others**

*Description:* In addition to continuing to meet and improve in the areas of math, reading, and science, the district will continue to meet the other indicators for success in the areas of attendance, graduation rate, and student PSSA participation.

**Strategy: Elementary and Middle School Attendance**

*Description:* The Antietam School District has continued to meet this AYP standard (90%) and will continue to do so through sound planning, community involvement, and effective building leadership.

*Activities:*

<b>Activity</b>	<b>Description</b>	
Student attendance	Utilizing effective parent involvement, the district will continue to meet and exceed the AYP standard for attendance at our schools.	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Kerry Hoffman	Ongoing	\$0.00

**Strategy: Graduation rate**

*Description:* The Antietam School District has exceeded this AYP standard (80%) and will continue to do so through sound planning, effective instruction, student support, community involvement, and effective building leadership.

*Activities:*

<b>Activity</b>	<b>Description</b>	
Senior graduation	Utilizing effective parent involvement and designing our instructional program around the needs of individual students, the district will continue to meet and exceed the AYP standard for graduation at our schools.	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
James Snyder	Ongoing	\$0.00

**Strategy: PSSA Participation**

*Description:* The Antietam School District has met this AYP standard (95%) and will continue to do so through sound planning, community involvement, and effective building leadership.

*Activities:*

<b>Activity</b>	<b>Description</b>	
Participation rate	Utilizing effective parent involvement and strong building leadership, the district will continue to meet and exceed the AYP standard for PSSA participation at our schools.	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Larry Mayes	Ongoing	\$0.00

**Goal: Parent and Community Relations**

*Description:* Review the current methods for reaching out to and communicating with parents and the community with the intent of improving and expanding upon those interactions.

**Strategy: Parent and Community Information**

*Description:* The district will strive to further enhance the communication with parents and community about assessment, instruction, and other general information about the district

*Activities:*

<b>Activity</b>	<b>Description</b>	
Academic Progress Reporting	Continue to refine the district elementary report cards to coincide with standards-based assessment integrated with the district electronic grade reporting program	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Kerry Hoffman	Start:8/27/2008 Finish: 5/28/2009	\$0.00
<b>Professional Development Activity Information</b>		
<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
2	3	50
<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>
Antietam School District	<ul style="list-style-type: none"> <li>School Entity</li> </ul>	Approved
<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>
<b>Educator Groups Which Will Participate in this Activity</b>		
<b>Role</b>	<b>Grade Level</b>	
<ul style="list-style-type: none"> <li>Classroom teachers</li> <li>Principals / asst. principals</li> <li>Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>Early childhood (preK-grade 3)</li> <li>Elementary (grades 2-5)</li> </ul>	
<b>Follow-up Activities</b>	<b>Evaluation Methods</b>	

<b>Activity</b>	<b>Description</b>	
Meetings	In addition to maintaining the current parent meetings held at each building, the district will continue and expand community-based meetings for all stakeholders in the community.	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Larry Mayes	Ongoing	\$0.00

<b>Activity</b>	<b>Description</b>	
Public Communications	The district will maintain and enhance the utilization of the district website, district and school newsletters to provide information on assessments, curriculum, and student achievement.	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>

Larry Mayes	Ongoing	\$2,500.00
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**Strategy: Parent Contact**

*Description:* Maintain and enhance regular parent contact.

*Activities:*

Activity	Description	
Maintain Communications	The district will maintain and enhance parent contact through utilization of the Connect-Ed parent notification program, telephone, electronic and traditional mail, and Progress Book grade reporting system, in addition to regularly scheduled Back-to-School nights and parent-teacher organizations.	
Person Responsible	Timeline for Implementation	Resources
Larry Mayes	Ongoing	\$0.00

Activity	Description	
Parent Conferences	Continue the practice of using flexible time to meet the individual needs of parents/guardians in order to facilitate elementary conferences and evening secondary guidance appointments	
Person Responsible	Timeline for Implementation	Resources
Kerry Hoffman	Ongoing	\$0.00

**Goal: Reading**

*Description:* At least 63% of all students will be proficient in reading by 2008 and 72% by 2011, as measured by the annual statewide PSSA assessments.

**Strategy: Curriculum Resources**

*Description:* Provide the necessary materials and services in order to increase the number of students meeting or exceeding the proficiency level in reading.

