

***BERMUDIAN SPRINGS SCHOOL DISTRICT
SUPERINTENDENT'S ANNUAL REPORT***

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

2014 - 2015



Submitted by

Dr. Shane D. Hotchkiss, Superintendent



Bermudian Springs School District
York Springs, Pennsylvania 17372

Annual Report 2014-2015

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CENTRAL OFFICE ANNUAL REPORT 2014 - 2015

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. The 2014 – 2015 school year presented many challenges to all of us, from the numerous issues related to our technology, to the challenges of new curriculum and standards, to the challenging winter to weather, all the while our students continued to excel in and out of the classroom at all levels.

Once again we have many reasons to celebrate another year of outstanding accomplishments, from the refinement of 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 2014-15 school year, and will identify goals that have been established for the 2015-16 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 2014-15 school year once again brought about many new changes administratively. Dr. Michele Hartzell tendered her resignation as our Assistant Superintendent effective at the end of her contract in April. As a result several internal administrative moves ensued. After serve twenty-three years as our Elementary Principal, two years as our High School Principal, Mr. Roger Stroup became our new Assistant to the Superintendent for Curriculum & Instruction replacing Dr. Hartzell. As a result of that move Mr. Jon DeFoe, former HS Assistant Principal was named the new High School Principal. Mr. Mark Fleming, former MS Assistant Principal, was named the new HS Assistant Principal. Mrs. Jennifer Eley was then hired to replace Mr. Fleming as our new MS

Assistant Principal. Lastly, Mr. Trevor Saylor, ES Assistant Principal, tendered his resignation to become a principal in Lebanon County. Our final recommendation for the board to consider is transferring Mrs. Shannon Myers, current elementary reading specialist, to the Elementary Assistant Principal position. We are extremely excited about the administrative team we've assembled and look forward to support the needs of our students and staff for the upcoming school year.

School Initiatives

Our Elementary School predominately focused in the implementation of our new reading series, Wonders, and our updated Everyday Math series. In addition elementary building had a renewed focus on guided reading, guided math instruction, and implementation PA Core Standards aligned district curriculum. We also made a concerted effort to acclimate our parents to the new standards-based reports cards in Grades K - 2. Finally, we continued refine our support process for students to a “Child Study Team” model.

The Middle School continued to focus its efforts on our ongoing school improvement plan with an overarching goal of to increase student achievement in math and reading while infusing new technology. Specifically, the middle school math teachers focused on improving the instruction and delivery of our math content applying the strategies learned from a math coach. Another area of focus was the utilization of the Accelerated Reading Program and Literacy Coaching approach. We have found the STAR program to be extremely beneficial for our teachers and students. In addition, the STAR math assessments provided our teachers with important data that impacted their instruction and provided reports to inform our parents. Overall the Middle School made it a priority to provide current student data for directing and improving the day to day instruction.

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. 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, we had many students participating in academic extra-curricular activities.

Programs & Achievements

Continuing for the 2014-15 school year was the completion of a “Principal Briefing.” Each of our building administrative teams was asked to analyze the student performance data on the PSSA exams, Keystone Exam, School Performance Profiles, examine building programs, and review instructional practices. As a result a comprehensive presentation was created for each building highlighting the successes and areas for improvement. The administrative teams were then charged with establishing “larger” building goals and involving their staff in the creation of short and long terms goals aimed at addresses the greater achievement needs of the building. We believe this process was very beneficial and provided an opportunity for our building administrators to become experts with our student data before our professional staff arrived for the new year. A detail presentation of our student achievement can be reviewed in our 2014-15 Student Data Report which can be found online under our "District" tab of our website. Finally, our Elementary Summer Literacy Program received recognition as an Exemplary Program for the Shippensburg School Study Council.

Committees

During the 2014-15 school year, the following district-wide committees met to address the many initiatives undertaken in the district.

Curriculum Council (Met on October 28, December 17, and March 25).

