

BERMUDIAN SPRINGS SCHOOL DISTRICT

SUPERINTENDENT'S ANNUAL REPORT

***TO THE SCHOOL BOARD
OF DIRECTORS***

2015 – 2016



Submitted by

Dr. Shane D. Hotchkiss, Superintendent



**Bermudian Springs
School District
York Springs, Pennsylvania 17372**

Annual Report 2015-2016

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CENTRAL OFFICE ANNUAL REPORT

2015 – 2016

The students, staff, administration, school board, and Bermudian Springs Community continue to display a steadfast commitment to providing the best educational opportunities for our students. It is my belief that the 2015 – 2016 school year will be seen as the foundation for our future. This school year we are proud to announce the launch of our One:World Initiative, a program designed to provide our teachers and students with increased access to technology resources in support of their learning in school and at home. This is an exciting opportunity for our teachers and students, and the result of several years of planning, preparation and consideration of how we can best prepare our students for their futures, today.

Laying the Foundation

Bermudian Springs School District has been focused on infusing its classrooms with technology in support of learning since 2007, and, in 2014, took steps to ensure learning with technology was part of its new, three-year Comprehensive Plan. The plan includes three key areas of focus:

- Student Services
- Academic rigor and quality instruction
- Closing the Achievement Gap

The One:World Initiative is included in the plan and is a key component designed to support achievement of goals in all three areas listed above. Teachers will have the opportunity to provide individualized, personalized learning opportunities to our students through the use of technology. Students will have a device and access to resources in support of their learning.

Finally, providing the same device to each student in the One:World Initiative means that ALL students will have equal access to technology in support of education. This is an important point in a district such as ours, where nearly 40% of our students' families qualify for free and reduced breakfast and lunch; equal access to technology levels the educational playing field for ALL learners.

Once again we have many reasons to celebrate another year of outstanding accomplishments, from continued success with our Full Day Kindergarten program to the graduation of our seniors. I am thrilled and proud to be in a community that values

education and helps us to provide a quality experience for our elementary, middle, and high school students.

The information contained in this report is an overview of the organizational and educational activities and accomplishments achieved during the 2015-16 school year, and will identify goals that have been established for the 2016-17 year. The following sections appear in the *Annual Report*: Central Office, Special Education, Elementary School, Middle School, and High School. The athletic report appears in the high school report. After reading the *Annual Report*, you will likely agree that our school district had another stellar year in providing the best learning opportunities for our students, enhancing our curriculum, and providing our staff with ongoing professional development.

Administrative Changes

The 2015-16 school year once again brought about many new changes administratively. Mr. Roger Stroup became our new Assistant to the Superintendent for Curriculum & Instruction. As a result of that move Mr. Jon DeFoe served as our new High School Principal and Mr. Mark Fleming served as our new HS Assistant Principal. Mrs. Jennifer Eley completed her first year as our new MS Assistant Principal. Finally, Mrs. Shannon Myers, was name Acting Elementary Principal as Mrs. Kathleen Myers is out on leave, and Mr. Brad Fry, 5th grade teacher, served as our Acting Assistant Elementary Principal as well.

School Initiatives

Our Elementary School predominately focused reading and math collaboration while discussing the resource, SuperCore. In addition, numerous evening activities were offered to support our students and families. They included Genius Hour, Crazy 8's, and Super Hero Literacy Night. Finally, elementary teachers continued to focus on their own professional growth around 21st century skills and utilized Twitter as a vehicle to share information.

The Middle School focused its efforts on being relevant, engaging, and fun. Their mission is to afford students an opportunity to learn and grow in a warm, welcoming environment that is conducive to individual student success. In addition, the middle school focused on integrating 21st century skills into our classrooms, utilizing our

technology resources to enhance instruction, and they continued to focus on the STAR assessments. The middle school also held their first professional development day using only Twitter!

Mr. DeFoe highlights that one of the greatest accomplishments of our high school this year was to create a positive atmosphere where both teachers and student enjoy coming to school and working together. The senior exit surveys that were presented in the Student Data Report serve as evidence of this initiative and our continued growth in this area. Academically, a new math sequence was implemented in an effort to increase rigor, while also providing more support for our struggling math students. In addition, student achievements were highlight in the HS report provided at each board meeting.

Committees

During the 2015-16 school year, the following district-wide committees met to address the many initiatives undertaken in the district.

Curriculum Council (Met on October 27, December 16, March 22, and May 4).

The Curriculum Council discussed many topics this year. The high school English department did a presentation on a proposed change to Keystone testing that would have affects on the English progression in the high school. The council decided to move forward with their suggestion to do Keystone Literacy testing in grade 9 for honors and college prep level students. Academic level students will continue to take the Keystone Literacy test in 10th grade. Ninth grade students who do not pass the test will then be placed at the academic level in 10th grade for remediation.

The Penn State Mont Alto consortium of Bermudian Springs, Big Spring, Boiling Springs, and Carlisle School Districts was finalized this year with the blessing of the council. Several courses will be offered through Penn State Mont Alto to Bermudian Springs juniors and seniors beginning in the 16-17 school year. The courses will be offered at Carlisle High School and will be taught by Penn State professors. These courses are offered to our students at half tuition. Three Bermudian students are signed up for the fall semester.

The committee also conducted discussions on several topics of interest including the district's student grade advancement procedures, and the need to better educate

our parents on these procedures. Lengthy discussions on the appropriateness and at what levels both cursive handwriting and keyboarding instruction should take place were also held.

Differentiated Supervision (Met on October 21 and March 13)

This committee spent time reviewing the implementation of our SLO process as well as the method in which we are asking our teachers using the differentiated supervision model to share their work. We continually discussed the benefit of the robust conversations that the new Teacher Effectiveness model has promoted following a teacher observation. Lastly, we discussed the utilization of Teachscape as a tool for teacher observation. The company was recently purchased and the changes made to the program will no longer meet the needs of our teachers or administrators. Therefore, we will be using PA-EETEP as the primary teacher observation tool beginning in the 2016-17 school year.

Professional Development Committee (Met September 9, December 8, and April 13).

The beginning of the year centered around Act 71 which requires teachers of grades 6-12 to receive suicide awareness training. We were able to accomplish this task during the October 12th in-service day when all teachers and counselors of these grades were trained using an on-line platform through Eduplanet. Despite some technical difficulties on the behalf of Eduplanet we were able to get the entire staff trained in one day.

Next the committee turned to planning for the January 18th professional learning day. The day was used as a kickoff to our One to World initiative. The purpose was to give the entire district a focus and direction for this most important undertaking. The day began with elementary, middle, and high school teachers collaborating together on what they felt an ideal learning environment looked like. The teachers then broke into grade/department level groups to address how project based learning could occur in their areas/levels. During the afternoon of the 18th Carrie Soliday and Sue Kanigsberg, of the LIU, conducted workshops on *Project Based Learning Essential Design Elements* and *The 4Cs of 21st Century Learning: Critical Thinking, Communication, Collaboration & Creativity*.

In February a contingent of teachers and administrators from each building attended the Pete & C technology conference in Hershey. The committee organized before the training to maximize effectiveness during the conference. The teachers who attended then reported back to their buildings at the March a.m. in-service sessions on information gathered at the conference.

During the spring the committee focused on developing the first ever Adams County Teaching and Learning Conference, which was held at Bermudian Springs High School on June 7, 8, and 9th. This conference featured 37 different workshops most of which focused on technology integration in the classroom. Nearly 100 teachers including 50 from Bermudian Springs took part in this conference. All the sessions were taught by teachers from either Bermudian Springs or Littlestown School District. A special thanks to Kheila Dunkerly and Gabrielle Sipe of Littlestown for their efforts in coordinating this event.

On June 17th the district hosted a Google Summit where 60 Bermudian Springs Staff received Google Level 1 training for educators. Following the training the staff will have the opportunity to get their Level 1 certification. In addition 30 of these staff will receive Google Level 2 training on August 10th

Health & Wellness Committee (Met October 21, January 6, and March 16)

The Health and Wellness committee started the school year with a Healthy Hearts fundraiser for the American Heart Association. This was followed by a series of health related staff challenges. Between Thanksgiving and the New Year, the *Maintain Don't Gain* challenge was held. Once the New Year began it was time for the *Biggest Loser Competition*. In April and May a 4-Wellness Challenge was held with excellent participation. During each week staff members had to complete a variety of wellness/fitness challenges to be eligible for prize drawings ranging from massages, Blue Apron meals delivered, Giant gift cards, or the grand prize of a vacation day off work.

A new addition this year was the application to the *Partnership for Better Health*, out of Carlisle for a variety of grant opportunities. Fortunately we were able to receive over \$31,000 in grant monies from this group. The elementary school received \$2,000 for phys. ed. supplies, the middle school received \$2,000 for recess equipment and

storage bins, and the high school received \$2,000 to purchase pedometers/Fitbits for use in phys. ed. classes. The school district also received \$25,000 from the foundation to build a cardio room in the storage room adjacent to the high school weight room. This was a great opportunity for our district.

Safety Committee (meets monthly throughout the school year)

Representation on this committee consists of staff members from all levels and administration. The Business Manager is the present Chair of this committee and each month we review incident reports as well as other safety concerns across the District. The committee conducts two facility inspections during the year and develops action plans for remediating any concerns.

Staff Recognition Committee (met September 24, December 10, April 14, and May 12).

The main goal once again of this committee is to plan and facilitate the Staff Recognition and Retirement Night. Our culminating event was the annual staff recognition banquet which was held on May 20th where we honored our retirees and years of service of present employees. This year the committee decided to once again keep the event at the East Berlin VFW. It was a wonderful night in which we welcomed more than 150 attendees where we recognized 8 retirees and numerous years of service employees. We plan to continue to utilize the VFW for this event!

Director of Special Education

The Special Education Department has had a busy but productive school year and implemented several new initiatives to address student achievement. In general, the learning support teachers in each building participated in professional development to promote continuous improvement and provide supplemental services to our students with disabilities in grades K-12. Professional development was provided consistently through-out the school year to increase the technology skills of our teachers to infuse technology as another teaching tool and provide differentiated instruction to their students. Student engagement, project based learning, and individualized learning have increased in the classroom as teaching practices, with the infusion of new technology skills. Training was also been provided in Positive Behavior Support, Functional Behavior Assessment, and Transition Planning.

The accomplishment of the goals for 2015-2016 school year reflect a combined effort of regular and special education teachers alike, who work hard to provide a quality education to our students with disabilities and enable them to achieve success in the classroom.

Successful Practices in Secondary Transition

This year our secondary learning support teachers participated in post-secondary transition training called, Indicator #13 Training. The training is required by the Pennsylvania Department of Education every six years. Indicator #13 training assists local school districts to continue to improve the necessary supports and services offered to disabled students, to help them reach their post-secondary goals. These services assist students to become employed or go on to post-secondary education and pursue a career after graduation. The Bureau of Special Education provided a consultant who delivered four days of hands-on training with our teachers to review successful practices in secondary transition. Training activities included:

- Administrative Training
- Self-Assessment and overview of current practice
- Individualized sessions with teachers to complete pre and post reviews of Individual Education Plans
- Review of resources, exemplar programs and practices in Pennsylvania

- Review of the Transition Grid, and goal development

The training resulted in a Mapping Guide of transition activities for each grade level.

Adams County Consortium

In the fifth year of operation, the Adams County Consortium including Fairfield, Bermudian Springs, and Upper Adams school districts have continued to grow and expand the Consortium's program services to include additional classes and new supports for special education students.

Upper Adams revamped their Alternative Education Program and now operates a Behavior Intervention Program at the elementary and secondary levels. While Upper Adams School District still services students who have difficulty conforming to school and classroom rules, the emphasis on the program is to address problematic behavior early in a student's school career. A new staff position of Behavior Intervention Specialist was created and implemented on a small scale to support the Behavioral Intervention Program at the elementary level. The Behavioral Intervention specialist has supported teachers and students throughout the year and helped several students return to the regular education program with comprehensive behavior plans in place.

The Life Skills Program added a Transition Coordinator, who has provided on-the-job training and work experience placements for several of our students who have benefited from direct work experience in the community.

As new students have been added to our special education roster, the Adams County Consortium has continued to address our expanding needs; The Adams County Consortium (including our high school's emotional support classroom) now serves 30 Bermudian Springs students.

Additional related services were provided this year including extended school year services, neuropsychological testing, ESL programming and Speech and Language Therapy.

The Adams County Consortium continues to provide comprehensive support services to students, in the local community, at a reasonable cost to our district. Future goals include:

- Examining local resources for related services providers
- Looking for additional program options for autism and deaf and hard of hearing students

- Increasing the number of local work experience sites
- Expanding the position of the Behavioral Intervention Specialist

Special Education Cyclical Monitoring

The Pennsylvania Department of Education (PDE) requires each school district to participate in cyclical monitoring every six years. Last year, BSSD participated in cyclical monitoring for our Special Education Program, out of rotation, to adjust the monitoring cycle with the development of our Special Education Plan. At the beginning of this year, the PDE's point of contact visited Bermudian Springs again, to close out the monitoring activities prior to the development of the new Special Education Plan. The special education department in Bermudian Springs was commended for their collaborative efforts, dedication to students, efforts to provide the least restrictive environment, and overall climate. The Cyclical Monitoring process was closed successfully with no compliance issues, prior to our district beginning the development of the Special Education Plan for the Comprehension School Plan.

Special Education Plan for 2016-2019

In November, the planning and preparation for the new Special Education Plan began with state sponsored training and a Self-Assessment of the current goals of our district's Comprehensive Plan and the related activities outlined in the current Special Education Plan. While some of the goals of the Comprehensive Plan were being completed during this school year, projections were made regarding program additions, expansion of services, facilities being used and personnel employed to service our students, in the Special Education Program. The narrative on service delivery to our students was up-dated to include program expansions and the training of our personnel to provide services in transition, the least restrictive environment, autism, and behavior management. Enrollment, the district identification process, adherence to state and federal guidelines, and the education of out of district students, were all examined and provided in detail in the Special Education Plan. A Special Education Profile was created and will be updated in the coming year before the district's Comprehensive Plan is submitted to PDE for approval. The Special Education Plan was submitted and approved by the Department of Education successfully without revision for the next three years.

Elementary Acting School Principal

The elementary school has been through quite a transition this year with many staffing changes throughout the building. We were able to hire 2 first grade teachers to fill the positions of Kheila Dunkerly, Innovation Specialist, and Jessica Smith, Reading Specialist. Amanda Bentzel and Abbie Kennedy have transitioned smoothly and have been a welcomed addition to BSES. While the last 10 weeks were a bit of a challenge, with Mrs. Kathleen Myers taking a leave, we pulled together as a staff and finished the year successfully. We have accomplished quite a few things this year that have had a tremendous impact on our staff and students.

We have continued with our reading and math collaboration cycles. Teams spent time discussing a resource titled, SuperCore, which has helped us make some instructional changes within reading to meet the needs of our students. Most importantly, through this text we identified a need to change our spelling program by gathering data and presenting it to Curriculum Council. Our math discussions focused on the Mathematical Practices. Focusing on these practices has provided us with valuable information about our math instruction. We will continue to expand on these ideas next year by focusing more on what these practices look and sound like within the classroom, as well as, studying student work samples. We will continue to analyze the effectiveness of our new reading and math resources next year.

Our students were provided with a variety of after school opportunities to enrich and expand their learning. A group of 4th graders participated in Genius Hour. This club allowed students to select a topic of choice, research and present information they learned to their families. Kindergarten, 1st grade, 2nd grade and 4th grade provided their students with an opportunity to participate in Crazy 8's. This was a hands on math club that demonstrated to students how math can be relevant and engaging.

We held several family events this year and attendance was overwhelming at all of them. Our first event included an Artist in Residence through the National Circus Program. Students spent time learning about various circus acts during the week and enjoyed an evening event with their families. We also held math and literacy nights.

Our math night invited students back to work with their families to “break out” of their classrooms by solving problems to unlock the principals from the cafeteria freezer. Students left with a variety of math resources and finished the evening with ice cream. Finally, students participated in a Superhero themed literacy night. The evening provided families time to read to therapy dogs, make a superhero gadget, create a comic strip and take a picture with Batman.

Finally, teachers continue to utilize technology in ways that promote not only students learning but their own professional learning as well. Over 50% of the elementary school staff created a Twitter account that was utilized to communicate and share news with families. An overwhelming number are also using Twitter for professional learning, connecting with teachers, providing feedback and sharing ideas. This has been a great platform for connecting with teachers outside of their teams and throughout the district. We were also able to share information from collaboration with each other by creating the hashtag #bsescollab.

The 2015-2016 school year was filled with challenges and successes. It was because of the help of the administrative team and Mr. Brad Fry that we were able to finish the school year on a positive note. We look forward to many more positive changes in the future that will ensure high levels of student achievement.

Kindergarten

Introduction

This year we implemented our third year of full-day kindergarten. Features of our full-day kindergarten program included: increased instructional time, daily guided reading and math groups, a developmental room, special events, and new assessments. In addition, we continued to implement the math and reading series: *Common Core Everyday Math* and *McGraw-Hill Reading Wonders*. We also adapted our basal instruction to include elements of *SuperCore!*

Literacy

This year we continued to implement the *McGraw-Hill Reading Wonders* literacy program for reading and writing. Features of the program that we found particularly effective include the vocabulary instruction, introduction and pacing of sight word instruction, authentic texts, balance between fiction and nonfiction texts, and phonemic activities. We also implemented ideas found in Mark Weakland's *SuperCore!* to "super charge" our basal instruction. These elements included extended time for independent reading and writing and a more focused approach to vocabulary instruction.

Mathematics

This year we implemented the *Common Core Everyday Math* program for kindergarten. Features of the program that we found particularly effective include differentiation in activities to enrich and encourage rigor or remediation, in daily guided math groups. Additionally, using a spiral approach to teach the basic mathematical skills provided an opportunity for students to revisit and refine skills throughout the course of the school year. We also spent a great deal of our collaborative meetings discussing ways to make math more relevant and authentic for our students. We incorporated math talks, problem solving strategies, and spent time going deeper into the foundational math skills.

Science & Social Studies

We provided the students with daily science and social studies experiences. Units of studies included: insects, animals, space, weather, habitats, community helpers, and holidays around the world. Our students particularly enjoyed visiting each kindergarten classroom throughout our science and social studies units.

Developmental Room

This year we used funds from the PTO to purchase new materials that were geared toward our students' interests. Items purchased included a farm, dinosaurs, and dramatic play props.

Additional Programs & Features

A variety of additional programs and materials supplemented our curriculum. Our team took part in the "Here I Come Kindergarten" program at the East Berlin library. After learning the alphabet, we had a *Chicka Chicka Boom Boom* celebration. Our Fairy Tale unit ended with a parade through the school to showcase our favorite characters. In addition, the high school drama class performed several renditions of favorite children's literature in January. The 100th day of school was celebrated in February with a variety of 100-themed rotations. To wrap up our school year, the students participated in the annual race for education, May Day concert, and a field day. In addition, the last week of school was celebrated with a kindergarten carnival.

Assessments

We continued to use data binders to keep track of our phonemic, letter identification, concepts of print, and sight word assessments. We utilized Fountas and Pinnell reading assessment several times throughout the year. Our data was used frequently to guide our instruction and meet the needs of our students.

2016-2017 Goals:

Our goals for next year are to implement Words Their Way, word study program, as well as rework our developmental room with the help of the text *Purposeful Play*. We also look forward to utilizing the MacBooks and Apple TVs to enhance instruction.

ANNUAL REPORT

ELEMENTARY SCHOOL

**Julia Amdy
Amanda Bentzel
Tara Cornwall
Abbie Kennedy
Sarah Wadsworth
Autumn Zaminski**

First Grade

This school year our team experienced many changes with the addition of two new team members in the middle of the school year. We worked hard to continue with the implementation of the updated edition of Everyday Math, our standards based report card, and comprehension connections strategies integrated with the Wonders Reading Series. Throughout the year, our team met frequently to discuss our student data, lesson pacing, and shared resources. Taking the time to reflect and analyze student work as a team allowed us to make data driven instructional decisions and remain consistent with our grading system. The collaboration among all team members greatly contributed to the success of this year.

With many changes during the year, it was critical for our team to meet frequently to ensure that curriculum and teaching was consistent throughout the grade level. In addition to our weekly team meetings, we also met with the principals during the building collaboration days. This time allowed our team to grow with professional development topics integrating the mathematical practices into our Everyday Math series, as well as, integrating best teaching practices into our Wonders reading series through a book study. We value these collaborative conversations, as they are crucial in providing coherence to our understanding of the standards and teaching practices. Furthermore, the first grade team utilized our common planning time to meet to discuss STEM and social studies curriculum to ensure that we were meeting the Next Generation Science Standards.

Additionally, this year we continued to administer the Houghton Mifflin Decoding assessment and the Words Their Way spelling inventory. This data was used to identify the need for additional interventions needed to support students. Our team is looking forward to helping the elementary building transition to Words Their Way this fall. This

switch from the basal spelling program helped for better differentiation and pacing to ensure that all students are making progress in writing and spelling.

First grade was very exciting this year with many activities held throughout the year! We enjoyed having special character education lessons with Mrs. Padfield, our school counselor. With the integration of the CORE Essentials values, our students are making better choices and have learned more about how to communicate their feelings with their peers. In February, the first grade students had their concert with Mrs. Swartzbaugh! The theme of the concert this year was all about animals. Another exciting event was our first grade field trip to the Whitaker Center in Harrisburg. The students enjoyed a 3-D space movie in the IMAX Theater and many other hands-on activities during their visit to the science center!

We are looking forward to next year with even more changes to the first grade team. We are excited to meet our new team mates and collaborate to make data driven instructional decisions. Additionally, first grade is eager to learn more about the technology changes including Sapphire, Apple MacBook integration, and the Google platform.

Second Grade

Our team worked hard to adapt the Wonders program to better meet the needs of our students. We added a stronger vocabulary component after doing some readings from the book, Super Core. We felt the students needed more direct instruction with vocabulary, so we incorporated this, as well as had students create vocabulary cards to practice words independently. We also discussed other changes to the Wonders program for next year that align with the information presented in the book, Super Core.

We also continued to have a significant guided reading block which provided the teachers with the opportunity to work with students in a closer setting. We took anecdotal notes during this time and used them to see how students made growth in reading. This time was well spent as is evidenced in our F&P data. This time was also essential as our team's SLO for this year was for 80% of our students to make one year's growth. We measured this using our F&P data as well as Read Naturally passages where we checked for accuracy, fluency, and comprehension.

We continued with the Everyday Math program this year. We incorporated using math talks and taking the time to teach students how to explain their thinking. Mr. Smith, Mrs. Sherman, and Mrs. Helman completed a book study using the book, Intentional Talk. The rest of the team also was given a copy of the book and we were able to use the information presented about math talks to help our students become better thinkers and problem solvers. For the second half of the year, we practiced this by doing weekly word problems where students had to solve real-world problems and explain their thinking. We would then share our thinking and students were able to see many approaches to solving the various problems. They also were able to expand their answers or change their thinking if needed.

Mrs. Feeser worked hard to create social studies and science curriculum that aligned with the Wonders reading program as part of differentiated supervision. She

found books and resources that matched up with the standards available for social studies and science and matched them to the appropriate essential questions in the Wonders program. Mrs. Berwager also began using this curriculum when she returned in January. We look forward to the whole second grade team moving to this curriculum next year.

We had some struggles with consistent grading among the team, but we have discussed this issue amongst ourselves and with our administration and we have a plan in place for next year. Our plan includes keeping reading and math assessments and data to show student growth, as well as using our anecdotal notes from guided reading.

As a grade level we took one field trip this year to Zoo America. This trip ties directly to our study of animal habitats. We also visited Chocolate World to witness how chocolate is produced. This ties in to social studies and learning about factories.

During the PSSAs the second grade classes took the InView test. These tests measure verbal and spatial reasoning.

Mrs. Sisock took the year off to enjoy being at home with her son and Mrs. Stough filled in and did a wonderful job contributing to the second grade team. We were very glad to have her this year. Mrs. Berwager returned after Christmas break. We were very happy to have her back. Julianne Miles was her substitute for the beginning of the year.

Overall we had a year of challenges, but they were challenges we met head on and as a team. We look forward to the upcoming school year knowing that each challenge brings with it the opportunity for new learning and growth.

Third Grade

English Language Arts

During the 2015-16 school year, 3rd grade infused the Wonders reading program with instructional philosophies from Mark Weakland's "Super Core" publication. In particular, we focused on narrowing the scope of what we teach and decreasing the time students spend on workbooks. We extracted one of the practices mentioned in the book to pare down vocabulary words into only root words. We continued the practice of taking anecdotal notes and informal running records during guided reading in order to inform our student groupings. We formally assessed students using the F and P diagnostic assessment. Students charted their growth each marking period in order to keep them accountable. This year, our publishing center stories were included into a classroom publication as well as a publication for the school. Each student received their own book featuring their original work.

Mathematics

Our math time was increased this year to one hour and thirty minutes. This allowed us to instruct whole group and guided groups. Whole group instruction was improved by the implementation of the "choose three ways" method of solving number stories. Choosing three ways to solve number stories allowed students to engage in math talks that increased conceptual understanding. Guided math groups encouraged collaboration. Students were able to meet with the teacher to work on targeted skills while other students engaged in math activities, games, and problem solving.

Science and Social Studies

We implemented a research-based approach to Social Studies and Science this year. We used texts from the Wonders program combined with iPad research in order to make the content more engaging for 3rd grade students. Students completed a self-directed biography report that required them to use multiple resources to research their

famous American. This year we were awarded a PTO grant in order to enhance our Science instruction in the area of Life Cycles. This grant was used to purchase an incubator for each classroom.