*Activities:*

Activity	Description	
Curriculum Mapping	Create and publish reading curriculum maps for use by teachers at all levels to guide and revise instruction	
Person Responsible	Timeline for Implementation	Resources
Shirley Feyers	Start: 1/5/2009 Finish: 2/7/2011	\$0.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2	2	75
Organization or Institution Name	Type of Provider	Provider's Department of

		<b>Education Approval Status</b>
Antietam School District	<ul style="list-style-type: none"> <li>School Entity</li> </ul>	Approved
<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>
Reading instruction across curricular areas		<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> </ul>
<b>Educator Groups Which Will Participate in this Activity</b>		
<b>Role</b>		<b>Subject Area</b>
<ul style="list-style-type: none"> <li>Classroom teachers</li> </ul>		<ul style="list-style-type: none"> <li>Reading, Writing, Speaking &amp; Listening</li> </ul>
<b>Follow-up Activities</b>	<b>Evaluation Methods</b>	
<ul style="list-style-type: none"> <li>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> </ul>	<ul style="list-style-type: none"> <li>Review of participant lesson plans</li> </ul>	

<b>Activity</b>	<b>Description</b>	
Quality of Program	Provide a comprehensive system of high quality instruction, consistent expectations, and effective interventions in order that students meet or exceed proficiency on the PSSA exams	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Shirley Feyers	Ongoing	\$0.00

<b>Activity</b>	<b>Description</b>	
Remedial Instruction	Continue and expand remedial opportunities for students in reading performing below the proficiency level	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Shirley Feyers	Ongoing	\$0.00

Activity	Description	
Special Education Reading Program	Restructure special education reading program using SRA reading to meet the requirements of NCLB and IDEA	
Person Responsible	Timeline for Implementation	Resources
Brooke Romaniello	Start:8/20/2008 Finish: 5/28/2009	\$3,000.00

Activity	Description	
Utilization of Data	Analyze student data from the PSSA and 4-Sight exams to develop comprehensive instructional plans for students in reading	
Person Responsible	Timeline for Implementation	Resources
Shirley Feyers	Ongoing	\$0.00

**Goal: Science**

*Description:* By aligning our curriculum with the standards and anchors created for the PSSA, the district will strive to meet and exceed the proficiency levels established for the PSSA science assessments.

**Strategy: Curriculum**

*Description:* Review and revise the science curriculum to align with state standards and eligible content.

*Activities:*

Activity	Description	
Curriculum Mapping	Create and publish science curriculum maps for use by teachers at all levels to guide and revise instruction	
Person Responsible	Timeline for Implementation	Resources
Larry Mayes	Ongoing	\$0.00

Activity	Description	
Textbook Alignment	Align textbooks and learning resources/materials with instructional objectives, state standards, and anchors	
Person Responsible	Timeline for Implementation	Resources
Larry Mayes	Ongoing	\$2,000.00

**Goal: Social Studies**

*Description:* By aligning our curriculum with the standards and anchors created for the PSSA, the

district will strive to meet and exceed the proficiency levels established for the PSSA social studies assessments.

**Strategy: Curriculum**

*Description:* Review and revise the social studies curriculum to align with state standards and eligible content.

*Activities:*

<b>Activity</b>	<b>Description</b>	
Curriculum Mapping	Create and publish social studies curriculum maps for use by teachers at all levels to guide and revise instruction	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Larry Mayes	Ongoing	\$2,000.00

<b>Activity</b>	<b>Description</b>	
Textbook Alignment	Align textbooks and learning resources/materials with instructional objectives, state standards, and anchors	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Larry Mayes	Ongoing	\$2,000.00

**Measurable Annual Improvement Targets**

The Antietam School District will continue to improve the academic achievement of all students in the district by continuing to realign our curriculum to the State standards and assessment anchors. Through the utilization of PSSA scores, 4-Sight test results and various other assessments conducted by the district, important data critical to improving student achievement will be gathered and disseminated to administrative and instructional staff for analysis and determination of realignment of curriculum. It is the intent of this process to provide:

- Information to assist teachers in their planning for instruction to meet the specific needs of the students
- Information to the District curriculum committees for identifying critical needs in the district program and make decisions based on data analysis
- Information to district administrators for the evaluation of programs, student achievement, and curriculum alignment

A primary objective of the Antietam School District is continuous improvement in order to continue to meet the academic proficiencies in math and reading as measured by the annual state assessments. To that end, the requirement to continue to meet or exceed the standards established for Adequate Yearly Progress (AYP) as presented below is the primary goal of the district and acts to gauge the progress the district is making in advancing our program.