The Curriculum Council discussed many topics this year. They heard several presentations by staff and school administrators that resulted in updates to policies and to the 2015-2016 high school curriculum guide. These included: revisions to the homework policy which is currently in-progress, review of all year-long Curriculum Maps which are now posted on the new district website, updates to the curriculum cycle, revisions to the high school graduation project which resulted in the Board approving eliminating the project as a requirement beginning with the Class of 2017, the implementation of the “*Peaceful Bus*” program at the Elementary School, and on-going revisions to the K-12 Guidance Plan.

The committee also heard updates by staff on the new English Language Arts and math resources that were implemented this school year which included: the K-5 English Language Arts program (Reading Wonders), 6th and 7th grade English Language Arts (Pearson Literature) which aligns with the 8-12 Literature series, and the K-3 Everyday Math

Core series. Teachers in grade 3-6 were trained on the new Everyday Math Core series in June, which will be implemented during the 2015-2016 school year. The committee will continue to focus on implementation and professional development on the new curriculum resources as well as continue to update content areas as they enter the curriculum cycle.

Differentiated Supervision (Met on October 22 and March 15)

This committee spent time reviewing the implementation of the new Teacher Effectiveness evaluation model and the necessary documentation to support the evaluation process. In addition, we discussed in depth the process to develop Student Learning Objectives (SLO), setting goals and evaluating our progress towards those goals. We continued to utilize the Teachscape software as an observation data warehouse, in addition, we utilized Teachscape to collect evidence from our professional staff who were on a differentiated supervision plan.

Professional Development Committee (Met on September 11, December 4, and March 5).

The professional development committee spent time on planning for district and county-wide in-service days that were held throughout the 2014-2015 school year. Based on teacher surveys, sessions that were held included: Google Docs for Teachers, I-pads in Education, Mandated Reporter, Creating a Teacher Website with Schoolwires, CPR, and stress management. Sessions were also provided on the new English Language Arts and math resources which included a session for K-5 Reading Specialists and Special Education teachers on the *WonderWorks* program which is a supplement to the new McGraw-Hill Reading *Wonders* series.

The district also partnered with Messiah College who hosted the county-wide in-service session for Adams County health and physical education teachers at Bermudian Springs. The session focused on assessing physical activity and student learning objectives. Other sessions offered throughout the school year included: mandatory PSSA and Keystone test administrator training, Everyday Math(EDM) E-suite, which is the on-line component to EDM, and the Pennsylvania Department of Education mandatory Student Learning Objective training for teacher assessment. In addition, Bermudian Springs teachers and administrative staff attended the Pennsylvania Department of Education (PDE) SAS

Institute. Selected teachers presented on the Financial Literacy Pilot “Making Cents” in partnership with PDE and Penn State. The pilot took place over the past school year with the goal being the integration of personal financial literacy into the math and Language Arts curriculum. The committee will continue to evaluate staff surveys as they plan for professional development for the 2015-2016 school year.

Health & Wellness Committee (Met October 22, December 4, and February 7)

The Health and Wellness committee worked throughout the school year to provide information on community and personal wellness. The Health and Wellness Committee partnered with the Middle School PTO to offer the First Annual Run for Funds color run. Students and staff participated in the campus-wide event which raised over \$10,000. to help build an outdoor classroom at the middle school.

Safety Committee (meets monthly throughout the school year)

Representation on this committee consists of staff members from all levels and administration. The Director of Facilities 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 25, December 11, March 26, April 16, and May 14).

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 22nd where we honored our retirees and years of service of present employees. This year the committee decided to keep the event at the East Berlin VFW. It was a wonderful night in which we welcomed more than 165 attendees where we recognized 6 retirees and numerous years of service employees. We plan to continue to utilize the VFW for this event!