Field Trips

This year, we visited the East Berlin Historical Preservation Society. This supported our Social Studies curriculum and allowed students to learn about local history. Students visited the museum, one room school house, Redman's Hall.

ANNUAL REPORT

ELEMENTARY SCHOOL

Laura Cook
Andrea Dowell
Mac Gosnell
Alicia Llewellyn
Dana Nelson
Lori Smith
Katie Sweigart

Fourth Grade

Year in Review

- We welcomed 4 new team members Katie Swiegart, Dana Nelson, Mac Gosnell, and reading specialist Mandy Singer.
- Started using Everyday Math 4.
- Grade level collaboration focusing on best math practices and “Super Core” by Mark Weakland book study.
- The team began utilizing Twitter for collaboration and celebration of student achievement.
- Mrs. Cook received a PTO grant for alternative seating choices in her room.
- Mrs. Nelson and Miss Sweigart received PTO grants for the Reflector App which turns the iPads into a mobile document camera.
- Mr. Gosnell received a Mini Makerspace grant from the PTO.
- The VFW came and gave a wonderful flag presentation highlighting folding the flag and the meanings therein.
- Fourth grade students raised the flag in front of the school daily.
- Mr. Ensor provided tours of the water treatment facility to coincide with our water cycle unit.
- We took the PSSAs in English Language Arts, Mathematics, and Science.
- Activities/Presentations
 - Holiday Craft Day.
 - Educational Earth Day activities.
 - Sam Fletcher, a student from the high school, came down with his FFA group and did a presentation on eggs.
 - Mrs. Hertweck gave a talk on tobacco use and prevention.
- Students participated and performed in both Vocal Ensemble and Band with Mr. Carlson and Mr. Boyce, respectively.

- Field trip to Nixon Park to learn about the water cycle, stream health, and arthropod life.
- The students enjoyed an amazing 4th grade picnic courtesy of the PTO and many parent volunteers.

Looking to the Future

- Mr. Welty will be joining the 4th grade team.
- We will be departmentalized in ELA/SS and Math/Science.
- Words Their Way will replace spelling.

Reading Specialists

The reading specialists welcomed a new member to the team, Jessica Smith. Jessica has been a first grade teacher at Bermudian for the past four years, and she recently completed her Master’s Degree in Reading at McDaniel University. We are excited to have her as a part of our team.

As in previous years, the reading specialists were each assigned to a grade level in order to support the classroom teachers in guided reading, and in implementing our reading series, McGraw-Hill’s *Wonders*. In addition to acting as a “contact person” for their respective grade levels, the reading specialists “pushed in” to classrooms during their guided reading blocks, as well as instructed pull-out groups throughout the other time periods in the day.

At the beginning of the school year, the Fountas & Pinnell (F&P) Benchmark Assessment was administered to all students in grades 1-4 for the purpose of gathering reading data to be used to guide instruction. Kindergartners completed a variety of phonemic and letter identification assessments. The reading specialists then supported teachers in using the data to form their guided reading groups. They also identified the neediest students in the building and formed the reading specialists’ intervention groups.

Guided reading groups in all grades began in September, with the reading specialists working with students who were reading below grade level. The reading specialists primarily used Fountas & Pinnell’s Leveled Literacy Intervention with all groups, which is an intensive intervention, designed to support students with word study, comprehension, reading strategies, and written response to reading. We continue to see success and growth with our students as a result of using this intervention.

In order to track and analyze student growth and progress, the F&P Benchmark Assessment was given multiple times throughout the school-year. All students were re-assessed in December (Kindergarten also administered the F&P at this time), and

primary grades chose to re-assess in March to check for progress. Finally, all students were assessed again in May to measure growth from the beginning to the end of the year.

The reading specialists worked closely with their respective grade levels in supporting guided reading instruction, utilizing data to drive instruction, and using a variety of assessments to measure student growth. Based on teacher need, reading specialists modeled lessons, co-taught with teachers, analyzed data and planned lessons, and created formative assessments.

In March, the reading specialists aided in the Kindergarten Registration process by screening incoming Kindergartners. The data gathered has proven invaluable in creating class lists, and preparing for what our new students need.

In April, the reading specialists hosted a Superhero Literacy Night. Families participated in a variety of superhero-themed, literacy activities, such as creating their own superhero, designing a comic strip, reading to superhero dog “sidekicks,” and making a superhero gadget. Over 400 people attended and enjoyed the event. It was a big success with much positive feedback from parents and students.

Currently the reading specialists are looking at ways to continue to provide teachers support with the changing curriculum, and to plan for continued success and achievement during the 2016-17 school year.

Physical Education

The students participated in individual and group activities utilizing many different skills in physical education that enhanced their exposure to the curriculum. As always good sportsmanship and appropriate social interaction are an integral part of our program. We continue to incorporate wellness and health into our physical education program.

In grades K-2 the students practiced their hand-eye and foot-eye coordination through individual and group activities that involved catching, kicking, throwing and dribbling. The activities also incorporated locomotor movements and manipulative skills. With continued repetitions, the students improve their basic skills. These skills and movements are the foundation for our entire program.

In grades 3-4 the students reviewed the different manipulative skills, such as catching and kicking, and applied them to individual and group activities. In the elementary physical education program, the students are required to maintain a very high level of sportsmanship. It is also an excellent environment in which the students can demonstrate their cooperative and social skills as they interact with each other.

The elementary physical education staff strives to provide an environment in which the students experience maximum participation and an elevated heart rate. This simply means the students will be actively engaged and not standing around idly. Their heart rates should be elevated during most the classes.

In our eleventh year of doing Jump Rope for Heart as a school wide event our students raised \$8,965.00. The event was a complete success. The students have raised over \$90,000 for the American Heart Association over the past eleven years.

Library

In following with the building's focus on reading and writing, the theme of this year's primary library curriculum (grades 1-3) was again reading with the purpose of sharing ideas. Students discussed eight strategies to increase comprehension and reading skills—making connections, visualizing, monitoring, questioning, inferring, summarizing, determining importance and evaluating. Stories were chosen for the strategy discussed each week and library displays reinforced the skills and essential questions. This year's primary curriculum again put more focus on use of the computer catalog program and shelving order. This was done to increase an improvement in how students selected books for checking out. We also used computers to locate information for a class document. Kindergarten classes concentrated on fairy tales, classic and current authors, and key story elements. The fourth graders worked on instruction in library knowledge and technology skills to prepare them to effectively use library resources for research assignments in the middle and high schools. Our research projects this year incorporated more student choices and selections to complete them. LFS/EATS lesson plans, student learning maps, graphic organizers, computers, and IPADS, and a focus on vocabulary were used to increase learning. We are using the SMART board which is an extremely effective tool for class presentation.

In May, each grade level was instructed in a unit about Internet Safety. Various materials and videos were used and at the end of the unit each student received a certificate of participation.

In March, a special day was held in honor of Dr. Seuss Day, March 2. Special "Seuss" related clothes were worn around a Seuss theme. Students in the various Library classes shared facts about Dr. Seuss and his stories and received book marks. In April a prize drawing was held among the grades in honor of National Library Week and Month. A class in each grade level won Library pencils.

Our annual book fair was held in March-April. This year's fair again featured a family night during parent-teacher conferences with costumed book characters and door prizes. We also had an open house on Literacy Night for parents to visit the book fair before attending the Literacy event. This year's book fair theme was "The Groovy 70's."

Each child was given \$5 through PTO to purchase at least one book from the fair. Proceeds from the book fair are used to support our publishing center and summer library programs as well as to purchase new technologies. This year's book fair was the most successful to date in terms of profits.

A part of our budget allocations were used to purchase books for the new reading and math programs. Other books purchased were focusing on: biography, animals, fact books, technology, history, current fiction authors, and books suggested by both teachers and students to be used as part of their lesson plans. Our elementary library now houses over 34,000 books and audio-visual materials. In addition to information which is now accessed electronically through the Destiny Catalog program, 25,940 materials were circulated this year. Many titles were used within the Library as well.

One of our back rooms houses the teacher/librarian work area. Die cuts and various apparatus are there as well as the laminator. The other work room is used to store equipment and to house the Publishing Center materials.

The Publishing Center completed its twenty-third year with many changes. This year was the first year of the publishing of the BSES Eaglet magazine. Every student submitted one item they wrote in class to be bound into a classroom Eaglet magazine. Each homeroom submitted one item as a finalist for the BSES Eaglet Publishing Center Awards assembly and tea. The whole school attended the assembly which had the theme of "Celebrate Writing." Then finalists and their guests attended the Tea. This year we had a special guest speaker, Mona Kerby, an author from Westminster, MD. She also spent a day with the grade level classes the week before discussing writing. These activities were also funded by Library monies.

The summer reading program will be held each Tuesday evening and Thursday morning for six weeks over the summer break. In conjunction with the summer literacy program, the theme this year is "On your Mark, Get set, Read." Students will participate in various activities to gain prizes and guest storytellers will present their favorite stories during the six-week program. Summer school students will also participate. Last summer, 60 participants circulated approximately 300 books.

As the Elementary Librarian for the fourth year, my aide and I continued the updating of the book and media collection and the reorganization of titles through more detailed spine and shelf labeling.

2016-2017 Goals:

- To continue the process of updating the collection and its labeling
- To add iPads or computers to the library collection of curriculum tools.
- To continue the development and use of the Library website on the district webpage
- To change the back work room from the Publishing Center room to the BSES Eaglet Publishing space
- To continue the process of introducing an author for the Elementary Publishing Tea

Health Report

This year was exceptionally busy in the health room with student visits even though the numbers of students seen for illness and injuries are comparable to the previous school years. The difference in how busy the health room seemed to be this year is contributed to the increase of students with special/chronic health conditions. Each year the conditions are becoming more complex and take more time to manage during each visit. Also much more time is spent with the case management and documentation aspect of nursing with these conditions. In addition, during the month of November the Elementary was hit with a very serious stomach virus in which 21 students were sent home one day, 120 students were absent the next day and 95 students were absent the third day.

This school year there was also a change in the volunteer policy. All parent/school volunteers needed to complete a packet of papers that included criminal and child abuse clearances along with having a PPD (Tuberculosis) test. With this change in policy, it increased the number of PPD tests that needed to be completed for the district. On average there would be 20-30 tests conducted each year. This year 182 PPD tests were administered.

Next year will be a year for many changes. One of the most significant changes will be the change to a new computer system, Sapphire, for the district which will include how the health room documents student's health issues, yearly testing, and daily visits. Another major change is a proposed change for immunization requirements from the Department of Health. It is not clear if the change from an eight month provisional enrollment will be changed to a five day provisional enrollment for the 2016/2017 school year or 2017/2018 school year. This will greatly impact the start of the school year for all of the health rooms. The Elementary is also looking at new students coming to start school with very serious health concerns. The Elementary will have a very fragile diabetic student that will require a personal care aide, a student with a cardiac condition that can cause sudden cardiac arrest and a student with a GI disorder that will require colostomy care.

Guidance

This was year 4 for the CORE Essentials program. The main focus of the program is The Big 3. 1. Treat others right, 2. Make Smart decisions, 3. Maximize your potential. Along with the Big 3 each month there is a value, similar to a character trait, which is associated with an animal and a color. For example, in September the value is courage, the animal is the mongoose, and the color is silver. Teachers are given lessons plans that teach the value, the kids learn about the animal and why they are associated with that value. The program also comes with parent newsletters that give connections to the value and things to do with the family.

Each month we celebrated the value with CORE Kid Lunch. During lunchtime the CORE Kids' names were announced along with the reason they were chosen. I ramped up the parent involvement on CORE Lunch days. Parents of selected students received and invite to come on CORE Lunch day. I had the parents/grandparents/special people RSVP ahead of time to help out with the School Gate Guardian. We had wonderful support, and each lunch celebration had approximately 30-40 adults attend. Also on that day the students and staff wore the color of the month. This was a fun way to unite the school.

Class lessons were taught at each grade level, and 1st and 2nd grade students had a lesson on personal safety/good touch/bad touch. The counselor facilitated small group counseling sessions as well as individual counseling. Child Study- I assisted by conducting parent interviews to gain background information on children and families.

The Angel Tree Project went through some change this year. I switched the name to "The Giving 3" and the premise of the program is that each child can expect to receive 1. A want, 2. A need, 3. Something to read. The change was well received and we were able to help about 300 children and families. The counselor also worked with families to help send children to a summer camp, "Camp Ladore" sponsored by the Salvation Army.

Ruth's Harvest was a new program this year. I worked with local churches to provide food bags once a month to children. The food bags contained single serve

items, and non-perishable food, items such as non-refrigerated milk. We timed the bags going home around a long weekend. Initially we started with 50 bags, and later in the year increased it to 100 bags once a month. At the end of year I did a trial of having our students collect specific donations to use for the bags. This way we have both children giving and receiving! Myself and the local church groups involved are very happy with how things went this year. We are excited to do it again for next school year.

Neighborhoods of Hope continued to be a contact that helps our school community. Keeping the families name confidential I contact them and explain the need, and often they went above and beyond to help (gas gift cards, food gift cards, home needs, clothing etc).

Kindergarten registration this year was held over 2 school days. Families were given time slots and brought not only all of their paperwork but their child. While moms, dads, and guardians visited the stations to turn in paperwork and talk to different school personnel, such as the guidance station, the children spent time in the developmental playroom, and were screened by a reading specialist, speech and OT/PT. Valuable information was gained to help prepare for the incoming kindergarten class.

The RIAS was used again this year as a screener for gifted students. The counselor worked to screen students throughout the year.

The counselors in the district continued work on our comprehensive K-12 counseling curriculum. This was the 2nd year for 3rd grade career lessons in which they started a career folder. Fourth graders enjoyed reflecting back on their responses from just last year. The students enjoyed exploring careers and finding their "Holland Code". This folder will be passed from ES, to MS, to HS. The goal is in each building to repeat the Holland Code so students can start to look at patterns and trends over time in possible career choices.

PSSAs, a stressful time for all! I attended update meetings and helped teach our new assistant principal the process since this was her first year doing this. Together we ran the mandatory update meeting, facilitated taking the proctor test for teachers, along with maintaining tight security measures. I did PSSA lessons with classes to get them geared up.

I continue to be the district trainer for mandated child abuse reporting. This is not a topic that many want to sit through, but nonetheless is a very important and informative training. Also at the end of the year William Metzger and I wrote and received a \$2,000 grant from "Partnership for better health".

As I move into the 2016-2017 school year my goal is to continue to support teachers and helping make CORE more visible school wide. Our staff does a good job doing this but I want to really take it up a level! Also to help teachers continue to build positive relationships with their students, I will be working with them to facilitate class meetings. I will continue to maintain and run the programs that are going well along with finding ways to keep reaching and growing for the betterment of our students and building. Looking forward to an exciting 2016-2017 school year!

Child Study Team/CST

Bermudian Springs Elementary Child Study Team (CST) was in its third year of implementation. The program is based upon classroom teachers providing classroom based interventions to remediate students' needs in the general education classroom. The procedure and forms were updated to reflect changes that were needed based on evaluations from the previous year. During the 2015-2016 school year, a total of twenty-eight students were referred to the CST (seven behavioral and twenty-one academic referrals).

The CST represents a proactive approach to supporting teachers in their efforts to accommodate diverse learners in the general education setting. The CST is a group of professionals whose main goal is to improve student performance and achievement. It is a problem-solving group, providing support to teachers, parents, and students. The CST deals with concerns about learning or the behaviors affecting learning. Members of the team assist in analyzing data, designing interventions and monitoring the effectiveness of interventions. Resource teachers, school psychologists, school social workers, school counselors, and other building staff may be part of the Child Study Team.

The goals of the CST are as follows: Improve academic and/or behavioral performance of referred students, involve parents in the educational process, integrate progress monitoring with interventions to ensure student success, and assist teachers with strategies and resources when presented with educational challenges.

The Child Study process was facilitated by staff development opportunities. Brooke Shambach attended the Association of School Psychologists or Pennsylvania (ASPP) conference in October. It included presentations on functional behavior assessments and school-wide discipline and classroom management processes. Nancy Cipriani, Dana Padfield and Brooke Shambach attended a School-wide Positive Behavioral Interventions and Supports (SWPBIS) forum in May. The forum included multiple presentations on the various elements of a SWPBIS and how they are effectively used within school districts.

Grows:

- ✓ We would love the opportunity to begin to build a SWPBIS team for our district. It will take many years to plan and develop, but we have faculty that are willing to put in the time.
- ✓ Referrals were low this year due to new teachers and teacher turn-over. It is important to include information to all faculty at the beginning of the year. We were able to do this for the past two years during collaboration time.
- ✓ Teachers focusing on student abilities and not use test scores as basis for referrals and implementing research based interventions
- ✓ Training on how to progress monitor students' growth in a specific area and change the intervention when needed
- ✓ Our school would benefit from creating a multi-tiered system of supports in order to collect accurate and reliable data when making educational decisions about students.
- ✓ It would be beneficial for students to have intense interventions available to work on building foundational skills and addressing behavioral needs.

Grows:

- ✓ Collected student data digitally
- ✓ Created summer packets for students who needed to practice skills over the summer months
- ✓ High rate of referrals went on to qualify for services – This shows that teacher are referring the appropriate students
- ✓ Brooke Shambach provided multiple classroom based observations to assist with behavioral referrals

Art**Art Curriculum K-4**

BSES art classes follow PSEA and NAEA standards as a guide for learning and creating. Art lesson plans follow the LFS format we have been inspired to adapt. Throughout the school year students experience a variety of art, artists, techniques and mediums to continually broaden their horizons and hone their artistic abilities. Our rich & culturally diverse art lessons & art units of study allow students to “travel” through the world and history to explore cultures, styles, media, technique, aesthetics and criticism. All of our art units of study & lessons provide a plethora of cross-curricular connections which allow students to learn about people, places, beliefs, traditions; science and nature, mathematics, literature, social studies, history, archaeology, anthropology and geography all through the artist’s scope; discovering how it applies to them and the world they live in. This diverse approach to art education is designed to inspire students to become well-rounded, responsible, conscientious citizens and artists alike with the 21st century skills to be successful in life.

Art Documentation

Teach Scape was used throughout the year to document art lesson plans and artifacts for my SLO and Differentiated Supervision Project. My SLO focused upon three 3rd grade cultural art units of study: Native American Pottery, African Print-Making and Chinese Painting. I am proud that all of my educational goals were reached. 379 works of art proved the distinguished level and 51 proved the proficient level. Zero students performed below proficiency. Further, I completed a Differentiated Supervision Project focusing upon the Art of Russian Abstract Artist Wassily Kandinsky that included three diverse lessons of Art to Music. This was completed in the spring as part of our celebration of National Youth Art Awareness Month. This process will be detailed further in my report. All K-4 students did an outstanding job moving, grooving, considering and creating art to music! I plan to incorporate more free-flowing abstract art lessons into our future art curriculum. I would also like to incorporate more “special guest” artists and musicians into our program.

Art Displays

Artwork was professionally displayed in the art room, hallways and art showcase throughout the year. Displays were also completed in the administrative board room and in the community. Students whose artwork was on display were awarded an Awesome Artist Achievement Certificate acknowledging and honoring them for their effort & artistry. Well over 1,000 certificates were given out this year. The students were able to share their artwork and this special recognition with their families. Again this year I received many positive responses from parents affirming how much this meant to both them and their child.

Art Peer Tutors

Again this year the BSES art program welcomed 5 former BSES students back as Art Peer Tutors. Campbell Grimes from BSHS, Megan Holtzinger, Vivian Lamo, Rebekah Gerring and Alexandra Aungst from BSMS helped at the end of the day with Kindergarten classes between 3:00-3:30 working one-on one tutoring students, helping with materials and creating art displays. The Art Peer Tutors were very helpful and inspiring to the younger students. Students who volunteer as Art Peer Tutors are renowned for their academic and artistic achievements. I am honored that these young ladies are still interested in donating their time after their school day has ended and between many other extra-curricular activities to continue to be a part of our BSES art program and help our little artists blossom and grow. Thank you girls! I hope this special program can continue in the future and that I will be able to spend more time working with and inspiring these students at the end of each day. Many times the Art Peer Tutors are bursting to share their latest achievements or to get inspiration for upcoming projects but they gracefully hold-back until the art classes have ended. Sadly though, I go right from class to dismissal duties so I have little to no time to give them. I would like to be able to help them and do more to bridge their art experiences with our BSES art program. Perhaps at least 2 or 3 days during the 6 day cycle could be dedicated to working with these students for the last few minutes of the school day.

Art Honors & Special Events

We had many special art events and honorable occasions to celebrate this year! Starting in November 2015 BSES was invited to design the 2015 BSSD holiday cards. We had several hundred entries from students K-4. The final works of art selected by grade by BSSD administration for the holiday card design were: Hayden Andrus from Mrs. Helman's 2nd grade class, Danielle Petosky from Mrs. Amdy's 1st grade class, Jordyn Keffer from Mrs. Sweigert's 4th grade class, Holt Miller from Miss. Browning's Kindergarten class, Delaney Rivera from Miss. Pohlman's 3rd grade class and Sarah Reck from Miss. Miles's 2nd grade class. All students were awarded art achievement certificates, ribbons and artist pencils from the BSES Art Department as well as special letter of thanks from Dr. Hotchkiss which made their achievements extra special. During the entire month of March 2015 BSES celebrated National Youth Art Awareness Month which focused upon Art to Music through the work of Russian Abstract Artist Wassily Kandinsky. As part of my Differentiated Supervision Project this year all K-4 artists learned about Kandinsky's life and art then created masterpieces inspired by Kandinsky's theories and processes. Higher level abstract thinking and 21st century skills were naturally enhanced and used throughout the unit. Masterpieces created included abstract mixed-media paintings to music, sound effect sculptures inspired by sounds and emotions and formulated oil pastel creations to represent their colorful thoughts *outside the box*. All 4th graders also had the opportunity to "paint the hallways" with their free-flowing mixed-media abstract art to music in one 50-minute art period. They loved it! This innovative and exciting *art in action series* is something very special the students look forward to each year. Faculty & staff also enjoy the process as it totally transforms our school. Many adults joined in the creative process & *made their own mark in a work of art* during the art classes as well as a special "invitation only" paint time that was designed just for them to create art to music during a Friday afternoon in-service. Throughout March and April as families came into the school for kindergarten registration, conferences, literacy night, spring choral and other special events, they were "wowed" by the artistic creations our students created! Additionally, this year as part of the Kandinsky unit to extend their thinking our students also had true "live musical performances" to inspire their creations. We had various musicians

perform for us including middle school students Rebekah Gerring and Alexandra Aungst who played flute, Mr. Welty played both acoustic and electric guitar; Mrs. Sweigert played piano accompanied once or twice by Mr. Doutrich and several other members of the BSES faculty & staff joined in the hallway art days with 4th graders. This was an awesome collaboration of our school community to support The Arts and the artists in our school. Students & adult painters alike reported feeling very proud of their work especially when others passed by admiring & commenting on “the artists painting.” This mural activity & *art in action* series was a very exciting way to unify our school community in and through visual art! I hope we will be able to continue this awesome artistic tradition into the future!

We continued our new art tradition “The BSES Nature Day Art Contest” again this year as well. Inspired by the Adams County Arts Council’s Recyclable Art Contest this was an “in-house” opportunity for all of our K-4 students to create a work of nature-based art made entirely from recycled materials. Students were introduced to the topic in art class & were given information, resources & guidelines. Parents received digital notification about the contest. We had over 30 entries, all of which were top notch, well-thought and well-crafted masterpieces. I was so impressed by the turn out & quality of work, positive feedback from students, parents, faculty & staff I can’t wait to see what the kids can do next year! Mrs. Kim Robinson, Mrs. Levato Shaw, Mrs. Shannon Myers and Mr. Brad Fry were our outstanding art judges this year. Every participant in the contest was awarded a certificate of achievement, crayons, pencils, erasers, stickers and an evergreen sapling donated by Earth Artisan & Outfitter. The place winners also received a cache of art supplies. Place winners include: Kindergarten: Holt Miller & Cameron Hackman. 1st Grade: Cameryn McIlwee, Kali Kline & Audrey Stambaugh. 2nd Grade: Audrey Hunt, Dempsey Bodan, Jacob Johnson & Emma Hughs. 3rd Grade: Cheyenne Rothenhoefer, Clayton Hackman & Eddie Seabright. 4th Grade: Chloe McDermitt, Sylvia Lamo & Greta Haley. At the ACAC event in Gettysburg, BSES 2nd grade artist Dempsey Bodan was also honored with a Best of Show award. Great job everyone!

This year I had the honor of being a part of the BSES Publishing Center. As such I was able to suggest an “arts” aspect to the newly formed Eaglet Magazine and helped

select the artists whose artwork was featured on the front and back covers of the magazine's 1st edition. It was an awesome experience to work with talented 3rd graders Cheyenne Roethenhoefler, Laraya Cool and 4th grader Jaquan Bruce. Jaquan's amazing eagle portrait was later selected as the front cover design. Laraya's soaring eagle and Cheyenne's eagle nest were both featured on the back cover. These students did a fantastic job! Their artwork was nicely matted and they were presented art certificates and ribbons. Later they were also announced as the feature artists and presented with metals at the school-wide Publishing Center assembly in May.