**Table 2: AYP Requirements for Student Performance on Reading and Math PSSA**<sup>[i]</sup>

Year	2002-04	2005-07	2008-10	2011	2012	2013	2014
Percent Proficient in Reading	45	54	63	72	81	91	100
Percent Proficient in Math	35	45	56	67	78	89	100

[i] Source: Pennsylvania Department of Education. Retrieved January 5, 2007 from the World Wide Web.  
[http://www.teaching.state.pa.us/stateboard\\_ed/lib/stateboard\\_ed/Summary\\_of\\_PA\\_Performance\\_Standards1.doc](http://www.teaching.state.pa.us/stateboard_ed/lib/stateboard_ed/Summary_of_PA_Performance_Standards1.doc)

In addition to the information referenced above, the Antietam School District utilizes various other activities in order to continue to meet or exceed AYP. For example, the district will:

- Utilize scoring rubrics developed locally and at the state level for instruction at all grade levels
- Provide professional development activities to analyze and interpret standardized test scores and correlate that information with modification of instruction
- Participate with other districts in Berks County sponsored workshops on data-driven decision-making and standards based instruction
- Implement instructional techniques that encourage higher-level thinking skills, problem-solving skills, open-ended response task completion, and utilize writing prompts in all curricular areas.

## Curriculum, Instruction and Instructional Materials

The Antietam School District has in place a well-developed program of planned instruction for all students in grades k — 12 designed and developed in accordance with the Chapter IV regulation of the Pa. State Code and associated with the Standards as developed by the Pennsylvania Department of Education. The curricula for the District are reviewed, revised, and written by staff members and aligned to the standards according to the following Curriculum Review Cycle.

### Antietam School District Curriculum Review Cycle

	2008 - 09	2009 - 10	2010 - 11	2011 - 12	2012 - 13
	2013 - 14	2014 - 15	2015 - 16	2016 - 17	2017 - 18
Scope & Sequence	Reading Language Arts	Science	Social Studies World Language	Mathematics Computer Science	Practical/Fine Arts

Revisions	Literacy			Business Ed.	Guidance
Course Material and Textbook selection	Practical/Fine Arts Guidance	Reading Language Arts Literacy	Science	Social Studies World Language	Mathematics Computer Science Business Ed.
Curriculum Writing and Implementation	Mathematics Computer Science Business Ed.	Practical/Fine Arts Guidance	Reading Language Arts Literacy	Science	Social Studies World Language
Curriculum Modifications and Revisions	Social Studies World Language	Mathematics Computer Science Business Ed.	Practical/Fine Arts Guidance	Reading Language Arts Literacy	Science
Research Best Practices	Science	Social Studies World Language	Mathematics Computer Science Business Ed.	Practical/Fine Arts Guidance	Reading Language Arts Literacy

Scope & Sequence Revisions: During this year, staff members are involved in k — 12 review and alignment of the specific course content. The specific purpose of this section of the cycle is to investigate alignment with state standards, best practices, and determine if inadequacies exist from level to level.

Course Materials and Textbook selection: Following the revision of the scope and sequence, staff members in this year will examine textbooks, make a selection and recommendation for adoption of textbooks that align with the designed curriculum.

Curriculum Writing and Implementation: During the summer following textbook selection, staff members meet to re-write course curricula. All curricula are associated with state standards and submitted for administrative review prior to implementation. Curriculum implementation occurs in the school year following the summer writing.

Curriculum Modifications and Revisions: Following the first year of implementation, staff members adjust curricula as necessary.

Research best Practices: This phase of the review cycle is a research year in which staff members investigate best practices utilizing data-driven decision making models, national organization reference materials, and local information to prepare for revisions to the scope and sequence of their curricula.

## **Assessments and Public Reporting**

The Antietam School District has in place a comprehensive assessment plan that includes clear and appropriate targets, verification of student achievement, methods and measures to assess student learning, continuous improvement of teachers and students, and clear and effective communication. The assessment plan provides opportunities for professional development in design and use of assessment tools; provides assessments that measure students' levels of understanding and application of the standards and anchors; ensures the continual growth of students toward proficiency of district, state, and national standards; develops additional learning opportunities to aid students in attaining proficiency; provides a means for teachers and administrators to track progress of students; and provides parents with their students' progress towards goals, and district achievement. Additionally, the district utilizes Progress Book grade reporting to continually keep parents/guardians informed as to the progress of their children via a weblink on the district website.

The measures and methods that will be used to monitor student proficiency have been aligned to State Academic Standards and Assessment Anchors. Our battery of assessments is a combination of commercial, state, and district-developed assessment tools. Assessments for all content areas are routinely revised as curricula are updated and new curriculum is developed.