Technology Committee (Met on October 9 and January 8)

The committee spent some time discussing our numerous technology issues and needs of the District. We did outsource our technology support this year and plan to do so for at least 3 years. This year we suffered greatly from our failing infrastructure and the pain was felt across all employees. This committee served as sounding board for ideas, district needs, and identification of potential communication vehicles. The District committed more than \$300,000 that was not budgeted to improve our technology infrastructure and improve our ability to be effective and efficient as employees and as a vehicle to enhance the learning process.

Finance Committee (Met on September 23, December 10, March 18 and May 20)

The committee began with a discussion of the overall process of the business office and how that interacts with the overall operations of the school district down to the teacher/student level. The committee asked many great questions to gain a full understanding of the process. The last three meetings were devoted to the development of the general fund budget from preliminary adoption to final approval. It was a great learning opportunity for the members of the committee because there were many facets of the budget they were unaware existed.

Director of Special Education
2014-2015

The Special Education Department has had a busy but productive school year and moved ahead with several new initiatives this year to address student achievement. In general, the learning support teachers participated in professional development to implement a new reading series in grades K-6. Professional development was also offered at the end of the school year to provide training in an up-dated version of the Every Day Math program. Changes in the delivery of math services to support learning students in the regular education classes at the middle school also provided more exposure to the regular math curriculum.

The accomplishment of the goals for 2014-2015 school year reflect a combined effort of regular and special education teachers alike, who work hard to provide appropriate instruction to help our students with disabilities achieve success in the classroom.

Adams County Consortium

In the fourth year of operation, the Adams County Consortium including Fairfield, Bermudian Springs and Upper Adams school districts have continued to grow and expand the program services to include additional classes and grade levels. Upper Adams now operates a secondary Alternative Education Program and a Life Skills Program that hosts students in grades K-12. Fairfield has expanded their program to offer the Neurological Support to students in grades

K-12. Newly identified students and new students to Bermudian Springs have been added to the rosters as the year has progressed. The Adams County Consortium (including our high school's emotional support classroom) now serves 26 Bermudian Springs students.

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

While Lincoln Intermediate Unit #12 continues to host the Deaf and Hard of Hearing, and Autistic Support classes; utilized by our district, all students who could be served in the Adams County Consortium have transferred to the Consortium with the expansion of our programs. 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 adjusting the program design for the Alternative Education Program so that students with behavioral needs can be served in a Behavioral Intervention model that doesn't require program approval, application fees, and adherence to state requirements by PDE.

Special Education Cyclical Monitoring

The Pennsylvania Department of Education (PDE) requires each school district to participate in cyclical monitoring every six years. This year, in order for PDE to adjust the monitoring schedule for our Special Education Program, Bermudian Springs was monitored for compliance with state and federal regulations in advance of the typical schedule. The cyclical monitoring for Bermudian Springs

will now continue to take place the year after the Special Education Plan is approved and adopted into the district's Comprehensive Plan.

The cyclical monitoring process takes an entire year and encompasses a number of components to assess the continuum of special education services that are provided in Bermudian Springs. Cyclical Monitoring also ensures compliance to state and federal guidelines in our operational procedures. The required components of the cyclical monitoring included:

- 1) A Facilitated Self-Assessment – used to assess the operational procedures of our district and their effectiveness
- 2) An Educational Benefit Review for students- that assessed the growth of ten students over three years, based on their achievement on individual goals
- 3) Parent and Teacher Surveys – conducted to give the district objective feedback on the perception of our special education programs and their effectiveness in the community
- 4) Board Policy review of Confidentiality, Behavior Support, Discipline, Child Find Activities, and Record Retention
- 5) Three Day On-Site Visit – that included record reviews, parent, teacher, and student interviews, structured observations, and compliance checks
- 6) Coordination of visits to the Out of District placements for students not served on our campus in district operated programs

The results of the Compliance Monitoring are usually received 30 days after the On-site Visit by a team of monitors organized by a Point of Contact in the Pennsylvania Department of Education (PDE). The findings and results are reported in a Corrective Action Plan that is given to the district to complete within the coming school year. The receipt of the Corrective Action Plan was celebrated by the administration and staff, and especially our learning support teachers! The results indicated:

- 1) The Facilitated Self Assessment was approved with no follow-up required, regarding the program continuum, classroom space and service provided
- 2) The Suspension, Expulsion, and Discipline Data provided was below state averages and in compliance with regulations
- 3) The State Performance Plan Data indicating graduation rate, drop-out rate, and participation rate in PSSA for students with disabilities, were in compliance and much better than the reported state averages
- 4) The Educational Reviews for selected students were approved and indicated that all students made measurable growth toward individualized goals in the three years that were monitored
- 5) Survey Data indicated strong staff support and collaboration between the regular education teachers and special education personnel. Parent Data indicated a high rate of approval for the

program and open lines of communication with staff regarding student services

- 6) Two School Board policies were adjusted and approved by the school board and later by PDE when submitted for approval
- 7) The Paperwork and File review indicated a few errors to be corrected but none that required direct corrective action

In addition, 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. A follow-up session to review the few required corrections in paperwork will be conducted in June. Closure of the Cyclical Monitoring process is anticipated in the near future.

PSSA and Keystone State Assessments

Student achievement and program improvements for our students with disabilities have been a focus of the special education department in all buildings. Students at the high school who scored below basic were included in the Plato program during free periods in their schedule to complete on-line sessions to remediate skills prior to retaking the Keystone Exams. Learning support students, who did not score proficient on previous Keystone Exams, did a retake of the Keystone exams in the Winter and again in the Spring if they continued to score lower than proficient.

An intervention program, Edmentum, was also initiated with tenth grade students who had the opportunity to participate in course work, to increase pre-requisite reading and math skills. The sessions were offered during the students' support

periods to prepare them for up-coming Algebra and English Keystone Exams, as the end of the year assessment. The special education teachers will examine and analyze the Keystone Exam results, to be received sometime this summer, to determine if the intervention program had an impact on the scores. Individual decisions, based on the exam results and students' performance, will need to be made for future test administration.

At the middle school PSSA test prep materials were used to review grade level standards and associated problems and mathematical operations that students would encounter on the PSSA assessments. Learning support students at the middle school also participated in the Star Assessments given three to four times in the school year to identify areas that need to be strengthened and grade level standards that need more attention during instruction.

Elementary School Principal

The 2014-2015 school year was full of a variety of positives and challenges. Certainly staffing took center stage this year with five maternity leaves to cover, secretarial changes, and then the retirement of two support staff. This along with filling the assistant principal position necessitated a huge amount of time dedicated to screening and interviewing candidates. The efforts were very worthwhile though. The newly hired staff is a truly outstanding group that will help our district to continue to grow and develop for years to come.

The Elementary School Literacy Camp was recently selected by the Shippensburg University School Study Council as an Exemplary Program. It was one of 19 programs selected to receive this award based on criteria such as: critical educational need, creativity, cost effectiveness, easily replicated, and a direct impact on student achievement. The award was received at the annual Luncheon on May 6, at Shippensburg University. Dr. Hotchkiss and I represented the district along with Mrs. Shannon Myers, Camp Director, Mrs. Megan Aiello and Mr. Wes Welty, past Camp Directors. The Literacy Camp initiative began in 2009 and continues to be a success for students within the district and has expanded to include a math component this summer. Currently, there are 100 students enrolled for summer Literacy Camp which begins on Monday, June 15, 2015.

The new reading resource purchased by the District entitled, Wonders, was implemented with fidelity. The teachers were able to meet in vertical teams at the end of the year to discuss strengths and challenges associated with the program. The following statements are the results of their discussions. It should be noted that the teachers were told to document their evidence of the statement made. The information they were able to provide as a building will become the starting point for planning the second year of implementation.