Fourth grade artist Taylor Botterbush had the opportunity to complete an Independent Art Study at the end of the school year this year. Taylor created a mural on the windows of the art room based on her own design. Taylor was given a sketchbook and other tools to help inspire her as she planned her final design and keep her imagination in shape into the future. This was a very special opportunity for a very talented young artist and she did a fantastic job! Taylor quietly worked on her mural during other art classes, typically in the afternoons during first grade and kindergarten which allowed the younger artists to see a real artist at work. The mural can be seen by everyone in the school as they come into the art room as well as the rest of the "world" as it can also be seen from the playground and beyond. This work of art will be on display through the 2016-2017 school year. Taylor received a special art certificate and ribbon for her hard work, dedication and amazing artistic talents. I hope to be able to do this again next year, with more artists and in more areas of the school.

In May 2016 five individual works of art were selected to be part of our BSES Permanent Art Display. This is an ongoing tradition and another opportunity to showcase the talents of our students while inspiring younger generations of artists. I am very thankful for the PTO's support in making this special display possible and for doing a beautiful job professionally matting & framing each piece which can be very costly. I hope support of The Arts in our school including supplies, matting and framing costs necessary to operate a well-rounded art program can continue. This year the very first work of art in the BSES permanent display was given back to the artist. BSHS senior Jack Grimes was given back his amazing masterpiece "The Great Wave of Kanagawa"

that he created as a fourth grader. It was great to talk with Jack and discover his promising future as a graphic design artist and student at Appalachia State this fall.

Art & Technology

This year the BSES art website continued to be a well-rounded & informative art resource to connect the visual art program with our school community & families. Within the art website everyone can stay up to date on what our unique art program does, what is happening in art classes, find a plethora of art resources including art-related websites, music & books, find out about art events in the community and see pictures of various amazing masterpieces made by our tremendously talented students. The website will constantly be a “work in progress” as it will require regular updates well into the future as our students, programs and artworks evolve. I look forward to working with the tech department again next year to maintain & improve this awesome art resource. I am also open to designing a new website that may be more user-friendly and/or working with a parent volunteer or student “art web intern” to help with design, management and upload of the thousands of artwork pictures which takes a massive amount of time. This could be a great Independent Study experience for a tech savvy 4th grader or as a BSHS senior project opportunity for a responsible and creative student that has graphic design background!

Art Supplies

Art Supplies for the art classes and the entire elementary school were ordered, maintained and disbursed by myself and my assistant Bev Miller. A General Requisition Budget was submitted in November 2015 & art bids were completed in December 2015 for the 2016-2017 school year. We try to manage the elementary art supplies and bid process as efficiently as possible to cover supplies for all elementary art classes (nearly 800 students grades K-4) as well as supplies for all individual classroom teachers for use in their own class projects. The general art supply order is based upon requisition sheets the classroom teachers complete. The art supply order for classes is based upon the art curriculum, lessons, classes, projects & students. In the future it would be prudent to allow classroom teachers to order their own arts-related supplies through their own science, literary, math or social studies budgets as they know best the areas of study and continued materials they will implement.

This year we finally received new tables in the art room thanks to PTO funding. They are awesome! The students are so excited to see and use them every day; they truly make the art room a space for creativity! These “real art tables” make creating real art by real artists a reality! Thank you PTO for making this possible!

Art Relations

The BSES Art Department is responsible for many diverse capacities. While primary focus is upon teaching art this alone involves vast amounts of planning & preparation time to maintain a rich, vibrant, exciting and innovative art curriculum. There are also art bids, inventories, special arts activities, community events and a plethora of art displays and opportunities we are involved in to maintain an inspirational & successful art educational course for nearly 800 students. This is made possible through many hours of after-school work, dedication, imagination and team work with my assistant Bev Miller and a few special parent volunteers. They did a beautiful job helping to prepare materials, matt, label and display artwork and at times were extra eyes, ears and hands as needed in larger projects. Special thanks to Mrs. Byers who dedicated every morning on Day 1 to the art room and was a great on-call resource to jump in and help when needed. On occasion a few other volunteers stopped by the art room or came in when their child had art class: Mrs. Shank and Mrs. Speelman. Parents are forever invited to join art class with their child and I am always on the lookout for more art volunteers. By allowing parents to join in our classes they are able to learn alongside their child and extend the learning beyond the classroom. Not only does this make lasting memories it also validates the importance of The Arts and Art Education in the lives of the children. Volunteers are also the backbone of our successful program, without their support we would never be able to do so much. Very special thanks also to Bev Miller. Bev is not only my assistant in the art room, she is also a very important part of our school. With Bev’s help many “behind the scenes” things can be done, allowing many areas of our school’s educational programs to run efficiently. I greatly appreciate Bev’s help in the capacity of art aide. With the multitude of duties that extend well beyond just “teaching” art, her help is crucial to the continued success of our art program. Over the years we have worked well together as a team to make sure things

run smoothly in the art department for the well-being and educational success of all students.

Professional Development

Beyond district-based initiatives for professional development I also participate in a professional Arts-community. I am a professional artist and operate my own business that celebrates art & nature. As such I am able to meet and collaborate with a variety of other artists, educators and professionals to expand my own learning and gain inspiration, all of which become knowledge, experience and inspiration for my art classes. I travel extensively with my family to experience life beyond our backdoor and I love sharing my experiences with my students. I am a member of the PA Guild of Craftsmen, The Appalachian Trail Conservancy, National Audubon, The Yellowstone Park Foundation, The World Wildlife Federation, The National Wildlife Federation and Defenders of Wildlife. I developed a Nature Journaling program for the Appalachian Trail Conservancy a few years ago that I share with my students. I am interested in reinstating the Studio Art Program and/or developing an Art Club at BSES to enrich the educational experience of our students, in which nature-journaling and other Arts related activities that I have learned about through my professional-community can be experienced.

This year I also participated in an on-line art webinar through The National Museum of The American Indian in Washington, DC. Native American Art & Culture is part of the national and state-mandated art curriculum that we implement in our school. I was able to listen to and see five amazing Native American artists discuss their backgrounds and artwork. It was great to take a break from the rigors of elementary art and step into the “real” art world. In the future I would like the opportunity to do more art-webinars but more importantly to participate in actual hands-on, real life art enrichment and professional development as highlighted to our elementary admin this spring. Many of these enrichment opportunities are free yet the experiences are priceless. I would also like the opportunity to take small groups of specially selected BSES artists on art-enrichment field-trips. We would be the delegates of our school: gaining once-in-a-lifetime experiences and returning inspired, enriched and overflowing with ideas to share with our school community. I again submitted a small amount of funding for such

enrichment activities within my General Requisition Budget in November 2015 for the 2016-2017 school year and I look forward to the possibilities.

Summary & Goals

We continued our daily art routines of motivation, exploration, expression, inventiveness and scholarship and participated in several new art adventures. Art education is a key part of a student's existence and expression. I am proud to be an artist and art teacher: to have the unique opportunity to bring art into the lives of young people. I am very passionate about what I do. Knowing that as humans we all thrive in a positive, supportive, creative environment I try to provide such an atmosphere for the students at BSES. It is a blessing that every day my students are ecstatic to walk into the doors of the art room. They buzz with energy and excitement to see, hear, feel and learn something new and different; to express themselves in a totally innovative and special way and know that it is OK to just to *be yourself*. This year they started and ended the year with a special "art travel document" that reminded each of them how important they are and what an amazing difference they make in the world around them. I enjoy helping my students learn, laugh and live through art. Within the diverse approach to art education that I have established in the art program at BSES over the past 15 years I know my students leave here feeling happy, successful and inspired. They have tools to help them be creative and successful in the journey of life. That is a gift: to open the door for them and then let them go, *watch them soar!* Thank you!

Vocal Music

In the Elementary School this year, many resources were utilized in the music classrooms, including folk music collections and various Orff and Kodaly resources. LFS teaching strategies were used in several grade levels. Mrs. Swartzbaugh and Mr. Carlson attended the PMEA District 7 In-Service Day in October. Both teachers worked to have their lessons fit the National Standards for Music Education and the Pennsylvania State Standards for the Arts and Humanities as well as the district curriculum. Student progress was measured through performance-based assessments and Student Learning Objectives. In all grade levels the students worked towards these standards with singing, movement, instrument playing, listening and music reading.

The Kindergarten curriculum focused on learning to identify the “musical opposites”: high/low (pitch), long/short (rhythm), loud/soft (dynamics), and fast/slow (tempo). They learned to identify a singing voice from other voices (speaking, shouting, humming). A variety of singing games were learned and the students also began to learn about AB form.

In an effort to follow a Kodaly and Orff based philosophy of music education, the first graders learned about music by starting with some pre-reading activities including identifying the steady beat and differentiating between beat and rhythm. They moved onto reading a “ta” (quarter note), “ti-ti” (eighth notes), and “rest” (quarter rest). The children accompanied songs and poems throughout the year by playing classroom instruments using steady beat and rhythmic patterns appropriate for their development. Melodically, the children continued learning under the Kodaly philosophy where students are prepared by learning a wealth of song literature containing specific melodic patterns before those melodic elements are introduced. (Think: “sound before the symbol”) In the case of first grade, the children learned numerous songs containing the “sol-mi” intervals. They went on to learn the characteristics of the elements, the relationship between the two sounds, where they are placed on the staff, and how to sing a melody containing those elements.

The second graders continued work in the Orff and Kodaly inspired program as well. They continued to move ahead with music reading skills both rhythmically and melodically. They were able to read very simple folk songs as well as rhythms in various meters. Quality repertoire provided meaningful listening experiences as the children heard selections from *The Nutcracker* and *Carnival of the Animals* as well as many others.

The third graders learned to play the recorder again this year, thereby strengthening their music reading skills and developing their fine motor skills. The recorders provided an opportunity for more advanced ensemble playing where children accompanied their singing with a basic Orff instrumentarium. They played Orff xylophones as well as recorders, plus various unpitched percussion instruments. This practice develops stronger musicians who are able to maintain independence on their parts. Additionally, they began preparing for two part singing, learning partner songs and simple two part rounds. The students studied the instruments of the band and orchestra in preparation for the Fourth Grade Instrumental program next year.

The fourth graders continued to refine their rhythmic and melodic skills from third grade. They showcased these skills in the 4th Grade Holiday Concert, in which they performed a variety of music from the holiday season showcasing their vocal technique, singing in two and three part rounds, playing Orff instruments and recorders, using movement to show music, 3 part speech ostinati, and partner songs. They experienced both singing and playing in various meters, including 2/4, 3/4, 4/4, and 6/8 meter. They worked on developing their part singing skills as they sang several rounds and partner songs. Fourth graders continued their success on recorders from 3rd grade, and learned to play a variety of songs from both classical and folk repertoire. Students were also introduced to folk dancing traditions of the southern United States and colonial America.

Fourth graders were able to audition for Fourth Grade Vocal Ensemble, a choir conducted by Mr. Carlson that met once a cycle. Students in this group were able to enhance their musical experience at school by learning the fundamentals of choral singing and rehearsing. These include alignment, breathing, choral vowels, consonant formation, and part singing. Vocal ensemble was featured in the Fourth Grade Holiday

Concert, on their own field trip to sing in the Grand Rotunda of the State Capitol and also performed a variety of repertoire for the whole school in a spring concert with the high school Eagle Singers. Both the 3rd and 4th grade concerts featured a new instrument called a bass bar which was purchased by PTO and has added a special timbre to our music making.

All grades continued to learn international folk dancing. Grades 2-4 learned several beginning folk dances, as grades K-1 learned the preparatory skills. Incorporating these movement activities helps students better understand musical form, musical style, phrasing, spatial awareness, builds coordination and contributes to a more complete understanding of various world cultures.

All grade levels performed in concerts this year. Concert highlights of the year included the Second Grade Veteran's Day performance in November with guest veterans from the East Berlin VFW post. First Grade Concert in February had an Animal theme. The Fourth Graders performed two holiday concerts in December. The following week, the Vocal Ensemble traveled to Harrisburg to perform a concert in the State Capitol Grand Rotunda. The Third Graders performed a concert in March to celebrate Music In Our Schools Month. One highlight of this concert was a tuba performance by Max Kaufman, a senior at Bermudian Springs High School who had been selected for participation in All-State and National Honor Bands. The year ended with the Kindergarten May Day concert and the Fourth Grade Vocal Ensemble Spring Concert combined with Eagle Singers.

In the next year, we hope to expand our Orff instrumentarium with new instruments and utilize more literature (non-musical) in the music classroom.

Instrumental Music

This year lesson times were changed to the afternoon due to a change in the fourth grade lunch schedule. There were more lesson groups this year due to being in the afternoon, however, scheduling lessons around all of the afternoon specials was difficult and required some creativity. Many of the lesson groups had over ten students which created a space and sound issue in the limited space of the band lesson room. Students continued to progress well and students did not miss an inordinate amount of instructional time. It is encouraging to witness the continued interest in the fourth grade band program and the willingness of parents to support their students. The same high expectations for the elementary band were upheld, met and even exceeded in some instances. The band concluded the year with their annual concert on May 20.

Dental Hygiene Services

The following services and classroom presentations were conducted during the 2015-16 school year under an approved program of the PA. Dept. of Health-Division of School Health.

Kindergarten

Oral health evaluations for those not returning a Family Dentist Report. Classroom tooth-brushing demonstration. Dental health lesson emphasizing healthy food choices in relationship to maintaining good oral hygiene and keeping our teeth for a life-time. Toothbrush and toothpaste was given for home use.

First Grade

Smile checks with parental permission. This serves as a follow-up to kindergarten for those children who did not receive dental care since entry to school. PPT dental health presentation. Each child was given a tooth-brushing chart for home tracking. Brushes and toothpaste were distributed.

Second Grade

Identification of the types of teeth with emphasis in maintaining the dentition for life. All children were given a two minute timer for viewing the appropriate time needed for proper brushing. A manual flossing method was introduced. In addition, a lesson on identification of teeth included the construction of a model of the permanent teeth. During dental health month an orthodontic office located in Hanover made visits to the second grade class with emphasizing the harmful effects of soda drinking.

Third Grade

Oral Health Evaluations for those who didn't return the Family Dentist Report. Classroom demonstration evolved around the use of dental floss. Each child was given a sample container of floss for home use. A classroom PPT lesson was presented on how dental plaque relates to caries, gum disease, and possibly heart disease.

Fourth Grade

Classroom visits for oral hygiene review with flossing video and lesson about smokeless tobacco and the effects of nicotine.

Fifth Grade

Review of oral hygiene habits and PPT lesson about the need for a daily calcium requirement of 1300mg for 9-17 year olds. In class exercise for calculating the daily requirement with examples of calcium percentages and foods containing milligrams of calcium.

Sixth Grade

PH testing of soda, fluoride rinse, milk, vinegar, and water to determine how these items relate to tooth enamel dissolution, gingivitis, and tooth decay. Each student participated in the testing of the items with an individual test strip. Review of oral hygiene habits. You Tube Presentation from the Indiana State Dental Association showing the harmful effects on tooth enamel (dissolution) from drinking excessive soda and sports drinks.

Seventh Grade

Oral health evaluation of those who did not return their Family Dentist and a Dental Health Newsletter was distributed to all seventh graders.

Eighth Grade

Review of oral hygiene and the hazards of smokeless tobacco use. A video entitled "Spit This" was presented. A discussion of recent FDA proposed guidelines of the nicotine delivery system called e-cigarettes (vapping) was also presented.

Ninth-Twelfth Grade

Dental Health Newsletter informing students about enamel dissolution (weakened enamel) due to excessive soda and sports drink consumption.

Mobile Dentists of Michigan saw Elementary and MS students for services. A total of 53 students.

The School Dentists served 3 children in our district this year for emergency care.

The School Based Sealant Program served 8 children.

Goals:

Continuation of Dental Hygiene Services for the Bermudian Springs School District with regard to the hiring of a Certified School Dental Hygienist for school year 2016-2017.

English as a Second Language (ESL)

Prior to beginning of the 2015-2016 school year, 21 Kindergarten students were screened to determine their English language proficiency. An additional 4 students were screened after the school year began, and 5 students were re-evaluated throughout the year. Of the 21 Kindergarten students screened, 7 qualified for English Second Language (ESL) services. A total of six students exited the ESL program this year and began their first year of monitoring. A total of 35 students received ESL services during this school year, and an additional 55 students were monitored to ensure their academic success. A total of 10 students withdrew from the ESL program and moved to other districts throughout this school year.

This year we were proud to be able to rearrange the ESL schedule to allow our newcomer and beginning/entering language level learners more intensive service time. Instead of just receiving the allotted 45 minutes daily instruction, we were able to run two intervention groups servicing a total of 12 students 70 minutes daily. Through these intensive interventions we were able to identify and target each child's specific language needs, assist in homework and assignment modification, and provide intensive word study on the English language patterns and vocabulary in place of spelling. This additional service time proved extremely beneficial for the two immigrant child we received this year from Mexico.

Within our classroom we were able to continue to utilize our SmartBoard, Smart Exchange, Edmodo, Adobe Voice, and many other applications to service and extend the needs of our students. We continue to be extremely grateful for our classroom iPads as we were able to work to provide many new materials, programs, and apps to our newcomers throughout their language acquisition process. Some of these include, Reading Eggs, Rosetta Stone, Duolingo, and Google Translate. Additionally, this year we were excited to introduce a QR code word wall to our classroom and a QR code homework check-in. Both of these allowed us access to more content than able to post in our physical space. Likewise, the use of technology to assist our ELLs continues to

be extremely important as this year the annual WIDA-ACCESS language proficiency exam was provided online for students.

In February, 32 ELLs were assessed using the WIDA-ACCESS language proficiency test. We expect to receive the results during the summer. This year, we were able to implement the new WIDA online format for our fourth graders. For the new online format, students took the speaking, listening and reading sections online through DRC. Eight headphone microphone sets were purchased for this exam, as students for the first time were required to speak into the microphone to answer a prompt. For the writing section of the test, students were required to still write on paper depending on their typing skills. We only administered the online format this year to our fourth grade ELLs in a hope to compare how our students do with this new format verse the old one. If we determine the new online format to be just as successful, we hope to next year administer the online format to our younger grade levels. Students seemed to really enjoy this format and it cut down on testing time for us dramatically. Additionally, we once again were notified that out students met the AMAO goals.

Once again all students participated in our traditional Cinco de Mayo showcase project this year focusing more on cultural diversity. Each grade first learned more about their heritage through various activities before completing a project that reflected their Hispanic Heritage, culture, and traditions to be displayed in our showcase for others to learn about. Our fourth grade students conducted a country study and then created symbol maps to help share this information with others. Their project was then to create Mexican metal art. Our third graders created piñatas after conducting family interviews. Second grade made sombreros while first graders made picata banners and flowers, while conducting a Spanish literature study. Lastly, our Kindergarteners made maracas after creating a class book about Mexico. Following the completion of these projects, they were displayed in the showcase to help others celebrate and learn about Hispanic Heritage.

We were continued to be offered many professional development opportunities again this year. A course run through the LIU on Engaging ELLs in Meaningful Instruction allowed us to renew our knowledge on Total Participation Techniques (TPT) and to re-implement many of these into the classroom. We continue to be extremely

grateful for these opportunities and for the many resources that continue to come our way. We look forward to the upcoming year, and what it might hold of our ELLs as we continue the language acquisition process.

Gifted Education

During the 2015-2016 school year, nine BSES students and thirty-nine BSMS students in the Gifted Education seminars and/or enrichment opportunities offered by gifted support teacher Sarah Smith. Emphasis was placed on a love of learning, the value of putting talents and gifts to use, development of divergent and higher level thinking, and enrichment and broadening of the regular curriculum.

Elementary School:

The elementary students all participated in the following enrichment units of study:

Marking Period 1: The elementary gifted seminar began with a study of archaeology. Students learned about historical time periods, and what type of materials and skills were acquired in each time period. Students learned about how to date artifacts, and had the pleasure of working with, cleaning, and documenting actual artifacts from a 19th century inn and pub. The elementary students also visited Fort Hunter in Harrisburg, PA to see an archaeological dig site and learn more about the American Indians who had lived in the area.

Marking Period 2: Students developed mathematic thinking this marking period through a study of other numbering systems including Mayan (base 12), binary, Egyptian, and American Sign Language.

Marking Period 3: Students studied Newton's Laws this marking period and prepared demonstrations for classmates explaining the applications of one of the laws. Students created a live museum which was visited by other classes and family members to explain the law.

Marking Period 4: During the final marking period, elementary students studied creative writing techniques. They also learned a more complicated view of plot structure that helped them to develop their own writing. Students had the opportunity to share creative stories orally.

Students in grades two were offered math enrichment groups when appropriate that introduced and developed above grade level skills and further developed mathematical thinking and application skills.

Twelve students in grade two were also enriched in their word study through developing understanding of the meaning and use of affixes two times a cycle

Advanced reading groups were offered in grades three (twelve students who met for 45 minutes three times a cycle) and four (twelve students who met daily for a half hour). Students worked with the teacher to develop reading comprehension skills such as analyzing texts for symbolism at a higher level.

Middle School:

The following course options were presented to students, and they could choose a total of four options. All options were well-attended with several students from each grade selecting to take the course. All courses were graded and calculated into GPA.

Leadership Development: Students considered how to put their gifted abilities to use. Participants studied the characteristics of great leaders. They participated in leadership building activities and games, and were finally be asked to serve in leadership roles or community service roles in their school, home, athletic organization, church, or community.

Independent Study A: Students independently studied a variety of topics including a Disney World, Soccer, and American Sign Language. Students created 10-15 page research papers as well as a hands-on project which they presented to their peers.

Independent Study B: A more in-depth independent study, this option extended for the whole first half of the year and included more options to further study an area of the student's choosing. This combined the traditional independent study with an option to create a more in-depth project related to their study. Some of the projects included a student created American Sign Language book she created with her deaf sister, and a Disney World guidebook.

Create-a-website: Students created a simple website (on a platform such as Googlesites) related to a topic of interest. Students researched the topic of interest and created a website to summarize and share the information with others. Website topics included the Outer Space, basketball, Stevie Wonder, and Apples.

Meteorology: Students developed critical thinking skills and their understanding of our world through a unit developed by NASA about the basics of meteorology. Students designed and independently worked through labs, and created videos to explain the concepts of their labs to a wider audience.

Literature Study: Students self-selected literature of an appropriate level to study with other gifted students. Students worked within a framework for response and activities, which included live discussions, online discussions, writing responses, artistic responses, readers' theatre, etc. Students developed comprehension skills, fluency, vocabulary, and writing skills. Students took turns planning literature response activities for their group and leading discussion.

Stock Market Game: Students participated in the 10 week stock market game. Students were instructed in the buying and selling of stocks, bonds, and funds, and were then allowed to use a variety of research sources on the computer to research and invest in a variety of stocks. Students took periodic online quizzes to assess knowledge. Students also had to prepare periodic "News Briefs" in which they reviewed and summarized a current event of importance and discussed the event's impact on the stock market as well as making a financial recommendation for the other students based on the effects of the current event. Final placements of the four BSMS teams were 6, 8, 11, and 35 out of 115 teams in the region.

World Religions: Students developed their understanding of Judaism, Christianity, and Islam. An emphasis was placed on comparing and contrasting and developing empathy for others.

Mathletics: students strengthened their math abilities with exciting math challenges, puzzles, and competition. A variety of math concepts and skills were developed and enriched

In grades five and six, advanced math and reading students also worked in pull out groups with advanced and enriching topics and studies in language arts (two to three periods a cycle) and math (one-two periods per cycle).

Middle School Principal

There have been many accomplishments of the students, faculty and staff at Bermudian Springs Middle School during the past year. The accomplishments this year are due in large part to our caring and dedicated staff of professionals, paraprofessionals, support staff and our students. The accomplishments are many and contained herein is an overview of just some of those that have made and will continue to make Bermudian Springs Middle School a wonderful environment for our kids to learn, achieve success and grow.

Relevant, Engaging and Fun

Many of the middle school goals this year revolved around an ongoing philosophy of relevance in our instruction, engagement in our students and fun for our students and staff. Our overarching mission as a middle school is to afford students an opportunity to learn and grow in a warm, welcoming environment that is conducive to their individual success. We are in a critical time in schools in which information is all around us and it is important for us as educators to take a profound look at the way we interact and instruct our kids. A public education used to prepare kids for specific jobs in specific areas or careers. This outdated philosophy is fast becoming a thing of the past. As educators, we are now charged with instilling in kids a sense of purposeful engagement with information, the ability to problem solve and the ability to work with others utilizing 21st Century skills.

Student for a Day

I had always wondered what it would be like to be a student for a day to better understand what our middle school looks like for a student. In February, I randomly picked the schedule of one of our 8th grade students. I spent the day walking the halls, sitting in the classrooms and engaging with students in a purposeful manner to attempt to view a day in the life of one of our students. The student picked up on the fact that I was mirroring his schedule during his 4th period class. He thought it was very coincidental that I was ending up in each of his classes. Once I told him what was going on, he thought it was pretty interesting that I would actually take an interest in a

students' schedule for the day. My day was quite eye opening and I have recommended to teachers and Mrs. Eley to think about spending a day in the life of a student to gain that perspective which can benefit all of us moving forward.

Pennsylvania Educational Technology Expo and Conference (PETE&C)

A team of teachers, one from each grade level accompanied Mrs. Eley and I to the PETE&C conference this year in Hershey, PA. We spent three days in February learning about current trends in education. Topics ranged from educational apps, STEM, Robots and Drones, Augmented Reality, SAMR, Flipping a class with a Go Pro camera, coding in the middle school, Flipperentiation, engaging students with Nearpod, and the Zombie Apocalypse. Many of the breakout sessions were geared toward providing realistic ways of making instruction relevant, engaging and fun which fit nicely with our focus for the year. Our teachers came back from the sessions and presented much of their newly acquired information to our middle school teachers during the March morning professional development session. For the remainder of the school year, I saw many of the topics at the conference being integrated into instruction in our classrooms.