For students experiencing difficulty achieving proficiency on the assessments, the district provides expanded learning opportunities. These opportunities include, but are not limited to: tutoring, remediation, structured study time (IST), and small group focus work. Specific approaches to individual student difficulties are developed utilizing data from achievement tests. Continuous monitoring of improvement occurs at all levels including the district, the building, and the individual student. Finally, this plan includes clear and effective communication to all district stakeholders. Such communication ensures all constituents understand the various components of this plan and can partner with the district in our efforts to help all children become successful learners.

The public shall be notified of the results of both the state, commercial, and district developed assessments as follows:

- Aggregate state test results will be reported annually in the district's community newsletter and local media. This information shall also be posted on the district website.
- Samples of student work will be available to parents/guardians at any time upon request.
- Individual test scores will be sent to parents/guardians of each student.
- Assessments, which include projects, daily work, teacher designed tests, and observation checklists shall be shared with parents/guardians through report cards and parent-teacher conferences. Parents may request a conference with a teacher at any time to review the student's progress.

Finally to accommodate the requirements of No Child Left Behind, the Antietam School District assesses the needs of the students in the district utilizing a variety of resources:

- PSSA scores with particular attention to subgroups including low socio-economic, special education, and Limited English Proficiency
- GMADE: standardized test for grades k — 2 to assess math achievement
- Special Education Response to Intervention
- Quarterly Formative Assessments purchased from vendor: Success for All (4Sight), DIBELS and SRA
- Supplemental Assessments administered at building levels for specific level needs including Scholastic Reading Inventory
- Home language survey
- Individual Education plans (IEP), and GIEP for gifted and talented students

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

The Antietam School District currently offers assistance for struggling students at all grade levels with a number of different programs and instructional strategies. The focus of the district is on delivering the state standards in a manner that students will be able to prove proficiency through state and local assessment.

Targeted Assistance for Struggling Students is provided at the Elementary level in a variety of ways. The teachers are encouraged to refer students to the Instructional Support Team, which can include the grade level team, guidance counselor, school psychologist, reading specialists, and assistant principal and principal. From this referral teachers develop a plan to differentiate the instruction within the regular education classroom. Students could also be enrolled in a pull-out reading program taught by district reading specialists using SRA Direct Instruction, guided reading methods, and/or Soar to Success. Students displaying weaknesses in math are also remediated in a classroom pull-out program that reteaches or scaffolds the PA state standards that the students are being taught in the regular education classrooms. Special Education services, which include Learning support, Emotional support, Autistic support, Speech Language support, and Gifted support, are offered in a variety of levels that support the least restrictive environment for each individual student. The Special Education team also supports an Extended School Year program that is based on the requirements set forth by the state.

At the secondary level, the district employs several different options to assist struggling learners. Organizationally, the school (grades 7 — 12) offers its program in a homogeneous group format to meet the individual needs of groups of students. Students in grades 7 & 8 are separated into two (2) educationally similar groups and students in grades 9 — 12 are placed in three (3) educationally similar groups to accommodate learning styles and needs. All students have the opportunity in our system to utilize the daily scheduled instructional support time (IST) when all professional staff members are present for individual or small group remediation and/or academic support. Mandatory IST participation is utilized for struggling students. Specific to students in grades 9 and 12, the district requires remediation classes for those students who fail to meet proficiency levels on the PSSA examinations.

At all levels, students in the district with Limited English Proficiency (LEP) participate in the district-sponsored program for remediation and assistance. Each student identified by the Home language Survey is assessed and individualized plans to accommodate areas of need are created specific to the student.

## **Support for Struggling Schools**

The Antietam School District will support any school within the district needing assistance in meeting annual attainment of the academic standards at a proficient level or higher. Every faculty member in the district is involved in mining student data by focusing specifically on each child's strengths and weaknesses and then adjusting instruction to meet the needs of the students. This joint effort is a part of our district's plan focusing on raising Mathematic scores for all high school students and increasing the scores of our students with Individual Education Plans throughout the district in both Reading and Mathematics.

The philosophy of the district is one of continuous assessment as a means to identify potential performance gaps before they become a documented problem. The district is presently involved with incorporation of 4sight testing in grades three through eleven, again as a means to drive instruction through reliable data. District leadership is expected to evaluate student performance on an ongoing basis and then align instruction with diagnosed needs. Department supervisors and chairs will also be counted upon to review data on a regular basis so as to guide instruction toward identified student performance needs.

Along with 4sight testing the district will analyze each year's PSSA scores in an effort to determine annual yearly progress. The Pennsylvania Value Added Assessment System PVAAS as well as the E-Metric program will be additional resources that will be used on an ongoing basis to deliver student assessment results in a meaningful manner. The PVAAS program will allow the district's educators to project the likelihood of a student achieving a specified target performance level on future PSSA testing which will in turn help the teacher to evaluate the effectiveness of their instruction. PVAAS will provide a realistic measure of a school's progress over time. As a consequence, progress data will be added to achievement data as schools are analyzing their work with students and making improvement plans. In turn, the district's improvement plans will be very much aligned with current data which will allow for tailoring to specific needs.