SKYPE

We had the opportunity this year to converse with a couple of professionals across the country utilizing Skype in the classroom. Mrs. Throckmorton introduced our chorus kids to a composer out of New York City to help explain the process for writing music and how to stay relevant in an ever changing musical world. Mr. Pepoli introduced an astrophysicist from the Jet Propulsion lab in California who was actually an uncle of one of our sixth grade students. He engaged the kids with substantive discussion on dark matter and gravity and other science related topics. The session ran over the student's lunch period and they asked if they could go get their lunch, return and continue with the session. I am hoping that with our added technology and the availability of experts around the world who are willing to talk with our kids that we can have more of these sessions in the future.

STAR Reading Assessments

We continued to provide individualized reading comprehension assessments to our middle school students. Students in fifth through eighth grades were administered

the STAR reading assessment four times this year. This assessment is computer adaptive and the questions get harder as they are answered correctly and easier if the question is missed. The STAR assessment provides a ZPD – Zone of Proximal Development, a reading level range in which the students can comfortably read and comprehend. The program also provides an IRL, Independent Reading Level score, which provides each student and their teachers the individualized reading level of each child. The IRL is not the level in which students should routinely read but it is the level at which they can comprehend the content and vocabulary. The STAR program also provides reports for teachers, parents and students. The parent report was sent home with an explanation of the content during the 2nd marking period. As part of the STAR program, we utilize the Accelerated Reader component in which students read books for pleasure and content on their instructional reading level. Once they finish their books, they take a quiz as part of their individualized book shelf to achieve points towards their marking period goals. We have seen a dramatic increase in the number of students reading in all grade levels due to our Accelerated Reader program.

STAR Math Assessments

The STAR math assessment was provided to all of our 5th – 8th graders four times this year. The math assessment is a computer adaptive test in which the questions get harder as they are answered correctly and easier if a question is missed. The resulting report provides detailed information on the knowledge of the academic standards; relative standing with peers on the same assessment (scale score percentile rank) and predicts success on the PSSA based on normalized national results. The resulting data were analyzed as part of our data day process and utilized to inform teachers of individual deficits and strengths of their students so that their instruction could more easily be tailored to the needs of the entire class. Student reports were mailed home and also placed in math folders as part of their overall body of knowledge and math progress during the year.

Homework Lab

We offered time, each Tuesday and Thursday, from September to March allowing students access to teacher assistance and the use of a computer lab. We staffed the lab with middle school teachers. We had an average attendance of 5

students at each session. Due to decreased participation in our homework lab this year, it may be discontinued in the 16 – 17 school year.

Building Improvements

We made several improvements to our physical building this year. We added sound systems to the band and chorus rooms. Our cafeteria received new sound equipment and a new big screen television equipped with an Apple TV. The television was utilized during professional development mornings and it displayed hundreds of photos of kids in academic and athletic situations throughout the year. Whenever kids were participating in interesting academic activities or sporting events, we took pictures and displayed them on a running slideshow of the cool things happening in our school. Students love to see themselves in this setting and it gives Mrs. Eley and I added incentive to see what is going on while also capturing the activities to be shared across the building.

2016 - 2017 Goals

My goals for the 2016 - 2017 school year will be to:

- Examine the implementation of our new 8th grade course,
- Explore flexible learning environments – I am hoping to revamp the room that will house our new 8th grade course, two special education classrooms and our room off the library that will be dedicated as a reading specialist room,
- Emphasize team collaboration efforts,
- Examine our benchmark assessments in mathematics and determine how to better meet the needs of our kids and teachers, and
- Continue to utilize social media such as Twitter and Facebook to get academic and social information out to parents and students in a timely fashion.

Middle School Assistant Principal**Social Media**

This year, the middle school has leveraged social media as a means to communicate with parents and the community in order to share the great things that are happening. The middle school now has a twitter @BSMS_Eagles and a facebook account that is actively used to share information and highlight teachers and students. Each teacher has had at least one tweet shared out about him/her during the course of the 2015-2016 school year using various hashtags including: #BSMS, #bermbuzz, #collaboration, #relevant, #engaging, #LearningIsFun, #TerrificTeacher, and #TechTeach. The social media energy has been contagious! We now have many staff members using twitter and facebook for not only personal, but professional use. Parents have also shared the excitement of seeing their children highlighted in positive ways on social media.

Professional Learning Community

Several teachers opted to participate in a professional learning community focused on middle school mathematical performance tasks. As a PLC, teachers read, "A Collection of Performance Tasks and Rubrics" by Charlotte Danielson. A google.doc was used to share out key concepts and highlight takeaways. Teachers connected the reading to what was currently happening in their own classrooms as well as the direction they would like to go in the future. A few teachers observed practices in other mathematics classrooms in the middle school. A survey was used to provide feedback. Teachers found the colleague collaboration, resources, and opportunities to observe other teachers to be very beneficial.

Discipline

Students at the middle school are going through many changes. Our teachers are dedicated to nurturing this time in each student's life. As a building, the focus is on relevance, engagement, and fun. This creates a positive environment for students and staff, where the focus is on learning. The "Big 5" frame our school rules and hold

students responsible for their choices. Office referrals were documented as described in the following chart.

Grade	Pink Slips	Bus Referrals	Totals	Pink Slip Avg/Day	Bus Avg/Day
5 th	63	32	95	.35	.18
6 th	86	22	108	.48	.12
7 th	59	13	72	.33	.07
8 th	130	14	144	.73	.08
Total	338	81	419	1.90	.46

Attendance

The middle school encourages all students to be dedicated to the goal of achieving to the greatest extent possible. With this commitment to education, regular attendance is essential. The attendance for the 2015-2016 is outlined below.

	5 th	6 th	7 th	8 th	Monthly Avg.
August	96.73%	96.88%	95.78%	97.34%	96.68%
September	95.79%	95.36%	95.08%	94.96%	95.35%
October	96.69%	95.76%	95.26%	94.78%	95.60%
November	95.77%	94.78%	93.98%	94.04%	94.54%
December	94.09%	95.15%	93.66%	93.98%	94.23%
January	94.78%	95.33%	93.83%	94.19%	94.53%
February	94.25%	93.90%	92.09%	93.50%	93.41%
March	93.33%	94.49%	93.32%	94.30%	93.88%
April	95.46%	95.47%	95.31%	94.64%	95.23%
May	95.14%	96.06%	95.14%	93.58%	95.00%

Counseling**Individual Counseling**

Counselors see students daily on an individual and group basis. Most discussions involve peer interactions and problems. Also discussed are bullying issues, mental health, academic and scheduling concerns. Individual counseling provides an opportunity to teach coping skills, learn student needs, and develop relationships. Numerous students are seen each week for individual concerns. Fifth grade students have lunch groups to discuss their transition during the first semester and eighth grade students have individual sessions to discuss scheduling for the transition into high school. New students also meet with the counselors for interviews.

Peer Tutor Program

Approximately 30 students participate in our Peer Tutor program at the elementary school. The tutors work with students showing academic needs. Students work closely with elementary classroom teachers. Students should be commended for the time they give to the younger students.

7th Grade Girls & 7th Grade Boys Conference

Our 7th grade girls participated in the annual half-day conference at Gettysburg College along with nearly 700 Adams County 7th grade students. The day's activities included key notes, workshops, and peer interactions. Seventh grade boys also attended the boys' conference on leadership at Gettysburg High College. Both the boys and the girls participate in presentations by the Byrnes Health Center at Bermudian Springs High School.

Classroom Counseling

Classroom counseling lessons regarding homework, study habits, high school transitioning, scheduling, and career interests were conducted by the 8th grade counselor. Technology such as Powerpoint, and Choices web based career assessment was used in classroom lessons.

Re:Connect Program

Nearly 75 students participated as members of the re:connect leadership team. Students had training sessions learning to deal with helping others, decision making

skills; self esteem, and bully prevention. During re:connect week the leadership team sponsored activities: Sock it Drugs – crazy sock day, A Superhero door decorating contest, crazy hair day, and a feed a friend marathon. The team also sponsored a dance that week. Peer Helpers collected approximately 2,000 food items during our Feed a Friend marathon at the Christmas holiday. Re:connect invited all students in the school to come to an end of year Hawaiian Luau. Over 120 students participated and ended the year with a huge water balloon battle! The re:connect students also volunteered to help with the Holiday House program sponsored by the elementary school PTO, serve as guides for 4th grade middle school visits, 8th grade career day, and for 5th grade orientation. Additionally, the re:connect team collected \$200 and over 700 rolls of toilet paper which were presented to Survivor’s Inc. for their shelter.

Fourth Grade Orientation

Fourth grade students attended an orientation at the middle school in May. During the orientation they had the opportunity to take a tour and have questions answered regarding their middle school transition. Students met with Mrs.Umbaugh and received a letter that helped explain the transition process. A fifth grade orientation will include parents and students prior to the beginning of the school year for a fall orientation. Transition booklets were created for the upcoming fourth graders.

Ninth Grade Orientation

Eighth grade students were introduced to the high school through a guided tour of the High School electives in February before scheduling night. During this tour students were able to ask questions of teachers and students. An evening orientation and scheduling meeting was held in February which provided parents and students the opportunity to meet the principal of the high school, hear from teachers about the classes offered, and learn how the scheduling procedures in the high school are conducted. For the final activity, 8th grade students were taken back to the high school for lunch and a tour of the entire high school.

Middle School Testing

The following testing programs were administered through the counseling office during the school year. Teacher’s scheduling and proctoring of tests was scheduled.

Pennsylvania State Assessment Tests Grades 5-8, PSSA Science Test Grade 8, and Keystone tests.

Student Assistance Program (SAP)

Counselors facilitated SAP team meetings. Participants included teachers, administrators, and counselors. Intervention was implemented for students. Students in need were given the opportunity to meet with a mental health counselor from True North Counseling Services. The SAP Counselor met with students for assessments and recommendations.

Scheduling

Scheduling newly enrolled students was coordinated through the middle school counseling office. Students were placed in sections, heterogeneous groupings, and mods from the schedule created by the principal. New student's schedules are created throughout the year in the counseling office. All new students meet with counseling office staff to determine appropriate class placement. Counselors also assisted with creating schedules for the 2016-17 school year.

Report Cards

Report card grades are submitted to the counseling office through the MMS program. Report cards, honor roll lists, GPA's and distribution are generated by the counseling office. This process is repeated each marking period. Mid marking period progress reports are mailed to all students who do not have internet access at their homes and students who have earned a 70% or less in any course.

Parent Conferences

The 1st and 3rd marking period format for conferences provided parents with the opportunity to meet with teachers and have a personal conference in teacher classrooms. Counselors are available at this time to meet with parents. Counselors also coordinate interpreters for our Spanish speaking families.

Goals 2016-2017

- Individual Counseling - Be available to students, parents, and staff regarding individual concerns.
- Testing - Administer PA assessment tests grades 5-8 and Keystone testing in grade 8 (or Algebra 1).
- Small group counseling - Continue small group counseling sessions as needed.

- Bully Prevention/Character Education - Promote anti-bullying atmosphere throughout the school and utilize re:connect members to promote diversity through the “Core Essential Values” program.
- Peer Tutors - Continue this program to have students serve as positive role models for our student body.
- Report Card and Scheduling - The counseling office will coordinate distribution of report cards and schedules throughout the school year.
- Career Exploration – Promote career exploration through: interest inventories, classroom lessons, career fair, as well as to plan and implement a career day for the students.
- Reward and Recognition programs - Implement programs that reward and recognize students for academic and social successes in school.

Grade 5

General Information

Fifth grade is arranged into one three-teacher team and two two-teacher teams. On the three-teacher team, one teacher taught math, science, and social studies classes. All teachers on the three-teacher team taught language arts. The two-teacher teams had one teacher teach math and social studies, and one teacher teach science and language arts. The students are not grouped homogeneously for language arts.

English Language Arts

**Tanya Harbold
Chris King
Christy Chladny
Kimberly Metzger
Bonnie Mummert**

This year we again implemented the Reading Wonders program in Language Arts. This program aligns with the Common Core state standards for ELA. This spiraling program allows students to build a strong reading foundation through accessing complex text and engaging in collaborative conversations. An emphasis was placed on finding and using text evidence to support text-dependent responses. Reading skills and strategies were introduced through explicit instruction and close reading. Grammar and writing were integrated with the reading in order to analyze the traits that writers utilize effectively. We were able to differentiate and accelerate our students through the use of leveled readers which reinforced our skills and strategies. Looking forward, we would like to develop stronger emphasis on vocabulary and make adjustments to our pacing.

The STAR Reading test was given this year to each student to determine a zone of proximal development. This zone was used when choosing independent books to read throughout the year for our AR Reading Program.

Science

**Chris King
Christy Chladny
Bonnie Mummert**

This year in science, we concentrated on four major topics: energy, simple machines, weather, and the human body. Our goal within each of these units was to develop a foundation for science concepts learned in later grades, expand

scientific vocabulary, and develop inquiry skills. Through various labs and activities students learned how to follow scientific procedures, make and record observations, and communicate their observations. Students also created several projects including posters, power points, and energy wheels which showcased their learning.

Social Studies

**Bradly Fry
Tanya Harbold
Melissa Deitz**

In social studies this year, we studied explorers, colonization, the Revolutionary War, the establishment of the new government in the United States, and westward movement. In addition, the 50 states' locations, capitals, and abbreviations were practiced and learned.

Incorporating language arts skills/concepts into our social studies class occurred. In order to successfully utilize the Wonders language arts series, social studies time was utilized to reinforce reading skills and to teach grammar concepts. Again, on our wish list is to purchase some historical chapter books featuring the social studies topics in our content so that we can teach these social studies concepts while practicing reading skills and strategies.

We are investigating a field trip that involves colonial American life since that is a major concept that we teach in our fifth grade content. It would emphasize the colonial trades and what life was like during that time period.

We discussed the primary and caucus activities that were taking place in pursuit of securing a Democratic and Republican presidential candidate. In the fall of this upcoming school year, we will continue to study our country's government election process.

Finally, we intend to teach the traits of what composes a citizen. Our goal is to not only emphasize these traits, but we hope to witness fifth graders displaying these traits.

Mathematics

**Bradly Fry
Kimberly Metzger
Melissa Deitz**

This was the tenth year of Everyday Math. The new edition that we received this year was designed to help teach the content required by our common core state

standards. The emphasis was on problem-solving in everyday situations, revisit skills regularly to provide depth of knowledge, practice through games, and lessons that engage students. Number sense and usage of math vocabulary to explain their math work was also an emphasis this year.

All math classes were held from between 60 and 80 minutes. STAR Math assessments were given 3 times during the year to monitor progress and determine growth. The teachers developed common assessments for math units and math projects.

Grade 6**English Language Arts****Amy Miller
Deborah Hill
Kelsey Lahr**

The 6th grade ELA goals were centered towards meeting all PA Common Core Standards. Students read a variety of grade appropriate literature and informational text to meet this goal. Teacher created assessments have allowed us to incorporate more of the common core terminology into our everyday teaching. Text Dependent Analysis prompts were given to place more emphasis on using textual evidence to support answers. The STAR assessment was given four times throughout the year to track reading levels and growth for each individual student. Accelerated Reader, a reading incentive program, was able to help motivate students to read more and become lifelong readers. The students were able to set their own goals and have ownership of meeting the set goal. The following writing genres were assessed throughout the year: Narrative, Argumentative, Exclamatory, Informational, and Compare/Contrast. The team is excited and looking forward to utilizing more technology and apps in our classrooms. We were able to use many online resources and tools to aid in our instruction. Our efforts should better enable students to become college and career ready.

Science**Anthony Pepoli**

The grade 6 science curriculum for the 2015-2016 school year was implemented within the framework of the National Science Standards, and the Pennsylvania Science Standards. The Science content was organized and delivered using the Pennsylvania Assessment Anchors for science. Technology Integration included the use of the Smart-Board, wireless airliner, active online textbooks, Twitter Page, Remind Page, Facebook Page, individual teacher web pages linked to the district homepage as well as outside teacher websites hosted by 3rd parties with active weblinks which allow students to preview and review content throughout the entire year. A live SKYPE session with an astrophysicist in California was also conducted in one class.

Students in grade six were divided into separate teams. Mrs. Smith taught 5 sections and Mr. Pepoli taught 2 sections. Class was held every day for a 42 minute

period. Course content included but was not limited to: “The Nature of Science”, Scientific Measurement (International System of Measurement a.k.a. Metric System), astronomy, geology, matter, energy, hydrology and marine science. Three separate texts and a wide range of supplemental materials were used at various times throughout the school year. FOSS (Full Option Science System) kits were also used to supplement the content and provide hands on inquiry based science. Instruction was driven by the LFS model. “EATS” lesson planning was done by both Mrs. Smith and Mr. Pepoli who worked collaboratively sharing lessons and materials.

Social Studies

Jim Robinson

The social studies course content this year included the natural and cultural characteristics of Canada and Latin America. Debates, choice boards, and archaeological digs were product assessments utilized this year. LFS strategies such as graphic organizers, summarizing strategies, and collaborative pairs continued to be important components in learning activities. Pre and post assessments were implemented for the first time in order to measure student retention and progress levels for the full one year term. The primary goal for 2016-2017 will be to expand differentiation to meet the needs of students with diverse learning abilities.

Mathematics

**Michael Beachy
Brooke Fry**

The Everyday Math classes covered the following topics: data displays, number systems, fraction operations, ratios, decimal operations, percent, algebraic expressions, equations, area, volume, equivalent expressions, solving equations, variables, algebraic relationships and other geometric concepts.

The students were also given instruction on the following topics: fractions, calculating percent of fat, identifying different kinds of triangles, estimation skills, understanding number sense, calculating volume of a cylinder, statistics, pie chart construction and financial literacy. There were several unit tests and study links created and/or altered to meet the curriculum standards and prepare for the PSSAs. Students also spent several weeks reviewing for the PSSAs.

We were again given additional instructional time this year. A major part of this time was used to teach to the new common core standards. Additionally, this time was

used for EDM lesson extensions, teaching vocabulary, teaching concepts at a deeper level, drilling and teaching basic math facts, writing skills and written open ended responses, new math activities and new math projects including a new unit on financial literacy.

Goals for 2016-2017:

- To incorporate the basic math facts in some of the lessons not covered by the Everyday Math Program.
- To analyze the common core standards in the curriculum not covered by the Everyday Math Program and develop lessons and activities that cover those standards.
- To create, plan and implement math activities that extend and deepen concepts found in the curriculum
- To continue to adapt more common assessments to fit the standards and prepare for the PSSAs
- To plan and implement more math activities to review for the PSSAs
- To design and implement curriculum aligned SLOs to increase and deepen learning
- To expand upon the financial literacy lessons

English Language Arts

This was my second year with the new *Pearson Common Core* literature book. Going deeper into the book this year, students read complex pieces of literature and responded to them in a variety of ways. Students worked mostly in groups to come to understand the text, analyze it, connect to it in some way, and prove their knowledge through written response, selection quizzes, or creating posters about nonfiction pieces. At Christmas time we read Charles Dickens's *A Christmas Carol* in play format and learned about Victorian England. Students really enjoy this two act play and recreating the roles of Ebenezer Scrooge and the Cratchit family.

Renaissance Learning STAR tests once again targeted students who need help as well as those who need to be challenged. I encouraged all my students to read often and to read what they love. As a result, my classrooms surpassed all others in seventh and eighth grade in reaching their point goals. We celebrated these achievements by spending time in the Reconnect student lounge. I have also tried to persuade some students to change genres in an attempt at further growth.

We began the year with descriptive and creative writing with students focusing on a dominant impression the reader should discover in the piece. After that we moved on to expository writing with a focus on the Patriot's Pen essay contest. This year five of my students were recognized for excellent essays at our Veterans' Day assembly. Students also researched and wrote argumentative essays using persuasive strategies and the three appeals necessary to persuade an audience.

Two of my classes finished the year by reading *The Outsiders* by S. E. Hinton. My other two classes were introduced to the author Jack London by reading *The Call of the Wild*, a higher reading level than *The Outsiders*. Both are highly enjoyable books which pull everything we have been learning about nonfiction together at the end of the year.

Next year I plan to start the year with everyone reading *The Outsiders* and end the year with everyone reading *The Call of the Wild* to ensure that all classes read two

classic novels. I will also begin to learn more about our One to World initiative by becoming acquainted with a new laptop and project-based learning.

English Language Arts

David Neff

This year we once again used the Pearson Literature textbook in the classroom. This textbook is aligned with the PA State Common Core. I worked with stories in various genres that allowed students to continue to develop their skills in: comprehension, vocabulary, oral, and silent reading . I worked to strengthen the students' knowledge of the parts of speech by teaching areas of grammar using the English textbook. We also worked on writing skills by writing in various genres throughout the year. The AR program allowed for the students to read books of various genres of their choice within in their range in order to reach their point value. These point values and reading range are created by the scores that they earn on STAR testing. Scholastic Action magazines are used in class as a way to keep students up to date with current events and issues that pertain to their lives.

Next year, I plan to continue to add new units from the text book along with various reading supplements to continue to strengthen the students' skill levels.

Science

**Danyelle Kaiser
Tracy Smith**

The 7th grade science department teaches the standards primarily covering the nature of science, change over time, and life science. We began the year with a review of the nature of science and students completed a science project as the culminating activity to the unit. Science projects are always challenging, but they always prove to be an educational and rewarding experience in the end. As we normally do, we had several groups of 7th and 8th grade students attend the Capital Area Science and Engineering Fair (CASEF) in Harrisburg this year. Several 7th and 8th grade students also had the opportunity to represent BSMS at the Adams County Envirothon this spring. We collected several awards at both the CASEF and Envirothon this year and are very proud of the students' efforts and accomplishments.

As a science department, we continue to collaborate on ways to best reach our students and help them to achieve a better understanding and passion for the sciences. We strive to make our students life-long learners and to expose them to the

opportunities scientific field have to offer. Students spend a lot of time collaborating on assignments and projects in learning teams in order to become better problem-solvers.

As we continue into the 2016-2017 school year, we will continue our efforts to incorporate even more hands-on and lab activities which has been an on-going goal. A strong effort is being made to provide students with real-world experiences through activities such as simulation/scenario based projects where students can understand why what they are learning is important and apply it in ways that would simulate real-world problem solving. Technology integration will continue and we look forward to even greater technology opportunities in the classroom in the coming year.

World (Ancient) History

**Kendra Gilliam
Nate Lloyd**

Students learned the ancient cultures and history of the world from 8,000 B.C.E (B.C.) until C.E. (A.D.) 1500. Emphasis was placed on linking this information with the present day. It was a year of exploring new information using different strategies of learning. Reading for better understanding was employed, regardless of students' ability levels. The Reading Specialist visited our History classes, enabling better follow through for comprehension in the classroom.

Diversified Instruction was used in every chapter. Learning contracts were used, enabling students to select from a wide range of topics, approaches, and levels of material. The use of technology was widely utilized in the curriculum. The students were able to use their own devices for certain activities, as well as using the computer lab or mobile labs. We are exceptionally excited about the upcoming additional access to electronic devices.

More comparisons of nations' belief systems (various religions in greater depth than in previous years)...were utilized. Students compared Christianity, Islam, Buddhism, Hinduism, Judaism, and countries that favored religious tolerance for their people. We concentrated on studying the social class systems of each civilization by pre and post testing the students.

A few goals for next year include:

- Revising my lessons to improve the type of hands-on, project based, and technological activities used for each topic
- Incorporating more technology into each chapter

- Incorporating web-based activities that are learned through courses or peers
- Re-aligning the curriculum to better address the needs of Common Core and an earlier start of classes.
- Continue to set high, academic standards for our bright students and continue to find ways to diversify levels of activities for struggling learners.

Pre-Algebra

Catherine Orleski

The goal of Pre-Algebra is to get through at least half of the material assessed on the Algebra Keystone and to prepare students for their 7th grade PSSA in the spring. The subjects that were covered this year included basics of algebra, functions and graphs, algebraic concepts and simple equations, equations and inequalities, graphing and writing linear equations. Throughout each unit higher level thinking skills were required through such assignments as problem sets and projects. My continued goal for next year is to better utilize the data in my assessments. I am hoping to remake the tests in a way that they assess more efficiently so that I can grade more efficiently and then make adjustments to my instruction and grouping as necessary. I also have the goal of finding more hands-on activities to gain deeper understanding of concepts.

Mathematics 7

Math 7 is a bridge course from the concepts in basic math to the more abstract concepts of Algebra. I focused this year's curriculum on the PSSA standards and used the book primarily as a resource. We covered such concepts as real numbers, proportions, percents, data analysis, geometry, and solving equations. My goal for next year is to help my students achieve proficiency on the state test by creating more hands-on, interactive activities to gain a deeper understanding of the concepts.

Math 7

Ryan Murphy

This year, the focus of the 7th grade Mathematics curriculum was on preparing students for Pre-Algebra by introducing variables and very basic algebraic concepts into some of the mathematical operations and functions they already knew. We also introduced some topics on the coordinate system and did a little bit of graphing so they can be ready for future math classes.

The general math classes focused the beginning of the year on the order of operations and basic numerical operations. We added, subtracted, divided, and multiplied our way through the year on integers, rational numbers, fractions and

decimals. In many of our lessons, even though these were not Pre-Algebra classes, we touched on how the topic we were covering could relate to Algebra by adding in a few variables to our operations. This should help these students have a successful transition to Pre-Algebra in 8th grade.

Pre-Algebra

In Pre-Algebra class, we followed the given order for the first half of the Algebra 1 curriculum. We covered six units involving data analysis, real numbers, equations, inequalities, introduction to functions, and specifics on linear functions. These units have given students a great base for proceeding into their topics for Algebra 1 in 8th grade. Through projects and tests, the rigor of the class was redesigned to match expectations for the Keystone exam that these students will be taking at the end of 8th grade.

Professional

Next school year, I will be working on increasing the rigor for the lower students while still trying to meet them where they are, as always, to try to find the perfect mix of instruction based on need. I am also growing in confidence with the Pre-Algebra group and how a higher-level learner works so I will be stretching my own comfort zone to stretch their knowledge further than I have in the past. I will also be working in concordance with Mrs. Orleski and Mrs. Murren to look for more/better teaching techniques to introduce more variety into our classrooms. We as a 7th grade math team are going to be trying to incorporate much more grouping into our instruction as well as a wider variety of teaching techniques including flipping lessons, self-directed instruction, technology in stations, and small groups. I will also be further looking at the common core standards to include some new topics in my instruction. Through my own professional development this school year, I am becoming much more comfortable using technology in my room for instruction as well as assessment. I want to allow my students more opportunities to show what they've learned using technology and submit to me in various forms. This allows me to differentiate my assessment techniques so students can have more choice in how they receive their grades.

Grade 8**English Language Arts****Nicole A. Bond
Kaytlin Schott**

This year in 8th grade Language Arts, students completed at least two major writing assignments. These assignments consisted of an expository research report on careers and a text-dependent argumentative essay on a character from a novel of the students' choosing. Students utilized guided peer- and teacher- conferences to create various drafts of writing, and kept a portfolio of their work in the classroom to refer to for improvement; these writing folders were sent to the high school at the end of the year. Students edited and shared much of their work via Google Documents and Google Drive. Several students won accolades this year in the VFW Patriot's Pen contest. Students participated in the #GR8BSMSLISTEN on StoryCorps.me where they shared interviews with friends and family members with the world.

Students studied various literature pieces including selections of poetry and American stories focusing on theme and citing evidence to support answers. Students read *The Hobbit* by J.R.R. Tolkien as their major novel focusing on literary analysis, theme, and various standards of their choosing. All students also read (and some performed) the play *The Diary of Anne Frank* by Albert Hackett and Francis Goodrich out of the literature book, focusing on tolerance and literary analysis while reflecting on the Holocaust in journal entries. All students also had the opportunity to participate in Accelerated Reader where they read several novels of their choosing on their level and took brief online assessments.

From a professional standpoint, we collaborated throughout the year. Renaissance Learning data from both STAR and Accelerated Reader was used for analysis and adaptation of lessons in the 8th Grade English Language Arts curriculum. We also collaborated with Kheila Dunkerly for the StoryCorps assignment.

Science**Kami Greenawalt
Anthony Pepoli**

We began the school year by covering environmental science topics and finished up the year with physical science topics. By starting off with the environmental science topics the environmental information that they have learned in past science classes, is

fresher in their minds when they take the science PSSAs. We still started out the year by reviewing basic science concepts that all students need to have for any understanding in science. This also allowed them to have continued practice with these concepts as the school year progressed. Also, by reviewing the basic science concepts this creates a nice transition into completion of science fair projects. Next school year we are looking at ways to incorporate more technology in the classroom. By allowing students to experience technology in science they will become better prepared citizens and have a better understanding of science concepts.

As a way to help prepare the students for the science PSSA's, the students were given a word of the week that they were quizzed on every cycle day one. In this way, students were exposed to terms that they were unfamiliar with and would see on the science PSSA. Some of the vocabulary words the students learned was then discussed later in the school year. This allowed all students to have some background knowledge into different topics we were discussing.

We continued science fair projects again this year. Students were expected to maintain journals for their experiment and as a result, students were more organized with their projects. After the completion of science fair projects here in the middle school and our local science fair, several eighth grade students were chosen to compete at the Capital Area Science and Engineering Fair. All of the projects that we sent placed in their various categories. Next school year, we will continue to have students complete required science fair projects.

Social Studies

**Derek Fissel
Nathan Lloyd**

The 8th grade social studies classes had a very successful school year. We utilized numerous cooperative learning techniques, various "hands-on" activities, many graphic organizers, numerous summarizing strategies, and lots of other helpful, educational tools. Some of the highlights from this year were re-enacting a slave wedding, utilizing new animated maps for numerous Civil War battles, participating in a readers' theatre play about the battle of Gettysburg and conducting a detailed investigation of Washington, Jefferson, Madison, Jackson, and Lincoln as presidents, and participating

in the National Geography Bee. Next year, we are looking forward to holding a mock election in November for the office of the President of the United States of America.

Mathematics

Mariele Q. Miller

This year, students in the 8th Grade Pre Algebra course were introduced to the following topics: basic algebraic concepts, functions and their graphs, equations, inequalities, and graphing and writing linear equations. The students who were in the Algebra I course studied the following topics: systems of equations and inequalities, exponential properties, exponential functions, simplifying radical expressions, factoring polynomials, simplifying rational expressions and functions, and working with radicals. Lastly, all 8th grade students were exposed to three Geometry lessons based on the Grade 8 Core Standards. These lessons included the Pythagorean Theorem, geometric transformations, and volume of three-dimensional shapes (specifically the cylinder, cone, and sphere).

Reflecting on last year's PSSA outcomes, I once again decided to "revamp" my lessons to emulate the level of rigor and also the high level of expectation of each student in 8th grade. I went back through the standards to try to break them down even further, incorporating many more application problems within notes, worksheets, and assessments. I also added questions that do not directly tell students what to do, but instead require them to think about a process that makes sense in the context of the problem to come to a solution. I continued to use items implemented two years ago that I felt were successful – Composition Booklets for students' writing prompts, Remind 101 for homework assignments and reminders for both students and parents, and math folders to compile student work and to also use as great study references for each student. These items will be used again next year.

For my own professional development, I was involved in a Math PLC where we read and digitally discussed the book "A Collection of Performance Tasks and Rubrics: Middle School Mathematics" by Charlotte Danielson. It has been enjoyable "talking to" the other math teachers involved via GoogleDoc and to get their perspective on the material; what was useful, what was not useful, and what could be manageable to implement into their classrooms. It was also refreshing to see their willingness to share

their fears/concerns with these types of additions and modifications into their math classrooms.

I was able to incorporate different aspects from this book into my own classroom. I have been really interested in learning more about project based learning and have met with both colleagues and our innovative specialist to see how this could be a part of my higher-level courses. This year, I focused on creating a project and scoring rubric that could both be modified to work with both levels of students that I teach -- Pre Algebra and Algebra students. The project was called "The Little Bo Peep Project" and it required students to apply the concept of the Pythagorean Theorem to identify missing side lengths of right triangles created on a map. The purpose was to identify the distance that Little Bo had to travel in order to collect all of her missing math materials. The students in Pre Algebra were expected to show their understanding of the application of the theorem and to also round answers to the nearest tenth (understanding the difference between their rational and irrational answers – incorporating grade 8 mathematical standards). In order to make it more challenging for those students in Algebra (and to incorporate Algebra I Keystone standards), students were required to simplify their answers as radical expressions. I realize that this project served as more reinforcement of the concept and a goal of mine is to be able to work with the High School Math teachers to create a meaningful project in which students would be teaching themselves more of the concepts instead of serving as a summarizing tool.

Lastly, the 8th grade team of teachers worked collaboratively to plan a new field trip this year to Pine Grove. We are excited to incorporate many subject areas into the sessions we will offer in the morning and engage students in relevant and fun activities as a great educational reward to bring the school year to an end.

Pre-Algebra/Algebra 1A

Sandy Matter-Smithson

I teach the course currently known as Pre-Algebra. The topics covered in this course are algebraic expressions, exponent rules, simple and multiple step equations and inequalities, linear and non-linear functions, and the three forms of linear equations. Students who have taken the Pre-Algebra course in the seventh and eighth grades

have taken common assessments that have been created by collaboration among the mathematics teachers in both grades.

The particular focus for my Pre-Algebra classes this year has been on writing equations to model words, situations, tables and graphs. Equations are the basis of algebra and so I chose to use this as a focus for my Student Learning Objectives (SLO). In chapter 1 student's learned to translate verbal phrases using words like "sum" and "quotient" into algebraic equations. Students translated situations or real life application problems into equations in chapter two. In chapter four they learned how to write an equation in slope-intercept form when given a table. Students then wrote equations in slope-intercept form when given a graph in chapter five. Additionally, they learned how to create a scatter plot and write the equation for a line of best fit for that graph. Scatter plots take real life data, place it into graph it to see if there is a correlation, then write an equation to represent the relationship between the two sets of data. They apply mathematics to real life questions.

My classes worked on three projects this year related to my focus on writing equations. The first was a project in which groups of students worked together to match time-distance scenarios to their corresponding graphs and tables of values. For the second project individual students created a picture of lines with various kinds of slopes. They then wrote the equations of twelve of these lines in slope-intercept form. For the third project, most of the classes did an experiment to see how many rubber bands should be tied to a Barbie doll to safely bungee jump her off of the stadium. This third project utilized scatter plots and equations for the line of best fit.

FLEX

Diane E. Motter

The 8th grade students studied two marking periods of French and Spanish. We covered approximately nine units in each language. This gave them a sampling of the foreign languages that are offered at the high school. They enjoyed several cultural videos along with a food day in each of the languages. The first week in March was National Foreign Language Week and each day that week students spoke another language on Eagle Eye News. My last European group trip will be held in July, 2016 and several students will be enjoying this trip with me. I will be retiring at the end of the school year.

Family and Consumers Science

Laurie Richwine

I still love and feel that the 8th grade semester classes for Flex and FCS continue to work well and I hope that it will continue far into the future. I know that some adjustments need to be made to my current curriculum; additions need to be made in the areas of financial education and determining the direction of the sewing unit. It was very difficult to get everything completed with the amount testing that we had this year. The childcare unit is very limited if at all and the money unit has been altered due to the lack of time. I'm not sure if some of the material could be moved to the high school. I spoke to Mr. Stroup about revamping the Life Skills class last year but with him changing positions that has not materialized at the high school. I told him I would be very interested in being a participating part in this process. I plan to talk to Mr. Defoe about revamping the curriculum but felt his first year of being principal might not be the best time.

I will be going on the 8th grade field trip. Mrs. Motter and I will be doing an outside cooking station. I am looking forward to this experience and expanding on it in future.

The practical arts awards and 8th grade awards are the awards that I presented this year. As far as last year's goals I am still in need of increasing my knowledge in the area of technology. I think being part of the technology committee helped but it has been dissolved. I was also part of the differentiated supervision committee. I would be willing to change or be added to a new committee. I would like to take a masters level course in technology and nutrition, but if the courses are going to have professionals from these specific fields with prior knowledge, I am fearful my lack of knowledge in both areas will put me at a disadvantage. I unfortunately I will be on vacation when the Google training will be here at the district but I have signed up for several of the trainings on June 7th, 8th and 9th. I am looking forward to the new laptops and learning the new Sapphire program.

For next year I would like to continue to increase my knowledge in the area of technology. I would like to try to use Google docs for some assignments at the high school since the entire freshman class will have tablets. I would also like to learn to use a computer grading program. I would like to look into a project based assessment for

the financial unit and the nutrition unit. Mrs. Orleski mentioned she is doing a financial activity with the 7th graders that sounded very interesting and may align with my curriculum. I would be interested in building on this activity she is doing, but since she only has half the students, I am not sure how that would work.

I would really like to be considered an 8th grade teacher instead of a Mod teacher. I think it would be to my benefit and the students benefit that I attend grade level meetings. I still would like to be full-time at the middle school. I still love the excitement of the students as they learn to sew, learn about food safety, nutrition and cooking.

Learning Support**5th Grade****Aimee Miller**

I served as the 5th grade learning support teacher for the 2015-2016 school year. I taught replacement language arts and math that was adjusted to the instructional levels of my students. I also co-taught inclusion Science, and Social Studies with one of the 5th grade teams. I was also responsible for assisting the 5th grade learning support students during a resource period.

This year I implemented the Reading Wonders program in Language Arts. This program aligns with the Common Core state standards for ELA. This spiraling program allows students to build a strong reading foundation by accessing complex text and engaging in collaborative conversations. An emphasis was placed on finding and using text evidence to support text-dependent responses. Reading skills and strategies were introduced through explicit instruction and close reading. Grammar and writing were integrated with the reading in order to analyze the traits that writers utilize effectively. I was able to differentiate and accelerate my students through the use of leveled readers which reinforced the skills and strategies. Also, I used the Wonders Works adaptive version of the program to better meet their needs. Looking forward, I would like to develop stronger emphasis on vocabulary and make adjustments to the pacing. I also included the Read 180 software program as a station.

Also, The STAR Reading test was given four times this year to each student to determine a zone of proximal development. This zone was used when choosing independent books to read throughout the year for our AR Reading Program. Through this test we were able to access comprehension growth.

In math, I taught from the Everyday Math program. This was the tenth year of Everyday Math being utilized in the district. The new edition that we received this year was designed to help teach the content required by our common core state standards. The emphasis was on problem-solving in everyday situations, revisit skills regularly to provide depth of knowledge, practice through games, and lessons that engage students. Number sense and usage of math vocabulary to explain their math work was also an emphasis this year. I also spent a good amount of time using the IXL program.

I used this to try to bridge the gap in material from what skills my students are missing in order to be successful with the fifth grade standards. I would introduce a fifth grade skill, teach a lesson, and create an assignment for them to complete on IXL. The students enjoy this part of the class the most.

STAR Math assessments were given 4 times during the year to monitor progress and determine growth. The teachers developed common assessments for math units and math projects.

During inclusion classes I co-taught science, and social studies with two of the 5th grade teachers. In science we covered Energy, Simple Machines, the Human Body and Weather. In Social Studies we started with the Voyage of Columbus and ended with an introduction to the Civil War. During these classes I made accommodations and modification for the learning support students. I mostly help the students in the regular classroom. Occasionally, I would pull them from the regular class for particularly hard concepts and teach them in my classroom, at a slower pace. I also assisted the students with their homework and reviewed what they had learned that day during a support period or resource period. We are also investigating a field trip that involves colonial American life since that is a major concept that we teach in our fifth grade content. It would emphasize the colonial trades and what life was like during that time period. We discussed the primary and caucus activities that were taking place in pursuit of securing a Democratic and Republican presidential candidate.

6th Grade

Jessica Seighman

During the 2015-2016 school year, I was the Learning Support Teacher for the sixth grade team. I use the Pearson Realize program to teach my replacement Language Arts class. Pearson Realize has an online component that gives me access to an adapted text for my struggling readers. We used many of the strategies laid out in the curriculum to help my students become better readers and writers. I use this program for my main instruction while using supplemental materials to help my struggling learners/readers. The STAR program helps to place my students in their correct instructional reading level. Then they are always reading books where they can successfully read on their own without becoming frustrated. I used a variety of PSSA prep materials during the year, to supplement certain skills assessed on the PSSA

tests. With the additional Reading time this year, I was able to include lessons from the 6th grade English book. This helped my students learn more grammar and language skills. When given appropriate modifications, the students could complete the PSSA review activities. My students made huge gains in their reading levels this year.

I provided inclusive support to special education students in math, science and social studies. Learning support students participated in the regular education classroom for these classes, and I provided services in the classroom to assist with meeting students' needs. In addition, I had one support period with the sixth grade learning support students at the end of each day. During this period, I was able to assist students with work from their classes, as well as work with students to prepare for upcoming tests and projects.

Reading Specialists**Marilee Durbin
Julie Small**

This was the Middle School's third year to utilize the STAR Reading, STAR Math, and Accelerated Reader programs from Renaissance Learning. STAR was used in both Reading and Math for quarterly benchmarks in 5th-8th grades. Our roles with this program included:

- Enrolling current students into classrooms
- Administrating the programs
- Continuing the process of leveling the books in the library and for Scholastic Book Fair
- Communicating with Renaissance Learning
- Assisting with technology
- Assisting teachers in gathering data and printing reports
- Monitoring grade level progress in AR to encourage their reading efforts

The STAR assessments give us the opportunity to monitor reading growth in every student. It enabled teachers to make differentiated groups and it helps the reading specialists to create intervention groups. Reports were sent home to parents to help improve the school and home connection. Both reading specialists demonstrated how to choose books according to their AR zone.

This year they attended a seminar presented by Sue Kanigsberg at the LIU #12. They collaborated with many reading specialists from neighboring school districts. They discussed the READ180 program and learned how other teachers were utilizing it.

Also, through the support of the PTO, they rewarded students for reading books in their ZPD and earning 80% or higher on AR quizzes. For every book that they read and met those standards, they were put into a drawing for a prize of their choice. Ten drawings were made each marking period. ELA, Reading and Writing, and AR teachers were also rewarded. If 100% of their class earned their AR goal, the classroom was given four \$5 book certificates for Scholastic Books. If 80% of their class earned their AR goal, they were placed in a drawing for book certificates.

Mrs. Durbin and Mrs. Small organized and facilitated the 5th annual PSSA assembly. This year's PSSA theme was SOAR Through the Test. They focused on using student created videos, games, musical expression and skits to promote good

test taking strategies. Teachers were also involved with games, artistic expression, and dance. The Jazz Band added energy with several numbers including a drum solo, dancers, and a soloist. The entire event was to encourage positive test taking strategies and to help students get mentally prepared to fully apply themselves on the PSSA.

5th & 6th Grade

Julie Small

Mrs. Small worked with her 5th and 6th grade classes in a variety of ways. She was an integral part of the 5th grade guided reading program. She utilized the Wonders materials to support 5-6 weak readers from each 5th grade classroom. In sixth grade, she worked alongside the teachers to meet the needs of their classroom. Some teachers asked her to teach mini lessons, in a rotation, that allowed Mrs. Small to work with all students in the classroom. Other teachers had her supporting with materials that they were currently using in the classroom. In addition, she modeled reading strategies in large group instruction in both 5th and 6th grade. Her focus was to help students become more successful in reading, at whatever level they are currently functioning.

Mrs. Small has also met with “at risk” students from both 5th and 6th grade during their resource. She provided support with READ 180 and mini skill lessons. In addition, she created a special reading time, at the beginning of the day, to help students reach their AR goals and encourage the love of reading.

7th & 8th Grade

Marilee Durbin

This year, Mrs. Durbin continued with the co-teaching role, pushing into content area classes and Language Art classes. During these opportunities, she demonstrated Close Reading Strategies with Prezi presentations and Nearpod. Mrs. Durbin met with at risk 7th graders during the Reading and Writing classes and met with the at risk 8th graders during Resource for reading intervention using the READ180 program and small group strategy instruction.

Mrs. Durbin organized the 2015-16 Spelling Bee. Help was provided by the Spelling Bee Committee in the dispersing of spelling lists and scheduling grade level bees. Mrs. Durbin arranged the field trip and organized the assembly.

Goals for 2016-2017

The reading specialists will continue to administrate STAR and AR programs. That will entail setting up the testing schedule, overseeing the testing administration, supporting teacher's questions about the reports and motivating students to achieve their goals with AR. In addition, Mrs. Small and Mrs. Durbin will continue modeling reading strategies in large group instruction, and facilitating intervention groups for at risk readers with the Read 180 program. Mrs. Small and Mrs. Durbin will co-create the 6th annual PSSA pep rally assembly for the 2016-17 school year.

Health and Physical Education**Kelly Reider
Tom Flaherty
Neil Bixler**

Health education classes studied units on the body systems, reproduction, mental health, diseases, fitness, nutrition, drugs, alcohol and CPR.

Middle School physical education classes experienced various team and individual sports, dance and physical fitness activities. The Turkey Trot, our annual cross-country race was held in the fall with more than 170 students participating. This was a record number of students! We also held our annual volleyball tournament in February which was a success. Our physical education program also continues to have a yearly track and field day in which all students participate in at least one event to compete amongst homerooms.

Forty-three girls and forty-six boys earned either the National or Presidential Fitness Award this year. The national trend toward obesity and an inactive lifestyle is affecting our student's performance in fitness testing and this is why they haven't started to go away from the Presidential Fitness Testing. The President's Challenge is now moving towards "FITNESSGRAM" which is supposed to focus more on accurately measuring a student's health and not just use physical tests. Unfortunately some of the newer technology and software for this program costs us money to enroll.

We are currently using physical education uniforms for our classes. Each middle school student now has a physical education uniform which must be worn for physical education class. We had started a trend of ordering our uniforms close to the beginning of the school year and at the end of the school year. We are trying something new with ordering the incoming 5th graders their uniforms. We are using the sizes from their 4th grade picnic t-shirt orders to know what sizes to get in a summer order. We will use those sizes to sell physical education uniforms at 5th grade orientation. Hopefully this will alleviate any added stress to the 4th grade teachers and still allow our 5th graders to be ready for the start of the year with a uniform.

The BMI testing continues to be required by the state. The middle schools overweight/obese percentage came out to 37.5%, which is a slight increase from last year. The breakdown of those percentages had our fifth and sixth grade students at

37%, which is a 5% increase from last year (when the previous year had a decrease of 4%). Overweight/obese percentages had the seventh and eighth grade students at 38%, which is a 2% decrease from last year. We continue to push physical activity as an extremely important lifestyle choice, but it is eventually up to the student to decide. SLOs were geared towards making improvements in the amount of physical activity each student participates in. Mrs. Reider and Mr. Flaherty's SLOs focused on improvements in cardiovascular endurance using the PACER test as a guide for the 5th grade girls and 6th grade boys. Girls also completed fitness logs to increase the amount of physical activity being done outside of the school setting.

Mrs. Reider also started a "5K of the Month Club" to increase the amount of physical activity for the girls. A local 5K was picked each month and the girls met at each race to compete. There were eight possible races and students were to complete 4 of the 8 races to be eligible for the club. If students completed 4 races by the end of the year, they earned a t-shirt. On the upside, there were at least 60 girls that competed in all of the races combined.

Middle School Library**Holly Reitzel**

The library focuses on preparing all students to be effective users of ideas and information. This is accomplished through integrating the library media program into the curriculum. The library staff, administrators, teachers, and parents work together to help students become proficient learners.

In the beginning of the year, 5th grade students are orientated to the middle school library. Throughout the year students regularly check out books for AR reading, pleasure reading and for book reports. Fifth grade students also spend a 45 day MOD class working on using various resources and learning researching skills.

Sixth grade students are introduced to print and electronic resources through mini-research projects related to classroom studies.

Seventh and eighth grade students complete research assignments that require further utilization of resources and the development of research skills. By eighth grade, students engage in research activities that require the ability to discern the best resources to use for specific research projects.

Throughout the four years students are in the middle school, they are encouraged to become independent readers, understand the importance of databases, and appreciate the value of using all the resources available in the libraries.

Library Science MOD – Grade 5

The 5th grade library science MOD teaches students how to use a variety of library resources. In the first few weeks, students become orientated to the middle school library. They extensively learn how to use all aspects of the school's card catalog system: Destiny and Destiny Quest. They also learn how to search independently for various genres throughout the library, and they also learn the Dewey Decimal System, via call numbers.

Mini-lessons include recognizing current authors, accessing the school's various databases, creating a biography from database information, reading an ebook on cyberbullying, and using local library cards to access various databases. Students analyze the similarities and differences between print and non-print dictionaries; encyclopedias; and local and state.

Students practice research skills by researching all aspects of an assigned country. Students practice note-taking skills through reading a variety of sources: nonfiction books, World Book Student, ebooks, and the Adams County library's databases. Students create a power point to present to the class and a works cited page to give credit to their sources. Eight vocabulary tests are given throughout the MOD.

Foreign Language Seminar**Diane E. Motter**

The students enrolled in the Foreign Language Seminar Program studied Spanish I Spanish II, or French I this year. Spanish I and II students began using Exploring Spanish and we supplemented with our online textbook. We were able to complete seven units of the text. Some of the topics covered were greetings, numbers, months, weather, clothing, body parts and descriptions. Next year they will continue the text where we left off. French I students began using the Exploring French text. We were able to cover eleven chapters in the book. The new teacher will have to continue with the program next year after my retirement.

Music Department**Laura Bielen****Band Performances**

The 2015-2016 edition of the Bermudian Springs Middle School Concert and Jazz Bands saw a continuation of past success through musical involvement in the community and regional band festivals. The program continues to maintain a high level of commitment as far as recruitment and overall musicianship.

To give an overview of the year, the bands performed in numerous events including the Veterans Day Assembly, Holiday Concert and assembly, Spring Concert and assembly, as well as two evening spring performances. Performances continued with our new Jazz Ensemble and Small Ensemble playing at the PSSA pep rally, complete with a motivational slide show with pictures of band students. This was the first year that the middle school has had a Jazz Ensemble, which will certainly prepare our students even more for high school band, due to a better rounded middle school music program. I was very proud that student Blaine Black successfully auditioned for a York Competitive Drumline, which competes throughout the region. Also, fifteen of our students were selected for County Band, which was held at Littlestown Area SD this year. Finally, middle school band students had the opportunity to work with Mr. Dana P. Menser, professional trombonist and retired band director for "Trombone Day," complete with a workshop/clinic. Percussion students in all grades had an opportunity to work with Percussion Instructor from the community/marching band instructor, Mr. Chris Boyer, to further their musical education through rudiments, paradiddles, and other percussive exercises. This year's concerts featured numerous challenging and diverse selections ranging from classical to modern.

Future Goals

The goals for the band program in 2016-2017 represent a continued emphasis on musical achievement and execution. The band will be focusing on aspects presented in rigorous self assessments, such as articulation and intonation of instruments, while implementing elements of relevance, fun, and engaging exercises in order to best educate the students within the program. Next year we will be striving for

precise playing technically and emotionally in order to perform our best for the community of Bermudian Springs as well as any kind of adjudications.