The e-metric tool will also be used extensively as a means to provide quick, easy and secured access to student performance results on the Pennsylvania System of School Assessment. On this site the district will find a wealth of information in a highly flexible and interactive format. District personnel will be able to create our own reports in table, graph, or external files, as the summary or individual student, by selecting content, aggregation levels, statistics, disaggregated groups or subgroups, and/or score variables. It will be the expectation of district leadership that staff will become well versed in the development, management, and interpretation of student/school data.

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

The Antietam School District prides itself on having a high quality teaching and administrative staff. The district ensures the employment of qualified professional employees to deliver the

curriculum, instruction and assessment requirements per state regulations. Personnel who teach and administer the district-planned instruction and assessment program have the proper credentials in accordance with the federal legislation of NCLB. The Antietam School District personnel records indicate that 100% of our teachers meet the requirements for “Highly Qualified Teacher.” In order to ensure continued professional growth, the professional development plan does address measures the district is taking to provide those opportunities to our staff.

## Parent and Community Participation

The Antietam School District supports participation and involvement from parent and local community members and agencies. In the elementary buildings parents take a very active role in our PTL (Parent Teacher League), and in the middle-high school in the PAC (Principal’s Advisory Council). These organizations plan fundraisers, events for students throughout the school year, and volunteer in the buildings. Beyond the organizations, there are programs in place in the district that involve seniors from our community like: grandparents’ day, SMILES (Senior Motivators in Learning and Education Services), etc. As students progress from elementary to the intermediate and high school levels, the guidance department offers assistance in career shadowing. This opportunity for students allows them to go out into the community and take part in various activities, for a day or more, at agencies to experience a work environment in that field of study. Through this department, at all levels, elementary, middle, and high school volunteers from the community come into the buildings to talk at various times throughout the school year about careers and what their jobs entail. Overall, the district’s efforts at involving parents and community members are constant. As noted in our mission and shared values, we strongly believe in building a school-community partnership that is healthy among the home, the school district, and the community in order to provide a quality education.

Community members serve on our strategic planning committee, professional education committee and our curriculum council.

## Pre-Kindergarten Transition

No Pre-K Offered

## Utilization of Resources and Coordination of Services

Service or Resource	Comment or Reflection
Partnership with Berks County Intermediate Unit	A variety of services are available
Partnership with PA Training and Technical Assistance Network	A variety of services are available
ESL Resources	
Antietam School District Employee Assistance Program	
Antietam School District Professional Libraries	
Elementary Parent-Teacher League	
Secondary parent advisory group	
Student, Personnel and financial information system	
District-wide utilization of PD360 for staff development	

Antietam School District website	
Counselor	Provides services for counseling, networking with county agencies, family supports
Nurse	Provides services for nursing medical needs for individual students
Psychologist	Provides initial and triennial reevaluation for special education services, also provides counseling services as needed
Speech and Language Pathologist	Provides speech and language therapy individually, in a group, and on a consultative basis.
Occupational Therapist	Provides occupational therapy individually, in a group, and on a consultative basis.
Physical Therapist	Provides physical therapy individually, in a group and on a consultative basis.
D.A.R.E. program for elementary students	
Individualized student Section 504 plans	
Small group and individual counseling for anger management and/or drug and alcohol problems	
Antietam School District website	
Summer school programs	
Extended school year elementary program	
Picture schedules	
Social Stories	
Assistive devices	
FM Systems	
Self-Regulation charts	
Written Notes/Directions	
Guided Notes	
Visual Supports	
Sensory regulation supports	
Writing tools - supportive	
Physical access to all rooms in building	
Self monitoring (physical/verbal prompting faded to minimal prompting)	
Individualized Reinforcement System	
Differentiated Instruction	
Skill-based grouping	
Monitoring/adapting visual-to-auditory ratios (as determined for specific students)	
Monitoring/adapting new-to-learned information ratios (as determined for specific students)	
Modeling of tasks	

translators	
Signing Interpreters	
Peer/buddy systems	
Computers	
Calculators	
Adapted assessment	
Size of text	
Seating arrangements	
Visual buffering	
Auditory buffering	
Extended time for tests, quizzes, projects, assignments	

## Signatures

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

School District/AVTS/Charter School

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

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

\_\_\_\_\_

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

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

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

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

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

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

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

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