MODS**Technology Education****Isaac Fraiser**

This year was my second year teaching Middle School Tech Ed. I made some minor improvements to the classroom including: a new white board, table in the computer lab, small sprays booth, three new computers and a small rearrangement of the room. In terms of curriculum, I started using Autodesk 123 Design to teach CAD. I also started a board drawing unit and doing more with robotics. This summer I signed up to take 3 courses on the following: brain based learning, assessment, and discipline. I also would like to get the floor painted and the wall between the computer room and classroom.

ART**Levato Shaw****Highlights of the 2015-2016 school year**

This has been a wonderful year for me and I think partly because as I get closer to the end of my teaching career I really appreciate all the fabulous experiences I have as a teacher each day. I have been working with enthusiastic students for the most part and watching them grow and learn and develop and knowing that I have a part in that is such a rewarding experience I cannot ask for more. Participating in the PSSA assembly and working with Mr. Pepoli to get the eagle to fly was a highlight for me personally.

New Activities or changes in curriculum implemented this year.

In the art elective class we tried a new project that was a metal mobile sculpture. The sixth grade printing lesson was changed a bit and I think the changes made the process of doing a two color print slightly more understandable for the students. The fifth grade classes made a new sculptural project. We used to do a sculptural mask and I changed it to a "fat cake" which is a sculpture for the Egyptians to wear on their head. The students really enjoyed making these so I think it was a good change. We also participated in a new contest held by the YWCA which was a women in history contest and our students took 1st and 2nd place and an honorable mention.

Individual or class achievements

As usual we had participants in the Hanover Arts Guild show. This year we had 19 of our students show work. We also entered the design and ad contest and one of the

art elective students work represented the business we were given. As mentioned previously we took 1st and 2nd place and an honorable mention in the YWCA show we entered. Every student from marking periods 1, 2 and 3 had work shown in the Practical Arts Show. All sixth graders had their busts showcased in the display cases and all the fifth graders had their fat cakes displayed there as well. The first three marking periods of seventh graders had their murals displayed in the hallway.

Fulfillment of last year's goals

The painting projects will be finished by the end of the year so that goal will be accomplished. My room has been cleaned and cleared of all unnecessary things. It is organized and in great shape for whoever occupies it next. Lastly, I feel as if I have taught to the very best of my ability which has always been my goal.

Goals for 2016-2017

My goals for next year are to help my mother move to her home near me. To exercise at the gym 4 times a week, to create new art work and get more involved in the art community in my area, to spend more time with my grandchildren, to travel and to enjoy my new life!

Computer Curriculum

Brian Garrett

Technology in the middle school had another successful year. Both labs (room 208 & 225) were used on a daily basis. The overhead projector in room 225 was used on a daily basis.

Computer Mod was taught to 6th and 7th grades only, which freed the labs for 5th, 6th, 7th and 8th grade classes to use the lab 7th and 8th periods each day for research and taking Accelerated Reading Quizzes. I had the use of the Impero program this year and it was very helpful. This program allows the teacher to view what each student is doing from the teacher's computer station. It also allows the teacher to take control of all the computers in the room to present/demonstrate various notes, directions and "how to's" on specific projects. It is also used to put in the monitor password on Accelerated Reader quizzes.

The 6th and 7th grade computer classes learned to key by touch with daily practice and by utilizing the UltraKey self-paced keyboarding software. Sixth grade

learned some basic coding using a web based program called Tynker. It presented and allowed students to create simple game programs using lego type blocks to program. Seventh grade was introduced to and set up accounts on Google Docs.

Goals for 2016 - 2017

The goals for the upcoming school year will be to continue to build typing skills and expand on coding for 6th grade and Google docs for 7th grade.

English as a Second Language (ESL)**Joann Riley**

I was again responsible for teaching ESL for grades 5 through 12. High school students walked to the middle school each day for classes. Based on 2015 WIDA language proficiency test scores, PSSA or Keystone exams, and student grades, 5 students in the middle and high schools exited from ESL services at the beginning of the year. The ELL enrollment at the middle school was 11 students, while the high school enrollment was 25 students for most of the year.

Academic vocabulary continued as a key area of focus this year. This includes vocabulary that cuts across content areas and supports the students' speaking and understanding in all academic areas.

For the first time, students took the WIDA language proficiency tests on-line this year. Coordination across the district was required from teachers, building and district administrators, and technology staff. Preparation and testing went smoothly, with only a few minor glitches. Results of the testing should be received by mid-June. At that point, decisions are made about students' exit from the program prior to the start of the coming school year.

I was able to attend several professional development workshops or webinars this school year. Attendance at these workshops helps me to stay current in the field, and gain information regarding best-practices for teaching ELLs. Not only is this valuable for my own classroom, but I can then share the information with other teachers in the district. I presented a workshop for middle school teachers in September. It focused on how to make accommodations for multiple levels of ELLs in the content classes.

Principal/Assistant Principal

In completing my first year as high school Principal (after 4 years of serving as the Assistant Principal), I'm proudest of the positive atmosphere where both teachers and students enjoy coming to school and working together. Over the past 5 years, to see the positive change in the senior exit surveys solidifies my belief we are doing right by our students. The teachers and staff of the high school are going out of their way to create a more positive and caring environment. Our graduation rate, daily attendance, and drop-out rate continue to be exemplary. I would like to personally thank and commend all the high school staff for an outstanding 2015-2016 school year. I would be remised to not acknowledge the efforts of Mr. Fleming (Asst. Principal) in making my transition so smooth and for his part in the before mentioned building characteristics/accomplishments.

Academically exciting things were happening at the high school this year. Our math sequence was revised to both increase rigor, while also providing more support for struggling math students. We also offered our fist co-taught Pre-Algebra course to assist students. Our English department created and presented a new plan scheduled to begin with the 2016-2017 school year. This plan will alter curriculum and make it possible for us to remediate all students not proficient on the Keystone Exam. Lastly, our new Biology teacher (Mrs. Jewart) offered a new after school program to assist students in preparing for the Keystone Exam. The program was appropriately named Biology Boot Camp.

Throughout the school year, a congratulations section was added to the HS report for the monthly school board meetings. This section acknowledged the numerous accomplishments of our students. In reflection of the many arenas (athletics, choral, band, robotics, essay writing, competitive speech, brain busters, quiz bowl, art, science Olympiad, FFA, and several others) in which our students were recognized, I think it goes without saying great things are being accomplished by our students at BSHS.

Another great year culminated with our first commencement ceremony on the

newly surfaced and named Alumni Field. Unfortunately, an uninvited guest (Mother Nature) altered and shortened the event. In spite of being drenched by heavy rains, the students were very excited and positive about graduating in the stadium. In fact, the common theme amongst the students was they will never forget their graduation and referred to it as epic.

Attendance

Regular attendance is a very important component of a successful high school experience. By regular attendance, a student is developing positive work habits and increasing the likelihood of academic success. The average daily attendance for the high school during the 2015-2016 school year was 93.42 percent. The following table discloses the attendance rate by month and class:

2015-2016 Attendance

	Grade 9	Grade 10	Grade 11	Grade 12	Monthly Avg
August	96.86	95.71	95.51	95.24	95.86
September	95.28	93.25	94.41	94.14	94.29
October	94.98	93.95	93.77	91.35	93.46
November	94.78	94.00	92.67	90.81	93.08
December	93.84	93.70	92.67	90.41	92.67
January	94.65	93.87	93.71	91.32	93.40
February	93.65	92.82	91.77	90.13	92.12
March	93.83	92.49	93.21	92.32	92.98
April	93.40	92.66	93.44	91.98	92.87
May	95.41	95.23	95.09	92.86	94.66
Grade Avg.	94.51	93.62	93.55	91.95	93.42%

Attendance Patterns

As shown for the past five years.

	<u>2011-2012</u>	<u>2012-2013</u>	<u>2013-2014</u>	<u>2014-2015</u>	<u>2015-2016</u>
Seniors	93.11%	92.84%	93.69%	91.99%	91.95%
Juniors	93.52%	94.83%	94.15%	92.58%	93.55%

<i>Attendance patterns continued</i>	<u>2011-2012</u>	<u>2012-2013</u>	<u>2013-2014</u>	<u>2014-2015</u>	<u>2015-2016</u>
Sophomores	93.52%	94.23%	94.56%	93.74%	93.62%
Freshmen	94.53%	95.16%	95.02%	93.91%	94.51%
TOTALS	93.67%	94.27%	94.36%	93.06%	93.42%

Discipline

All students enrolled in the Bermudian Springs High School are expected to conduct themselves in accordance with the rules of the system. The majority of our student body conducted themselves in an acceptable and appropriate manner. Unfortunately, there were a few students who fail to meet our attendance standards, as well as, those who were disruptive. These students are dealt with in accordance with our discipline code.

The more severe incidents are not only reported in the high school, but also to the State. The number of incidents reported to the State for the 2015-2016 school year was sixteen. Some of these reportable incidents include tobacco and drug/alcohol policy violations. There were nine cases of tobacco violations this school year, a decrease of three incidents. There were two drug/alcohol policy incidents (nine students), a decrease of one incident from last year.

Referrals by Grade Level

Grade	9th	10th	11th	12th	Total
AUG	0	1	0	0	1
SEPT	1	3	8	5	17
OCT	8	14	11	6	39
NOV	2	6	3	5	16
DEC	4	10	13	9	36
JAN	6	11	17	7	41
FEB	6	9	5	16	36
MAR	7	20	11	10	48
APR	22	17	17	20	76
MAY	8	11	13	11	43
JUN	0	0	0	0	0
Totals	64	102	98	89	353
AVG/DAY	.36	.57	.55	.50	1.97

After School Detention (# of occurrences)

	Aug/ Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May/ June	Totals
9th Grade	0	5	1	2	3	3	5	7	4	30
10th Grade	2	7	2	6	4	4	8	2	2	37
11th Grade	3	6	1	6	6	1	8	5	6	42
12th Grade	0	5	1	4	2	2	3	7	4	28
Totals	5	23	5	18	15	10	24	21	16	137

In-School Suspension (# of occurrences)

	Aug/ Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May/ June	Totals
9th Grade	1	2	2	2	3	1	2	10	2	25
10th Grade	2	6	4	1	5	5	12	13	7	55
11th Grade	3	5	2	6	10	3	8	12	4	53
12th Grade	5	1	4	4	5	13	7	13	6	58
Totals	11	14	12	13	23	22	29	48	19	191

Out of School Suspension (# of occurrences)

	Aug/ Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May/ June	Totals
9th Grade	0	0	0	0	0	2	0	5	2	9
10th Grade	0	1	0	1	2	0	0	2	2	8
11th Grade	1	0	0	0	1	1	0	0	3	6
12th Grade	0	0	0	0	0	1	0	0	1	2
Totals	1	1	0	1	3	4	0	7	8	25

Discipline Data Analysis

Discipline referrals and consequent actions have decreased in some categories from the previous school year. The chart below shows the overall changes in each discipline category from the 2014-2015 school year to the 2015-2016 school year.

	2014-2015	2015-2016	Difference	% Change
STAP	110	191	+81	74% increase
OSS	2	25	+23	1150% increase
ASD	74	137	+63	85% increase

Community Service

GRADE	# of Occurrences	# of Hours	GRADE	# of Occurrences	# of Hours
9 th Gr	0	0	11 th Gr	0	0
10 th Gr	0	0	12 th Gr	0	0
Totals	0	0	Totals	0	0

Alternative Education

The Alternative Program is a service that provides an appropriate environment for a student who has demonstrated constant disruptive behavior patterns. The program is designed to change unacceptable behavioral patterns and ensure that the student becomes successful in school. In the program, students have the opportunity to achieve academic success, social competencies, and behavioral accountability in preparation for a positive role in society.

For the 2015-2016 school year we provided Alternative Education services through Upper Adams School District and River Rock Academy. The table shown below will identify the number of students enrolled in the Alternative Education Program throughout the school year. The student in the Alternative Education Program returned to the High School at the beginning of the third marking period and will hopefully graduate with his class in 2017.

Alternative Education Referrals

<u>Grades</u>	<u>7th</u>	<u>8th</u>	<u>9th</u>	<u>10th</u>	<u>11th</u>	<u>12th</u>	<u>TOTAL</u>
Behavioral	0	0	0	0	0	0	0
Transitional	0	0	0	0	0	0	0
Policy Violation	0	0	0	0	1	0	0
TOTAL	0	0	0	0	1	0	0

Dropout Rate

During the 2015-2016 school year, two students left Bermudian Springs High School for various reasons without desiring to continue their education. Students who expressed a desire to leave school were challenged by administrators and counselors to reevaluate their decision focusing on the direct and indirect consequences of their choice. The students who left had difficulty meeting the academic, as well as the attendance standards set by the School Board. At the time of this report, one senior has failed to meet the graduation requirements and will either be attending summer school, returning for an additional school year, or not continuing their education.

Agriculture Education**Dianna Jarema
John Wardle**

The variety of courses in the agriculture program allows students to specialize and/or to develop skills in areas of their interest. Students with little agriculture background continue to enroll in agriculture education classes with the few traditional students we have in the district. They comment positively on the wide choice of courses they may take.

In an attempt to meet state standards and to reach goals set forth by the OAC, agriculture courses are offered based on community and industry needs and student interest. Beginning courses offered for freshman are Agriculture Mechanics and Technology 1 and Agriculture Environmental Awareness. Students interested in plant science career options can follow that pathway by completing plant science, greenhouse and Agriculture business as they continue through high school courses. Greenhouse production and plant science classes completed floral projects for banquets and student-related activities. The animal science curriculum encompassed areas of aquaculture (this year the Trout In The Classroom project was introduced), wildlife management, veterinary science, and animal production, as well as integrating courses such as math, history, and English and is offered once students complete plant science and/or biology. The Agriculture Mechanics pathway continues to be our area of highest enrollment. An increase in non-traditional students was evident this year after last years' efforts during recruitment and utilizing suggestions from the workshops attended by Mrs. Jarema. SAE, the experiential learning component, is required each class (20 hours) and is also offered for sophomores, juniors and seniors who can complete at least 45 hours of a project within one year.

The Agriculture Diversified Occupations on-the-job preparation assists students to develop lifelong skills that might also aid their chosen occupation. Eight students completed the work study program and worked an average of 650 hours throughout the school year. Five students received proficient and 1 advanced on the NOCTI exam.

Fourteen of the seniors plan to continue their education in technical schools or four-year colleges; the remaining seniors plan to enter the work force directly. Seniors in

the Agribusiness course received instruction in taxes, job skills, time management, and technology application that will prepare them for the future job workplace.

Equipment and technology needs require maintenance to provide a quality learning experience. Increased numbers will also challenge us to be resourceful in materials for students. To develop successful young adults with an appreciation for agriculture, the following goals have been set for the 2016-2017 school year:

1. To encourage students to participate in various learning activities that will prepare them for lifelong learning and career success.
2. To continue to provide hands-on training that will increase workplace success.
3. To develop an appreciation for agriculture and those who feed and fuel the world.
4. To develop the relationship of science to agriculture.
5. To encourage active participation in the FFA program that allows students to develop leadership skills and accomplish personal goals.
6. To work cooperatively with faculty to develop a district-wide appreciation for the agriculture sciences.
7. To work cooperatively with the Science Department to encourage agriculture education as it relates to science.
8. To improve NOCTI test scores and completers in this area.
9. To improve Agriculture students' scores in The Keystone Exams.
10. To increase the number of non-traditional students entering and continuing in the Agricultural Education program.

Art

Kim Robinson

We received word in July that all three students enrolled in the Advanced Placement program in Art at the high school for the 2014-2015 school year passed the exam. For the 2015-16 school year, there were three exams submitted. Students will receive results in July, 2016.

The 2015-2016 school year provided opportunities for public recognition for the Art department. In December, we displayed the work of 47 art students at a special exhibit called, "Reflections" at the Adams County Arts Council. This exhibit featured only Bermudian Springs artists and remained on display until the end of January. Early in the year, National Art Honor Society members took on major projects such as *Adopt-A-Family* (providing food and household supplies for a family of four in the district) and *Art from the Heart* (providing twenty art kits to Safe Home in Hanover).

In the *South Central Pennsylvania Scholastic Art & Writing Awards*, our students received many accolades. The 5 Gold Key pieces were on display at the State Museum in Harrisburg. This chart lists our winners:

Trevor Kasulen	Honorable Mention	Drawing & Illustration
Brooke Zehr	2 Honorable Mentions Honorable Mention Gold Key	Photography Digital Art Photography
Kelsey Weaver	Honorable Mention Honorable Mention Silver Key Gold Key	Drawing & Illustration Art Portfolio Drawing & Illustration Photography (American Visions Award Nominee- (Best of Show)
Sarah Lenker	Honorable Mention 3 Silver Keys 2 Gold Keys Gold Key	Photography Photography Photography Painting

NAHS members created over 100 *Valentines for Veterans* in February and sent them to the Lebanon Veterans Hospital. Also in February, Kelsey Weaver was selected

as 1st Place winner in the local VFW's Patriotic Art competition. Kelsey represented the East Berlin VFW and received a \$100 cash prize. Carrie McDonough was selected as the 1st Place winner sponsored by the Chambersburg VFW. Both young ladies were additionally selected as District-level winners (Carrie-1st, Kelsey – 2nd).

Campbell Grimes was recently selected as an Honorable Mention award winner in the Exchange Club of Hanover's Magic & Comedy Show Cover Design competition. Her work will be printed inside the program for this year's event.

In March, the *Gettysburg Times* featured the award winning ads of art students Kelsey Weaver (Ad of the Year), Jack Grimes (Honorable Mention) and Gabrielle Emeigh (Grand Prize). The ads were printed in a special supplement showcasing all of the Design-an-Ad winners and each student received a monetary award.

The school-wide service project run by NAHS this year was the “8th Annual Souper Bowl Challenge.” Homerooms brought in canned food items and competed against each other for the top homeroom prize. Overall, students made a donation of over 1000 items for our backpack program run by Interact.

To celebrate Youth Art Month in March, student exhibits were set up at the *Hanover Area Arts Guild* with twenty students displaying work and the Adams County Arts Council where twelve students were exhibitors. All art students participated in a recycled art contest sponsored by the NAHS. Kelsey Weaver was selected as “*Best of Show*” winner as voted on by the faculty and staff. Entries from this project were then entered in the Adams County Arts Council’s Recycled Art Contest. The following were selected as winners at the ACAC: 2nd Place – Mya Porcello (People’s Choice Award), 3rd Place – Jose Lopez, 4th Place – Aleshia Chong-Ling.

In May all artwork created throughout the year was displayed for the public in the halls surrounding the cafeteria and auditorium. Over 900 works of art reflecting the skills that were built throughout the school year were showcased. Paintings, drawings, and many other media were represented and show the students efforts to meet the PA State Standards for the Visual Arts.

Lastly, the digital world merged within the art room. Our on-line account at Artsonia.com was a great interactive part of bringing our art into the public. All art

students have active digital portfolios at this site. In addition, Bermudian Art is now on Twitter, Instagram, and Facebook for the public to support.

Looking forward, we have already been invited back as guest exhibitors for the month of December at the Adams County Arts Council. Our AP program is gaining interest from additional students and we will continue to publicly display as many works as possible to share the skills learned with our community.

Business And Diversified Occupations**Mary Kane
Debra Tate****Accounting**

This class spans the entire year. The fall semester began with 19 students. One student left the school district, another two students left the class in the first few weeks because of the math level. One student joined the class late. Students learned the entire accounting cycle for a sole proprietorship and most of the cycle of a merchandising business. Students used accounting forms both on paper and the computer to complete projects. The students, to summarize learning of the accounting cycle, used an online program called Smore.

Life Skills

This class meets 2 out of 6 cycle days for a semester. This means I see each class of students approximately 30 times. Class sizes vary from about 8 to 14 students. Students began the semester working on a career project that asked them to research various aspects of their hopeful future jobs. Students learned the following skills: complete a deposit slip and check, keep a check registry, finance items and complete a job application. Students also discussed credit scores and their importance as well as their personal strengths and weaknesses and the do's and don'ts of job interviews.

Productivity Applications

This fall semester class had 17 students who learned through a project based curriculum. Students used Microsoft Programs including Word, Excel and PowerPoint, as well as Paint, to complete these projects. A core of the class projects were based on an ongoing theme. That theme allowed for student choice and creativity but asked students to come up with either a team or a band. Students then created the documents for their group whether it be tickets to a game or concert or a spreadsheet explaining concession stand sales.

Web Development

This spring semester class had 18 students who learned through a project based curriculum. Students learned HTML coding techniques and showed their understanding

of tags and attributes by completing different web pages. Students incorporated personal hobbies and creativity in each of their projects.

Business Communications

The enrollment for this course this year was significantly higher than last year. There were two sections and a total of 35 seniors took this class as an English credit this school year. Our focus was on expanding students' vocabulary, reinforcing grammatical, punctuation, and proofreading skills, composing business letters, and preparing job acquisitions documents and knowing how to successfully conduct themselves during a job interview.

Diversified Occupations

The enrollment for this class at the beginning of the year was 11 students. However, one student transferred and another student chose to attend Eagles Academy at the start of the second marking period. One of the main student objectives for the year, which was the focus of my Student Learning Objective, was that each student would compose/key error-free job acquisition documents. These documents include an application letter, resume, and reference list. Every student successfully reached this learning objective this year. Another objective for the employment unit was for students to learn how to successfully complete a job application form, prepare for a job interview, attend a mock interview, and write an error-free follow-up letter after the job interview. These objectives were met by all my Diversified Occupations students, as well. We are very fortunate to have McCann School of Business host our mock interviews for us each year. In addition to students having a personal one-on-one mock interview with members of their staff, they also have a guided tour of the school. In addition to my Diversified Occupations students, this field trip is attended by my Business Communications students, Agri./Business students, and all English 12 students. Another highlight of the year was the annual Diversified Occupations Luncheon. This was held again this year at Inn 94 on Wed. May 11. Diversified Occupations students and Agri./Business work experience students and their employers attended this luncheon. This year's Diversified Occupation Student of the Year award went to Travis Hennon. Diversified Occupations students also took the required annual Nocti test in May. and six of the eight students successfully achieved "advanced" scores.

English Department**Rachel Bort
Heather Dengler
Amanda Nace
Lori Overmoyer
Melissa-Ann Pero
Marti Slodad****Keystone Preparation and Testing**

The English department continued to emphasize reading strategies for fiction and non-fiction pieces and focussed on development of constructed responses using the RACE acronym requiring students to restate the prompt, answer the question, cite information directly from the text, and end and edit the essay. Our goal was to improve student achievement on standardized tests and increase overall classroom success. We will continue to work toward a higher percentage of proficiency on Keystone Exams.

On recent Keystone Exams, our literature students scored an exceptional 85% proficient. Tenth graders spent most of the school year focused on enhancing skills necessary for them to score proficient on the keystones. Unfortunately, this emphasis on drilling tested skills leaves little instructional time and learning time for more creative project-based activities which more often appeal to students and motivate them toward a love of literature and enthusiasm toward English class. With this in mind, the department devised an adjusted testing schedule, which is detailed below. Much of the high school students' success is credited to the implementation of curriculum focused on state academic standards, which support the core standards. Concentration on these directives prepares students for college and careers. We continue to set high standards of achievement in all English classes. We focus on clear goals and increased rigor when planning and executing lessons. Classroom Diagnostic Tools (CDT's) were administered by English teachers to test students' knowledge and skills in reading and to shape our instruction to better meet the needs of the students. This diagnosis will continue next year.

Students who scored basic or below basic on keystones benefitted this year from participation in Keystone Prep. Class, which bolstered their skills, taught them test-taking strategies and readied them for retakes. These classes included PLATO online

learning and other classroom activities. Approximately 50% of the students scored proficient after participating in Keystone Prep. Class.

This fall the English department proposed a change to the current Keystone schedule. Currently, all 10th grade students complete the Keystone Exam at the end of their 10th grade year. However, this testing schedule results in many retakes, additional Keystone preparatory classes, and upper level students attending classes with mixed Keystone results; which deters their ability to excel. The proposal suggests moving Keystone testing to the end of 9th grade for all College Prep and Honors level students, with Academic 9th grade students taking the test at the end of 10th grade; allowing an additional year of preparation. If any College Prep or Honors level student does not pass the Keystone Exam in 9th grade, he or she will automatically be placed in 10th grade Academic for additional support. It is our hope that by changing the way the Keystones are distributed that we will be able to elevate the higher achieving students, while continuing to support students who need additional remediation. This proposal was approved and will be implemented in the 2016-2017 school year.

Technology

Use of technology continues to grow. Data bases and online activities along with Activ Studio presentations immerse students in computer learning and provide online opportunities. We publish the BSHS MLA Research Manual and other helpful writing resources and tools on the Library Wikispace and on the district website with the assistance of Ms. Reitzel. Students are encouraged to access data bases in school and at home when completing research assignments in English class and other classes. We hope to provide consistent research format across the curriculum.

CHS English and speech and drama elective classes were offered this year and students excelled in each. Enrollment in these classes has increased for the 2015-16 school year. We are enthusiastic about providing these opportunities to our students. Students were acknowledged in various venues. The following is a list of awards and recognition students earned:

- The Drama class performed for the first time and earned a special merit certificate at the Pennsylvania Renaissance Faire in the School Days Competition.
- Sam Fletcher - first place in the Renaissance Faire creative writing contest

- Miki Siefert - first place local/District Rotary speech competition - regional competition
- Sam Fletcher - first place local, third place District Rotary speech competition
- Brian Bowling - first place local *Gettysburg Times* "It Can Wait" essay contest
- Curtis Oviatt - first place local VFW Voice of Democracy essay/speech contest, third place regional VFW Voice of Democracy essay/speech contest
- Alfonso Lopez - second place local VFW Voice of Democracy essay/speech contest
- Liz Peters / Erika Bergmann had assignments published as editorials in the *Gettysburg Times* in March

Project-Based Learning

The department continues to diversify instruction to appeal to the strengths of all students in the classrooms. The following list depicts the variety of projects students complete:

- short plays for the kindergarten students (Drama)
- persuasive advertisements
- point-of-view fairy tales
- Elizabethan Age research
- Environmental topics research projects
- Puritan-Age tabloids
- group research presentations on various topics related to the literature
- controversial issues research paper
- hero research papers
- mysteries research papers
- speed dating with mythological characters
- personal coat of arms
- book review
- timeline project
- Reading Rainbow style books
- book talk presentations
- senior project research paper
- job interview portfolio
- *Hamlet* parody
- music recordings and music videos
- editorial
- Quickfires
- restaurant reviews
- movie trailers

Acknowledgements

As a department, we would like to acknowledge Mrs. Carpenter in the Writing Center, Ms. Reitzel, and Mrs. Speelman in the library for the generous assistance that they provide to staff and students.

Family And Consumer Science**Deborah Stough
Laurie Richwine**

Semester long courses were taught in the areas of: Life Skills, Family Living, Homes and Interiors, Culinary I and Culinary II. However, the semester long course Fashion Design was not taught due to the number of students electing to take the class. The year long course Child Care/Nursery School ran with two sections. Mrs. Richwine and Mrs. Stough continue to teach the Life Skills class. The smaller classes are helpful, however it is sometimes hard to get quality participation from students in this size classroom (which is also affected by the mix of students in the class.)

Many students in the Family Living class commented (as have students over the past four plus years) about the content of the class. They feel this class would be more beneficiary to all students as a required class. Students in the class learn a great deal of information that helps to prepare them for life outside of Bermudian Spring School District.

The CCNS class members and Mrs. Stough continue to have an excellent relationship with the LIU teachers, therapists, administration and students. The LIU's administration has asked to have our schedule changed to allow both sections of CCNS work with their students. The request was made because they see the benefits of the teens working with their children. Mr. Nace is working on trying to make that schedule change for the 2016 - 2017 school year.

The students in the Homes and Interior class once again completed a client design project. Many of the "clients" (faculty and staff members) were pleased with the rooms that were designed for them. At least two of the clients are actually remodeling rooms in their home and will be using parts of the design created by their designer in their actual remodeling.

Culinary I and II continue to be very popular courses. This year there were also five students that participated in an Independent Study Culinary course. The Culinary I and II classes learned a number of cooking techniques and were able to help the Independent Study class with several of their projects as they took on the responsibility of creating menus and making food for many special events in the school district. This

year's independent students were interested in pastry arts. In addition to the events that the department caters each year these students were able to create a gingerbread house for the Gettysburg Art Council's school competition, and designed cupcakes for the BS Alumni Association and 8th Grade Appreciation night. The students were excited to win the gingerbread house competition and have a picture the cupcakes they designed for the Adams County Superintendents' luncheon tweeted out by Dr. Hotchkiss.

The following goals have been set for the 2016-2017 school year:

1. To explore the possibility of adopting the Family Living course as its required course and make the class available to all students to take any of year during high school. In addition, discuss the options of eliminating the Life Skills class or changing it to an elective course. (If the Life Skills course were eliminated or changed to a semester business course we would be able offer extra sections of Family Living - 1 semester each every day of the cycle - during the periods Mrs. Stough and Mrs. Richwine now have Life Skills.)
2. To develop our relationship with the new LIU preschool teacher that will replace Miss Ashley when she transfers to a preschool closer to her home.
3. To integrate technology into daily lesson plans, including the use of Chrome Books and in the middle of the year the computers rolled out for the freshman class.
4. To investigate ways to increase the number of students enrolled in and those that become completers in our child care approved program of study.
5. To find means to recruit students for our approved program of study (students wishing to pursue a career in any field of education would benefit from the classes in the program, not just those students going into early childhood or elementary education)

Foreign Language**Wendy Cutright
Maria Murillo
Kari Garben****French I-IV**

The 2014-2015 school year was a successful one in the French department. All levels are on track for the next level's curriculum. French IV did a wonderful project teaching Mrs. Lori Smith's 4th grade a series of eight French lessons. The students put in a lot of thought and work to creating lessons for the students such as the Alphabet, numbers up to 30, animals, seasons and weather, colors and food. I also began to experiment with online voice recordings for French IV. I hope to save time in class grading pronunciation and have students submit an electronic file to me instead which I can grade at any time.

Goals for 2016-2017 year include continuing improvement of multi-media and technology in the classroom. We also began to implement our SLO's, parts of which correlate with the National French Exam by the AATF (American Association of Teachers of French) organization, which I join every year to keep abreast of modern trends and ideas in my subject area. An additional goal for 2016-2017 school year is growing students opportunities for community building, such as the French lessons at the Elementary School by the French IV students and appropriate field trips such as the National Gallery of Art in Washington, D.C. where we can get a French speaking guide to handle our tour of the French Impressionism collection, which is extensive in this museum and also fits with the French curriculum. I do feel that the community connection is important, and I even have National Foreign Language standards which speak to this. As stated in the National Foreign Language Standards for Foreign Language instruction in public schools 5.1(Students use the language both within and beyond the school setting) and 5.2 (Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment).

Spanish I-IV

During the 2015-16 school year, the Spanish department emphasized the idea of "being different does not mean being weird." We also learned to appreciate foreign cultures other than our own. In order to achieve the concept, students read stories

about traditional holidays and festivities of the Spanish speaking countries like “La Tomatina,” a tomato fight on the streets of Valencia. Other instances or examples consist of the “The Running of the Bulls,” a very well know tradition in Pamplona that Hemingway described in one of his books, or the day of the dead among others.

Students learned the geography of Central America, South America, and the Caribbean. Each student became an expert on their assigned country, emphasizing history, traditions and interesting facts about the country so they could presented to the rest of the class. The idea was to learn while having fun. Discover traditional food, learn cultural norms like dancing the typical music, or virtually traveling through streets. After each country, students compared and contrasted the facts with their own country.

Throughout the year we worked hard to incorporate more technology into our lessons.

Some of the projects that I had previously had students do using materials; this year we utilized technology to do the same thing. It was interesting to see the students work with the different apps that are available for their use. New projects were created for the students to grow their technology skills. One of which was having students record themselves at the restaurant (real or staged) eating a meal and talking about the food they were eating. After students ventured to a restaurant they uploaded the videos of their experience to their Google drive and shared them with me.

Students also created their own games for a review. Many students created games using Quizziz and Kahoot and then all the students played the games together. It was wonderful to see the students take charge and run the games that they had created.

Spanish IV Independent students also used technology to listen to podcasts by native speakers, making their own videos, and learning through real life experiences what it is like to be an immigrant (both legal and illegal). Spanish IV students also taught a lesson for two different third grade classes at the elementary school.

Students also made mini books about a famous Spanish speaking person who had a positive impact in the world, for example Picasso, Garcia Marquez, or Selena. Students were proud to display those in the hallway.

Another project was an imaginary trip to Spain. Groups of students had to plan this trip as a real one, for example, they had to find real air tickets, hotel, transportation,

real places that they visited etc... Each group presented their city to the class. A city was made with cardboard with streets, parks, fountains, traffic signs and buildings. Our doll Lola was moved all over the city asking and giving directions. Students were provided with a survival vocabulary to help them to move around in a foreign country.

This year, we also created our first Flamenco day. The class will dress up as Flamenco dancers and do their best teaching parts of this popular dance. Students will learn about the history of this music and dance as well as the different types of Flamenco.

We will have our annual outdoor picnic to celebrate "Cinco de mayo" which is not Mexico's independence day, but the day when the Mexicans defeated the French in the Battle of Puebla.

Our goal for the 2016-2017 school year is to continue to incorporate more technology into lesson plans all while promoting respect and appreciation of foreign cultures, in order to survive in a diversified world. We also want to keep promoting the importance of the Spanish language as the second official language in The United States.

Guidance**Mitch Nace
Jacqui Null**

The counselors are continually involved in various committees at Bermudian Springs High School such as the Student Assistance Team, Strategic Plan, Wellness Committee and Curriculum Council. Being a part of these committees is another way we stay connected to the students, staff, and the needs of our school.

The guidance website was updated this year and continues to be an asset to the guidance department. The website is a valuable resource for both parents and students. Links to scholarships and other useful sites are found throughout the webpage. Important dates for upcoming events, such as college visitations and testing, are posted on the site and updated regularly. Instructions to access the MMS online parent portal are also included on the site. Additionally, instructions to access CHOICES, links to NCAA rules and regulations, information regarding shadowing, and other information are included. This site has provided yet another way for the counselors to prepare Bermudian Springs HS students for success both in high school and in their futures. A Twitter page was also added this school year and we hope to continue to have our following grow this coming school year.

Finally, the counselors continue to be involved heavily with aiding in mental health assistance with the students. Along with having key roles on the Student Assistance Team, several calls to crises intervention were made as well as multiple abuse referrals were made through Child Line. These calls often lead to placement resulting in the students receiving the help they need to remain safe and mentally healthy. We do not always know the outcome of our Child Line referrals but we do hope our efforts are making a difference.

Health and Physical Education**Brian Oswald
Trisha Rapp****Health**

This year, we decided to challenge herself with the task of implementing new technology into her classes, integrating an optional wellness component for students and staff and challenging students in health classes to accomplish 30 day challenges. As a department, we are proud of the accomplishments we made this year and look forward to next year using Mac books and iPads in our classrooms.

Ms. Rapp incorporated her SLO into 9th grade health lessons by challenging students not only to write a detailed goal but to take that goal and implement it for a full thirty days. Students embraced the challenge and all students were entered into PSAPERD's contest where they could win a chance to go to Disney world. In health classes this year once a semester to prepare students for keystone testing we practiced 4 constructed responses (non-fictional) to articles utilizing the R.A.C.E. graphic organizer. Both 9th and 10th grade health students accomplished all state standards this year except one. The environmental unit was a big hit especially the Public Health policy online activity. This activity was a chance for students to be the president of a country. The goal was to maintain balance between popularity and cleaning up the environment. CHS Health moved to a blended version of the course utilizing half of the material though online resources.

As a result of completing the iPads in Education course in March, Mr. Oswald was able to design and implement a Socrative test where students used their own technology device to take a quiz at the end of a lesson in 9th grade health. In 11th grade health, students completed individual and group presentations throughout the year utilizing technology as well.

Physical Education:

Twitter has been a big hit in physical education classes this year. This social media outlet is a way to disseminate active information to students and update parents on activities we are practicing in class. Our classes moved to a supplemental Wellness component. Students were offered weekly challenges to move toward better health

outside of school. Students loved the challenges so much we began offering the challenges to the staff. Eventually our wellness component adopted the Billion Mile Race. The Billion Mile race is a challenge by New Balance tasking schools to walk in the hope of getting to a billion miles. Currently our school is third place in the state out of 100 schools and 105 in the nation out of 5,105 schools. We have a goal of 55,000 miles. Currently we are at 48,000 miles. The Billion Mile race has taught students about pedometers on their phones and inexpensive pedometers they could purchase. Ms. Rapp is proud of the effort made on the end of our students. Physical Education uniforms continue to provide a low cost alternative for all students to have the proper attire required to participate in physical education class. Ms. Rapp has managed to collect over 30 extra uniforms to donate to students who could not afford to purchase them at the office. She will continue to collect donations again this year. Turf fields have been an awesome addition to our PE program. They provide opportunities to be outside longer for activities in the fall and earlier in the spring. We have been able to have our classes outside in conditions where we could not have in the past. The Physical Education department sponsored a Hoops for Heart event that was held on Tuesday, February 23, 2016. 27 students and faculty participated in a 3 on 3 basketball tournament and raised \$625. This money goes directly to the American Heart Association and is used for education and research for heart disease.

Interact Club:

In the excitement of the Billion Mile Race Interact club decided to send therapeutic food packets to other countries with the UNICEF power bands. UNICEF power bands allowed students to exercise unlocking crucial therapeutic packets that will be donated to malnourished students in other countries. For every 12,500 steps unlocked 1 power point. Every 12 power points unlocked 1 resource packet. Our Club has donated over 200 therapeutic packets through exercise.

Goals for 2016-2017:

We look forward to the continued use of the turf fields and the soon to be cardio room. The cardio room will provide many opportunities for our students to participate in different activities and also will be able to spend more time focusing on FITT related components. Student Learning Objectives will also be a focus for the upcoming

academic year. Incorporating technology provided by the District will be at the forefront of our professional duties next year and in the future as well.

Health Services

The 2015-16 year comes to a close with many changes that will impact the nurses. Erin Freeman and I worked closely with the school doctor, Dr. Markey, to review and update the district's standing orders. Some notable changes are the inclusion of staff into the standing orders, a more comprehensive medication administration chart, and the addition of standing order rescue inhalers for students with diagnosed asthma to name a few.

The PADOH has strongly encouraged school districts to adopt a nasal Naloxone policy for those that present with suspected drug overdose symptoms. This means the nurses and other laypersons (with training) can give this nasal spray medication to someone that has a suspected opioid overdose. This medication is meant to reverse the drug's respiratory depressive effect on the body that endangers lives.

This year the Health and Wellness Committee met and brainstormed some new ideas for faculty and staff involvement. The end result was a new 4 week Health Challenge that any employee can participate in for prizes. The goal of this was to create something fun that more faculty/staff would participate in while increasing health awareness on various topics. Each week consists of challenges for the following topics: fitness, nutrition, habit change, prevention and stress management. So far we have had very good participation and positive feedback. We hope to continue doing such activities for the upcoming 16-17 school year.

The library continues to be the hub of the high school. Around 27,400 students used the library, library classroom, conference room, and work room this year. The library is also a printing spot with many copies a day being printed from computers throughout the school.

Our library loan program continues through Access PA. Twenty-six books were loaned to other libraries and 11 books were borrowed for our students. Because the state changed their system over this year to the new SHAREit system, loans were at a minimum.

Over 1,300 fiction titles, 1,735 nonfiction titles, and 435 reference books were borrowed this year from our high school library by our students. Various book sources are still being used in the library, in the writing center, and in various classrooms to create projects in various curricular areas.

Often, students utilize all the computers in the library to complete research, create word documents, develop power point presentations, use teachers' websites, use Google options, and create many other projects for class assignments. Students use flash drives, various school drives, and google accounts for daily academic success.

Databases continue to be purchased for the high school to provide quality research options. Ten World Book Databases have been purchased for K - 12 students. Having the same librarian from 5-12 helps develop a similar base for research and helps encourage students and teachers to use the school adopted MLA format. Consequently, students entering the high school and higher education will be better prepared in reaching their researching requirements through constantly using dependable sources and in using a consisted format.

Using Destiny as the school's card catalog has become easier for students and teachers. Students can search district-wide for books, check fines, submit holds, create a wish list, shelf browse, write recommendations, read and download ebooks, and much more.

Mathematics**Andy Balas
Allison Ramsey
Wendy Rose
Ethan Sentz
Michelle Zimmerman****Pre-algebra**

Mr. Sentz worked with Mrs. Noerpel to teach one section of Pre-Algebra this year. This course was redesigned this year to better develop the skills that students need to demonstrate on the Algebra I Keystone Exam even though these students will not take it until after completing Algebra I. These students entered high school with little interest in mathematics and a weak foundation of the subject. Mr. Sentz is proud to share the growth that these students made throughout the year and the excitement that students have to move to Algebra I next year.

Algebra I

Mrs. Rose and Mr. Sentz collaborated this year to further improve our Algebra I curriculum and more appropriately align our curriculum to the State's Algebra I Standards. Both teachers agreed that this course felt more successfully taught this year because of their team effort. More constructed responses and multiple choice questions were integrated into instruction to help students become comfortable with the question types and format of the Algebra I Keystone Exam. Students also learned more of the capabilities of the graphing calculators and how they could be used as a tool to solve and represent algebraic problems. With more incoming ninth graders enrolled in Algebra I than in recent years we felt that students were more encouraged to properly prepare for the Algebra I Keystone Exam and as a result were more successful in the course. As we continue to adjust the curriculum to best meet our students' needs, we will hopefully see continued growth in student achievement and exam results.

Keystone Algebra

Mrs. Rose and Mr. Sentz also worked together in the school's first team-taught course. Incoming ninth grade students who received a basic level of understanding on the 8th Grade Math PSSA were placed in this new course that met three times during a six day cycle. In addition to Algebra I, this course focused more on test taking skills and

higher order thinking questions. The Heiser program, also used by Littlestown High School, was purchased and utilized during this course. While the program was helpful in organizing the content by content modules, Mrs. Rose and Mr. Sentz felt the resources were not as helpful as they had hoped. Continued improvement of those resources will be necessary next year. Overall, they are hopeful that approximately 90% of these students will pass the Algebra I Keystone Exam compared as a result of taking this course in conjunction with Algebra I. Both teachers enjoyed the opportunity to team teach.

Geometry

Mrs. Zimmerman again had a full schedule of Geometry courses including Foundations Geometry, College Preparatory Geometry, and Honors Geometry. Though numbers were down this year, next year we are anticipating nine sections of geometry. The influx of students in the 2016-2017 school year is directly related to the scheduling change the department made with the addition of Algebra II for students who were not proficient on the Algebra I Keystone Exam. She is hopeful that with the addition of the Keystone Algebra course this year that numbers will again even out in the following school year. With the number of students taking the Algebra I Keystone Exam, Mrs. Zimmerman found it difficult to cover all of the material she wanted to with her students this year. She had students who tested in the winter and then a large number who tested in the spring. She also felt it was difficult for the students to take tests for days in a row and then return to take a final exam in class.

Looking ahead, Mrs. Zimmerman is excited about the ability to use technology in the classroom. There were times this year when she wanted to plan an activity online, but could not easily schedule her classes in the available computer labs. It will be nice when we can just ask the kids to get their iPads out at any time. Mrs. Zimmerman's goal for next year is to be open to all of the change that is taking place and utilize it to the best of her ability. She is planning on playing with her new Mac Book and getting acquainted with Apple products.

Algebra II

Mrs. Ramsey still did not see much of a struggle for the students to get back into the Algebra mind-frame at the beginning of the school year. She continued with starting

on Chapter 4 which dealt with Quadratics. One significant change that she saw in her students this year in comparison with years past was that overall they moved very slow, especially when it came to taking any form of assessment. She plans on making changes when it comes to her assessments in Algebra II, especially in reference to time. In speaking with Mr. Balas about his Pre-Calculus and Trigonometry students this year, he has seen some improvement compared to years past which she believes has a lot to do with the new mathematics sequence.

This was the first year of completing Academic Algebra II, the course that replaced the Keystone Remediation course for those students who did not achieve a proficient score on the Algebra I Keystone Exam. Mrs. Ramsey and Mrs. Rose each had a class of over twenty-five students enrolled. In the future, consideration may be made that for those students who are only a certain number of questions away from receiving proficiency to continue through the mathematics sequence and attend an Algebra Keystone review session in the weeks before the exam. This will help reduce class sizes for these remedial courses.

When it came to Allison's Academic level of Algebra II class, she had twenty-two of her students who needed to retake the Algebra I Keystone in January 2015. From the students who retook the exam, eight became proficient and all but three of the remaining fourteen students went up an average of eighteen points in comparison to their previous Algebra I Keystone scores. Mrs. Rose's students achieved similar success. While Mrs. Ramsey had hoped for more students to become proficient, she feels that it was a great start for it being the first year of implementing this course. She has plans to make some changes to the curriculum next year in order to increase the number of students that become proficient on their retake test. Also, she was still able to get to a decent amount of Algebra II topics during the second half of the school year which she was not quite sure would be possible due to having to remediate the first half of the school year.

CHS Calculus & Statistics

This year, Mr. Balas had 15 students successfully earned four credits each from HACC by completing college in the high school calculus. As well, 12 students successfully earned four credits each from HACC by completing college in the high

school statistics. Looking forward to next year, the placement testing process for HACC will be updated to make it more interactive and reflective of the students' mathematical abilities. The hope is that students who are not successful at getting the necessary placement score on their first attempt will be able to complete a tutorial program that should help them be successful on a subsequent attempt.

Mr. Balas' web page on the school's website was utilized for the first time this year rather successfully. Students were able to take advantage of posted assignments and other classroom materials allowing me to cut back on paper printing and copying of some materials. They could also utilize Power Point slides and PDF copies of lessons to catch up on missed class time if out for extended absences. There were quite a few hits to the pages. And the feedback he received from students was encouraging and helpful.

Instrumental Music**Derek Boyce**

The 2015-2016 school year provided many great performance and educational opportunities for the Concert, Jazz, and Steel bands at the high school, and many the musical growth opportunities in sound engineering. For the first time in many years we offered a music theory class. This class was modeled after the first year sequence of the typical college music theory course, and the AP Music theory class. Students were very successful in this class with over half receiving over a 90% on a final exam borrowed from a local college. The Concert Band performed three outstanding concerts, with the spring concert focusing on music requiring advanced listening and counting skills. Max Kaufman, a 12th grader earned membership in the NAfME All-National Concert Band, the first Bermudian students to achieve this honor. The Steel Band again performed at several events around Central Pennsylvania. The steel and jazz bands also presented their yearly concert in the auditorium on May 17. All of the performances were well received and exhibited the talents of our students to many people. A focus this year for the spring concert was showcasing improvisational solo skills which were developed throughout the year.

The interest in the Sound Engineering class remains strong. There continues to be a need to have adequate computer availability for the sound engineering classes. The goal for the year was to continue teaching many different musical concepts and styles, especially multi-meter and modal music of modern composers, and several classics. Additionally, students were challenged to listen with purpose, and to identify and perform rhythm in unconventional meters. The method utilized to learn these concepts was playing several styles of compositions, many which never were performed publicly; however, all were important in delivering the curriculum.

For the next school year my goal is to continue the tradition of excellence that has been established, and to continue to receive prestigious performance invitations.

Vocal Music**Matt Carlson**

The 2015-2016 school year was a fantastic year of growth and musicianship in the vocal music department. Our five courses advanced students' musicianship in a number of ways.

Concert Choir continued the schedule established last year of being split into 9/10 and 11/12 classes. Students in both classes worked hard to connect their singing with the emotions of the music and its text. This hard work paid off in our Spring Concert, which was the best choral concert of the past three years at Bermudian Springs. We were also honored to send 16 students to County Chorus and 2 students to District Chorus.

Eagle Singers had a very busy year with 20 total performances. They sang the National Anthem at every home football game, performed in a madrigal competition at the Pennsylvania Renaissance Faire, and performed Christmas carols throughout the area. We were asked back to perform at the Adams County Fallen Police Officer's Memorial Service again in May, which was attended by Adams County's police chiefs and local politicians. They also continued their tradition of performing the National Anthem at the York Springs Lions Club Memorial Day Service. They have done an amazing job of representing our district in community performances of the highest caliber.

Our elective classes allowed students with various musical backgrounds analyze, discuss, and create music with their peers. Students in Music for Entertainment explored their own musical identities through popular music. World Music performance units included West African drumming, Brazilian samba, and Balinese gamelan.

Students upheld our tradition of excellence with their spring musical performance of *Cinderella*. Students and faculty collectively put thousands of hours of hard work into the show, and were supported as always by our community. We sold out both opening and closing shows, and were very close to selling out our two other performances, which is sure to be close to record attendance.

The Vocal Music department has grown so much this year, and is excited to build upon this foundation for years to come. Specific goals for next year include expanding

the musicianship skills of all ensembles, finding unique performance venues for Eagle Singers, incorporating our One to World technology into elective classes, and building on this year's success in next year's musical.

Natural And Social Sciences**Shane Miller
Ted Marines
Kaela Piechowicz
Carolyn Reeve****Chemistry**

This school year in Chemistry went by very quickly but not without time to cover more material than the previous two years. The lack of delays and snow days this winter allowed the classes to cover content that has not been reached in the recent years. This will prepare students more than ever for the next step in their study of science. College Prep Chemistry was able to finish the unit on gases, and Honors Chemistry was able to get through the unit on solutions. This will prove very useful to the students moving on to Advanced Chemistry next school year. Emphasis was placed on testing and specifically constructed response questions this year. Student test results were extensively analyzed and evaluated to look for ways to improve the testing of students in Chemistry. This year's data will greatly influence any curriculum revisions in Chemistry going forward.

Students continue to show improvement in their critical thinking skills related to constructed response type questioning in science. They practice these questions often especially during their laboratory work. It was exciting to see the growth demonstrated on these questions as the year progressed. It will be a future goal to continue to expand the use of more critical thinking questions on assessments instead of fact-based exams.

Advanced Chemistry also had another great school year. The class was able to accomplish a lot in the laboratory setting where many experiments would happen with each passing unit. It is very impressive to see such sophisticated laboratory work being done at the high school level. This experience will greatly help those students when they need to demonstrate this knowledge at the next level.

Ecology

Ecology continues to grow and evolve as it is still in its infancy. Mr. Miller is now participating in a NOAA Watershed education project through Advancing Science out of Gettysburg College. The goal of this project is to get students outside to work

with nature and wetlands in particular. Our campus is unique in that we have those resources in our own backyard which will allow the class material to create itself. This year, students created maps of the current resources on campus and researched how to make them more useful. This type of curriculum will be enhanced in the coming installments of Ecology when the high school students begin to teach the younger grade levels what they have learned. The future of Ecology is exciting.

Earth/Space Science

Introduction to Earth/Space, Earth History, Geology, and Astronomy are the main topics studied in Earth & Space Science. The Introduction emphasizes rotation v revolution, Earth's layers, mapping, and Earth's circumference. In Earth History, the students work on a big Differentiated Instruction unit where they need to complete many varied tasks including vocab, computer activities, fine arts activities, reading activities, etc. In Geology, they built on atoms to elements to minerals to rocks, and they also learned about plate tectonics and the Appalachians. Astronomy incorporated how to operate the digitarium; they use models to expand on revolution and rotation; students did several stations about the moon's phases, life in space, planets, etc.

Once again, the Earth & Space Science students enjoyed an educational field trip to the Baltimore Aquarium and the Maryland Science Center. The Honors Earth & Space Science students presented planetarium shows to K-4 elementary students, and they also did an in-depth study of the book 33 MEN by Jonathan Franklin (about the 33 Chilean miners who were trapped for 70 days and were miraculously rescued).

Biology

This year, because of the Keystones lining up more closely with the end of the year, Ms. Piechowicz actually got to teach her C.P. Biology students a basic introduction to Ecology. Other topics taught in Biology this year were Cells, Bioenergetics, Chemistry of Life, Heredity and Evolution. Ms. Piechowicz also helped Mrs. Jewart run Biology Boot camp every Wednesday after school for the last nine weeks of the year, which focused on reviewing concepts for the Keystone exam.

After analyzing Keystone data last summer, it was noted that students seem to be scoring poorly on the constructed response section of the exam which is worth about 18 points. Because of this, Ms. Piechowicz had her students work through 20 Keystone

constructed response practice questions during the course of the school year. Students would answer the question without using their resources and Ms. Piechowicz would then grade their response using the Keystone 0-3 rubric. She would then pass them back and go over different ways to correctly answer each part of the question as well as answers the represented common misconceptions or didn't answer the question. She is hoping this will give them more experience with writing a good C.R., thus leading to higher scores on the exam.

I still have major concerns over the students who perform poorly on the keystones. Ms. Piechowicz taught five sections of Keystone prep this year, in which nine students moved up to proficient. She is still looking for solid strategies to help the students review the content taught in the previous year's Biology class as well as ways to improve their test taking skills.

Ms. Piechowicz is looking forward to Anatomy and Physiology moving to a full year course. She will be working this summer to add a unit of blood, the nervous system and the respiratory system. Student feedback on the course continues to be positive.

Biology

Mrs. Jewart hit the ground running in mid-December, as she stepped in to teach Mrs. Reeve's Biology classes. Prior to her arrival, students had worked with various substitute teachers and also did some online course work through the Eagles Academy. The amount of learning each student achieved during the first half of the year varied widely, presenting a challenge in creating a game-plan for the remainder of the year. After a pre-assessment to gauge prior knowledge and a brief review of content taught earlier in the year, Mrs. Jewart was forced to work through a couple of units very quickly through the month of January. By mid-February, however, classes had caught up to where they should have been at that point in the year, and were able to slow their pace and cover concepts in more depth and detail.

In preparation for the Keystone exam in May and as a way to review earlier content, Mrs. Jewart initiated "Free Response Fridays," during which students would take about fifteen minutes of the class period to complete an open-ended, Keystone-type question. Topics focused on previously-learned concepts, and the goal was for students

to review content as well as practice composing the types of responses that would allow them to be most successful on the exam.

In mid-March, Mrs. Jewart, along with Ms. Piechowicz and Mrs. Noerpel, also began running “Biology Boot Camp;” these were weekly hour-long, after school Keystone review sessions. Each of these sessions focused on one unit of the Biology course and consisted of content review, vocabulary terms, and review/practice activities. Students who participated would also receive a practice test containing Keystone-type multiple-choice and open-ended questions for that topic. A total of 62 students attended one or more of the nine sessions. Mrs. Jewart will be tracking their Biology Keystone scores to assess the effectiveness of the sessions.

Because of the unusual circumstances of this school year, there are some concerns about Keystone performance. There is a level of uncertainty about the depth of students’ understanding of concepts covered in the early part of the year, as well as those covered quickly and in less detail than normal due to time constraints. Going forward, Mrs. Jewart is looking forward to starting the new school year, establishing new classroom policies, and testing fresh ideas to continue helping students to achieve.

Physics I Honors

Thirty-Five students were enrolled in Physics I Honors this year. Topics covered during the year were as follows:

1. Linear Motion
2. Projectile (Two-Dimensional) Motion
3. Newton’s Laws of Motion
4. Vectors and Vector Addition
5. Momentum
6. Work and Energy
7. An introduction to Rotational Motion

Eleven lab experiments were completed through the course of the year. New this year, students were able turn in lab reports to my Google Site. Additionally, after completely each lab, students were asked to answer an opened ended response question. The question was in reference to what was studied during the lab experiment. These were completed through my Google Site, using Google Forms. The school year ended with the students attempting Level 5 of the Tarzan Swing Labs. This is a set of labs that is completed in Physics II Honors. Plikers, an Ipad App, was used as a review

for the last two chapter tests. Students were able to access my Google site to watch Screen Castings of example problems completed in class.

Physics II Honors

There were 10 students enrolled in Physics II Honors this year. This is an average enrollment for the past several years. Topics covered during the year are as follows:

1. Review of all Translational (Linear) Motion
2. Rotational Kinematics and Dynamics
3. Fluid Mechanics
4. 8 Levels of the Tarzan Swing Labs
5. Static Electricity
6. Basic RCL Circuits
7. Optics – Both Lenses and Mirrors

Twenty plus labs were completed during the year. An app called Imovie was introduced as a trailer for the Tarzan Swing Labs. I will use my Google Site more in this course next year.

Gifted Education

Mr. Marines was responsible for the 10th through 12th grade gifted students in the high school. There were 29 students in all. I did include the 9 gifted 9th grade students in our symposiums. We had 7 symposiums throughout the year.

This year each class created and conducted a symposium as follows.

- Seniors – Bio-Technology
- Juniors – Political Topics

ANNUAL REPORT

Social Studies

HIGH SCHOOL
John Livelsberger
Jared Nace
Steve Reider
Cheryl Reinecker
Ryan Updike
Micala Wool

During this past year, a variety of strategies and resources were used to teach, motivate, and evaluate our students. Interactive activities included; The Wall Street Journal, Notable Pennsylvanians, A Tour of Pennsylvania, and The Stock Market Game. The students benefited from guest speakers from the community including Trooper Asbury of the PA State Police, World War II veterans, and an ACNB representative as well as those from various colleges, career, and technical schools. Field trips, role playing scenarios, supplemental readings, library research, and writing assignments enhanced the textbooks used in the classroom.

A continued focus this year was encouraging students to gain a sense of the global nature of developments and constructing a mental architecture for understanding history, economics, our government, behavior, and human relationships. Students used project-based learning, and the development of higher order thinking to address the causes/consequences and prediction of events, the constant restructuring of the human community, and the framework for estimating how our society will think and behave. The national race issues and the primary elections provided excellent opportunities for application of students' learning.

Throughout the department there were numerous assignments used to enhance skills applicable to the Keystone Exams in English, as none are yet available for the Social Studies' curriculums. We included CR readings and writings to ensure that our students were writing within the constructs of the Literature Keystone standards. The inclusion of the CR readings should positively impact our students' test scores. Performance assessment varied, and students learned time management plus the importance of challenging one's self beyond their perceived limits. We also focused on maintaining the appropriate balance between academics, extracurricular activities, and a working environment wherein everyone can rise to their own level of success.

We are focused on our mission and we find pleasure in working with our colleagues to make a difference in our school. Our guiding principles and core values remain unchanged. The staff continues the responsibility to maintain and model character education. Continuing this year was the Medal of Honor curriculum in various classes. We, as a department, are integrating these selected traits into the fabric of our students' being. We are concerned about students making the right decisions based on personal convictions through strong personal integrity and the ability to stand up for what is right is right. Students who are or will be 18 years of age by the primary or national elections are given the opportunity to register to vote.

Some of our concerns include the elimination of Geography at the middle school. It has impacted instruction in the high school. Students lack a basic understanding of places, cultures, beliefs, and an understanding of the world around them. The elimination of this course has had a negative impact on students at Bermudian Springs High School.

In the end, students need to be given responsibility in order to learn responsibility. Students must learn by doing and be held accountable. Our students must possess the motivation to learn, grow, and bond with the Bermudian community. We understand that the credibility of our work is reflected in our students; it is about them being ready to continue learning and contributing in a positive nature to our society. We need to graduate seniors who are ready to meet the demands of our country, especially by being academically proficient, critical thinkers and creative decision makers, effective communicators, adaptable individuals, and positive role models. The Social Studies faculty is well prepared for this challenge!

ANNUAL REPORT

HIGH SCHOOL

Special Education

**Jackie Noerpel
Holly Wallen
Jarret Stehr
Ted Marines (Gifted)
Katherine McMaster
Mark Moyer**

The High School Special Education Department had a good year serving 71 students. The majority of our population receives services through the Inclusion model. In addition, we offer four levels of replacement English, three replacement Math courses, Government and Economics, and Read 180. We are also able to offer our students various support periods and Credit Recovery when needed through our Intervention Program. Our goal as a department is always to help our students earn the credits they need to graduate with their grade cohort and all the while be able to advocate for themselves and their own needs along the way.

In addition to supporting our students in earning credits, we also strive to help them meet personal goals related to transitioning out of high school into postsecondary education or the job site. Freshmen begin with the Career Decision-Making System Survey which helps them to determine possible careers that match with their strengths and interests. Career exploration, resume writing, cover letter writing, and practice job applications also occur during the ninth grade year.

Sophomores attend the Gettysburg College Career Fair as well as additional career related activities. Juniors attend the Adams County Transition Fair at Gettysburg HACC where they attend presentations such as interviewing, health, the difference between college and high school, and possible job options. As seniors, our learning support students meet with several agencies including the Office of Vocational Rehabilitation, the Youth Employment Program, Career Link, and the Center for Independent Living Opportunities, and AHEDD. These agencies help provide services and support as student transition into the “real” world. In addition, seniors have the opportunity to Job Shadow in the spring.

Our goals for next year continue to be to help our students to earn the credits needed to graduate. We will also continue to focus on the preparation and remediation of Keystone Tested Subjects. We hope that the experiences and resources that we

connect our students with, help to best prepare them for the challenging world outside of high school.

Material Design & Processing

The Material Design and Processing students began the year by being introduced to drafting. They completed a series of manual drawings using conventional drafting tools such as T-squares, triangles, and compasses. Students then moved onto the computer and began using AutoCAD to complete assignments and projects. They used this software to complete drawings of varying degrees of difficulty in both multi-view and isometric projection. Many of the students who completed this course are signed up to take CADD next year where they will continue to improve and develop their drafting and design skills. During the second part of the year the students transitioned to the woodworking portion of the course. They were introduced to the basic safety rules for the shop as well as all the safety rules and procedures for the major machines and tools in the woodworking classroom. All of the students completed a basic introductory project in order to use the major machines and tools. They also learned how to complete a set of project plans that include drawings, a plan of procedure, and a bill of materials. Many of these students are planning to take the Advanced Woodworking course next year and will be able to further develop their skills while making a piece of wooden furniture.

Computer-Aided Drafting and Design

The CADD classes began by reviewing basic technical drafting terminology and techniques. Students completed numerous drawings in both orthographic projection and pictorial views. Students used both AutoCAD and Autodesk Inventor as a tool to help them design and draft different engineering drawings. This class was focused on skill building in the field of drafting/design. These skills will help students be successful in “Product Innovation and Design”. Students were also given the opportunity to reverse engineer a mechanical part of their choosing. Some of the items that were reverse engineered this year were Go Pro camera mounts, model trucks, camera tripods, hair clippers, flashlights, RC engines, and game controllers.

Product Innovation & Design

This class had an enrollment of nine students as it continues to grow in its

second year of existence. Students worked in small groups and accomplished a lot over the duration of the year. Students focused the first quarter of the year on learning what the technological design process was, how to use it and how it can be applied in many different situations. Students were then faced with a variety of real-world design challenges throughout the majority of the year that they were asked to solve. These design challenges included a camping cookware device, a jewelry organization system, and a camera mounting apparatus. During these challenges, the focus was on problem-solving, critical thinking, creativity, and inquiry-based learning. Students used the design process discussed in class in order to come up with plausible solutions to real-world problems. As groups completed these various challenges, they presented their solutions to the class, as well as many other teachers, administrators, and students who came to attend the presentations. Next year, the class will grow again to 12-15 students. Design challenges will remain the focus of the course, however the specific challenges will change on a yearly basis.

Graphic Design

Students in the graphic design classes have been improving their Adobe Photoshop and Illustrator skills throughout the entire year by being asked to design shirts, logos, business cards, and product packaging. The graphics lab continues to see improvements in the screen printing areas. Student work is more professional in appearance and the process has become more streamlined. Students also had the opportunity to work with the vinyl cutter. They produced various wall art such as signs, posters, decals, and vehicle lettering. Enrollment for the graphic design course next year continues to be extremely high.

Advanced Woodworking

The Advanced Woodworking course was successful again this year. The students started the year with a safety review and lessons on all of the machines and tools in the shop. After the machinery was covered they started to design the project they were choosing for the year. After the students completed a Bill of Materials for the materials used, different schematic drawings, and a Plan of Procedure for the project in outline form they began to build their advanced project. The students did very well with their projects and they also did very well the entire year with safety and proper tool use.

There were several unique pieces of furniture this year that were high level projects to design. Only a few students failed to finish projects mostly because they missed a lot of days throughout the year.

Construction Technology

The Construction Technology course was very successful again this year. The students started the year with safety lessons on all of the machines and tools in the shop. Once all of the machine and Safety rules were covered the students had the opportunity to construct a piece of outdoor furniture. Then students were exposed to many different areas of the construction trades. Projects covered during the year included project design and manufacturing, floor framing, wall framing, roofing, home wiring, plumbing, and masonry. The students enjoyed hands-on projects throughout the year and gained valuable experience in these areas of construction. All of the students were very successful in the course and there are currently enough students scheduled to offer an advanced construction course during the 2016-2017 school year. The students that are scheduled for the advanced course are excited to complete several larger projects next year.

ATHLETIC REPORT**David W. Orwig**

This past year produced a number of achievements for our athletic programs. The following list provides a brief outline of the major athletic highlights of the 2015-2016 athletic seasons.

FALL SEASON**Volleyball**

- The varsity volleyball team kicked off its early season with a second place finish at the Gettysburg tournament.
- The varsity volleyball team completed its season with a fourth consecutive winning season qualifying for the District 3 tournament.
- Gabby Emeigh, Jordyn Pottorff, and Mady Whitcomb rewrote the Bermudian Springs record books.
 - Gabby Emeigh
 - ❖ 3RD Aces – Single Season
 - ❖ 4TH Assists – Single Season
 - ❖ 3RD Service Points - Career
 - ❖ 1ST Aces – Career
 - ❖ 1ST Assists – Career
 - Jordyn Pottorff
 - ❖ 1ST – Serving Percentage Career
 - Mady Whitcomb
 - ❖ 2ND – Kills Season
 - ❖ 1ST – Blocks Career
 - ❖ 1St - Kills Career

Football

- The varsity football team started their season with an 0-4 start, before ripping off five consecutive wins to play for a league championship in week ten.
- The varsity football team remained poised and focused throughout a tough start and not allowing the 0-4 start to derail the season. Improving in all phases of the game from the beginning of the season to the end.
- The varsity football team defeated Delone Catholic, 20-17, on a last second touchdown in the second overtime.

- The varsity football team finished its the season as the #1 ranked defense across all three York-Adams football divisions.

Field Hockey

- The varsity field hockey team ran the table in York-Adams Division 3 play capturing their 9TH consecutive Division 3 title.
- The varsity field hockey team qualified for the York-Adams field hockey tournament. They defeated New Oxford in the semi finals and fell to Dallastown in the finals.
- The varsity field hockey team also qualified for the District 3 tournament. They defeated Schuylkill Valley in the opening round by a score of 2-1.
- MacKenzie Farley was named field hockey “Player of the Year”. MacKenzie scored 62 goals during the season. She became Bermudian’s all –time career scorer with 141 goals and 55 assists.

Cross Country

- Chad Long finished 17TH at the Ben Blosser Invitational held at Big Spring High School.
- Chad Long placed 10TH at the York-Adams Meet.
- Both Chad Long and Anthony Petrosky qualified for District 3 competition with sub 19 minute times. Chad placed 21ST and Anthony placed 36TH at Districts.
- Chad Long finished 110 out of 224 runners at the P.I.A.A. AA State Championships with a time of 17 minutes 58 seconds.

Cheerleading

- The varsity cheerleading squad hosted the “Eaglets” cheer camp for grades 3, 4, 5, and 6.

Girls Tennis

- The varsity girls tennis team single win this season came in a hard fought win over Hanover by a score of 4-3.
- Sophomore, Brooke Yurick finished 3RD at the York-Adams singles tournament qualifying, first female ever, for the District 3 tournament.

Golf

- The varsity golf team improved its overall team score from start of season through the final match by more than 50 strokes.

- Ty Schuchart finished as the 18TH best golfer in Division 3 play. Ty's finish qualified him for the York-Adams Tournament and District 3 Qualifier. Ty improved his position in the York-Adams tournament with a 12TH place finish.

Boys Soccer

- The varsity boys soccer team experienced early success defeating both Greencastle and Shippensburg to capture a tournament championship at Greencastle.
- The varsity boys soccer team completed its season with a record of 15-4. Their record was good enough to earn them a York-Adams Division 3 Championship, a birth in both the York-Adams tournament and the District 3 tournament.
- Regular season wins over Biglerville and an overtime win over Delone Catholic were keys to their Division 3 Championship.
- Ten different players had assists and scored goals throughout the season. Sam Johnson and Jake Halfman led in assists while Sam Johnson and Johnny King led the scoring.
- The varsity boys soccer team was also quite stingy on defense with 9 shutouts on the season.
- Senior, Johnny King received, for the second season, All-State honors.

Girls Soccer

- The varsity girls soccer team threw three shutouts in their season over Biglerville and Hanover.
- The varsity girls soccer team had big wins over Adams County rivals Biglerville and Littlestown in the 2ND half of their season.
- Haylee Spangler and Chloe Yinger led the varsity girls soccer team in scoring with six goals each.

WINTER SEASON

Girls Basketball

- The varsity girls' basketball team enjoyed sweeping both Adams County rivals Biglerville and Fairfield.
- MacKenzie Farley was selected to participate in the Pennsylvania vs. Maryland All Star Game held March 26 at North Hagerstown High School.

- The varsity girls' basketball program organized a day of support for Helen Parkins, mother of freshman guard Paige Kuykendall. The girls wore orange "Hoops for Helen" t-shirts for pre game and on the bench to demonstrate their respect and support for Mrs. Parkins and her family.

Boys Basketball

- The varsity boys' basketball team enjoyed sweeping Adams County rival Biglerville.

Wrestling

- The varsity wrestling team defeated Adams County rival Biglerville to capture their seventh consecutive York Adams Division 3 Championship.
- In tournament action the varsity wrestling program finished:
 - ❖ Cumberland Valley – 12TH Place
 - ❖ Carlisle Invitational – 4TH Place
 - ❖ Northern Lebanon Team Duals – 2ND Place
 - ❖ Lancaster Catholic Team Duals – 1ST Place
 - ❖ District 3 AA Team Tournament – 3RD Place
 - ❖ Section 1AA – 2ND Place
- Individually Bermudian Springs had 5 P.I.A.A. qualifiers: Landon West, Austin Claybaugh, Noah Fleshman, Ashton West (8Th Place) and Logan Luckenbaugh

SPRING SEASON

Baseball

- **Bermudian 8 to 4 win over York Tech.** York Tech couldn't get anything going so long as Michael Wickard was on the hill. The Bermudian Springs Eagles didn't relinquish the lead after scoring one run in the fourth inning.
- **Bermudian 8 to 7 win over Dover.** The Bermudian Springs Eagles down 5 runs to Dover after 2 innings of play, exchanged the lead five times, but Bermudian Springs ended on top with an 8-7 win in seven innings. Bermudian Springs finally managed to grab the lead after a strong seventh inning. Bermudian Springs went on top for good on a two-run double by Colby Smith.
- **Senior Night - The Bermudian Springs Eagles jump on Kennard-Dale early to earn the 10-1 victory.** A three-run double by Noah Aepli in the first inning and a groundout by Quinton Nace and an RBI single by Hunter Rang during the second

inning fueled the Eagles offense early. Nace racked up two RBIs on two hits for the Bermudian Springs. Hunter Rang brought the heat against the Rams. Kennard-Dale managed just two hits off of Rang, who allowed no earned runs, walked three and struck out seven during his six innings of work.

Softball

- Morgan Williams propelled Bermudian Springs to a come from behind victory over Eastern York with a double and a grand slam.
- Madi Feeser was nearly perfect vs. camp Hill with her best pitching performance of the year; tossing a 1 hitter.
- Jackie Faircloth banged 4 hits in games against Hanover and Gettysburg.

Boys Tennis

- The varsity boys tennis had 5 first time starters in all varsity positions and each received their varsity letter.
- The varsity boys tennis team had victories against Biglerville, Hanover, and Susquenita.
- Nick Wool, Andrew Murren, Dakota Shupp, and Isaac Avery all entered the York-Adams post-season singles tournament.

Boys Track

- On April 12TH, at Biglerville, the track meet would be determined in the final event of the evening; the 1,600 meter relay. The Bermudian Springs team of Brandon Jackson, Caleb Zahm, Dylan Lott, and Trevor Grim were behind going into the last leg of the race. Biglerville had their star runner, Danny Wood, take the final handoff with a significant lead. However, the Eagles had Trevor Grim. Grim not only caught Wood from behind, but he also brought home the win for the Bermudian faithful..
- At the Northern York's Arctic Blast Invitational the boy's team finished in 4th overall from a field of 20 teams.
- Trevor Grim places 2nd & 3rd in both hurdle events at the York-Adams League event. Thus, Trevor will be representing Bermudian Springs in both the 110 and 300 hurdles at the District 3 event. Trevor Grim is the only male track athlete to make the District 3 AAA field since the boy's track program was classified as AAA 4 years ago.

- Trevor Grim placed 4TH at the District 3 meet in both the 110 and 300 hurdles. Trevor's 4TH place finishes qualified him for the P.I.A.A. meet.
- Trevor Grim qualified for the AAA P.I.A.A. Track and Field Meet. He completed the 110M and 300M Hurdles. Trevor is the first Bermudian Spring male to qualify for the AAA P.I.A.A. Track and Field Meet.

Girls Track

- The following female members of the of the varsity track team have qualified for the District 3 Track and Field event:
 - ❖ Lindsay Brehm – 100 Hurdles, 300 Hurdles
 - ❖ Gabrielle Emeigh – Shot, Discus, Javelin
 - ❖ Belzabeth Marquez – Pole Vault, Javelin
 - ❖ Kayla Pyles – 100 Hurdles
 - ❖ Melaina Shoop – Pole Vault
 - ❖ Aine Yacapsin – 100 Hurdles, 400
- Bermudian Springs had the following place winners at the District 3 meet:
 - ❖ Lindsay Brehm: 6TH in the 100 Hurdles
 - ❖ Gabrielle Emeigh: 4TH Shot Put, 5TH Javelin, 6TH Discus
 - ❖ Belzabeth Marquez: 6TH Pole Vault
 - ❖ Melaina Shoop: 11TH Pole Vault
 - ❖ Aine Yacapsin: 7TH in 400

2015- 2016 ATHLETIC RECORDS

VARSITY

Athletic Team	Won	Lost	Tie
Girls Cross Country	5	17	0
Boys Cross Country	4	18	0
Golf	9	18	0
Field Hockey	18	5	0
Football	5	5	0
Boys Soccer	15	4	0
Girls Soccer	4	10	0
Girls Tennis	1	13	0
Volleyball	12	6	0
Boys Basketball	4	18	0
Girls Basketball	7	15	0
Wrestling	20	3	0
Baseball	3	17	0
Softball	5	15	0
Boys Tennis	3	11	0
Girls Track	4	4	0
Boys Track	5	3	0
Varsity Programs	124	182	0

Win % = .405

JUNIOR VARSITY

Athletic Team	Won	Lost	Tie
Field Hockey	7	4	1
Football	8	0	0
Volleyball	10	7	0
Boys Soccer	7	1	4
Girls Soccer	0	8	2
Boys Basketball	5	15	0

Girls Basketball	9	10	0
Baseball	17	1	0
Softball	1	11	0
Jayvee Programs	64	57	7

Win % = .500

JUNIOR HIGH

Athletic Team	Won	Lost	Tie
Field Hockey	12	2	2
Football	5	4	0
Boys Basketball	6	10	0
Girls Basketball	8	8	0
Wrestling	16	1	0
Boys Track	5	1	0
Girls Track	5	1	0
Volleyball	5	10	0
Varsity Middle Program	62	37	2

Win % = .614

JAYVEE JUNIOR HIGH

Athletic Team	Won	Lost	Tie
Field Hockey	10	2	4
Football	14	3	1
Boys Basketball	5	8	
Girls Basketball	6	7	0
Volleyball	10	5	0
Jayvee Middle Programs	45	25	5

Win % = .600

Total Programs	295	301	14
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Win % = .484

2015- 2016 STUDENT PARTICIPATION

Grade	3 Sports	2 Sports	1 Sport	Total	Percent
Seniors	10	15	40	65	41%
Juniors	6	22	45	73	49%
Sophomores	12	29	35	76	49%
Freshmen	11	37	38	86	50%
Totals	39	103	158	300	47%