The strengths noted in the K-2 band were the phoneme and phonics activities, the sight word instruction, the vocabulary cards, high frequency cards and online resources. The anthology stories were enjoyed by the students and they were able to connect with the content that encouraged them to want to reread. Grades 3-4 reported that the strength of the resource was the focus on text dependent analysis questioning and strong context clues given to support Tier 2 words. Also, across all grade levels there was 50-50 balance of fiction/non-fiction texts and strong connections with Social Studies and Science. The challenges noted throughout their discussions across all grade levels were the spelling and grammar instruction. The lack of an overall writing block is a building need. Close reading was embraced by all, but the teachers are asking for more professional development on proper implementation. Overall, the elementary school was very happy with our new reading resources.

Technology continues to be at the forefront of the District and the elementary school. All stakeholders have persevered through the triage phase. On behalf of the elementary school we would like to thank Appalachia for better connectivity. With the addition of thirty iPad minis purchased by our PTO the availability of these valuable teaching tools has assisted the teachers with their instruction. Our teachers continue to find new and creative ways to utilize these iPads to document student progress.

It was my desire this year to continue to foster a building culture of collaboration and teamwork amongst the grade level teams. We were able to create a master schedule that allowed for collaborative planning in conjunction with full blocks of literacy and math instruction. The master schedule that was created this year for the 2015-2016 school year differs in that it was developed around student's needs and not the special schedules. The teachers were very happy that they ended the school year with their schedules in hand.

As always I have truly appreciated the support that Dr. Hotchkiss, the school board, and the elementary school faculty and staff has given to the education of our youth.

Elementary School Assistant Principal**Attendance**

We encourage regular attendance from our elementary students. As students (and families) make attendance a regular part of their routine, they are also developing habits that will yield success academically. This year we had 19 students who received an award for perfect attendance. The average daily attendance for the elementary school during the 2014-2015 school year was 95.30 percent. The following table discloses the attendance rate by month and class.

Grade	K	1st	2nd	3rd	4th	Monthly Avg.
Aug.	95.05%	96.97%	97.74%	96.83%	96.68%	96.65%
Sept.	95.80%	96.98%	96.10%	95.06%	96.45%	96.08%
Oct.	95.52%	96.37%	95.76%	95.68%	96.10%	95.89%
Nov.	95.54%	95.96%	95.48%	95.46%	95.80%	95.65%
Dec.	93.51%	94.60%	94.71%	96.18%	96.00%	95.00%
Jan.	93.49%	93.98%	95.10%	95.43%	95.93%	94.79%
Feb.	93.50%	93.26%	92.55%	93.87%	93.86%	93.41%
March	94.61%	95.25%	95.37%	95.27%	95.18%	95.14%
April	94.47%	94.87%	93.70%	96.54%	96.09%	95.13%
May	94.72%	95.24%	94.96%	95.48%	95.78%	95.24%
Totals	94.62%	95.35%	95.15%	95.58%	95.79%	95.30%

Discipline

At Bermudian Springs Elementary School we utilize the Core Essential Values program to help teach students the expectations for appropriate behavior. "The Big 3"-treat others right, make smart decisions, and maximize your potential

are our school rules. We stress with the students that these rules apply not only in the classroom, but to the playground, bus, hallway, and cafeteria. We have used electronic referrals to help gather data and notify parents of misbehavior. At the end of the year we also held an assembly about the core values.

Referrals by Grade Level

Grade	K	1st	2nd	3rd	4th	Total
Aug.	17	1	4	2	1	25
Sept.	30	3	4	5	8	50
Oct.	27	2	5	15	4	53
Nov.	11	3	3	4	5	26
Dec.	9	1	2	0	4	16
Jan.	3	4	1	2	5	15
Feb.	9	8	3	4	10	34
March	14	5	9	3	6	37
April	18	3	2	5	3	31
May	8	2	0	3	1	14
Totals	146	32	33	43	47	301

Referrals by Locations

Location	2013-2014	2014-2015	+/-
School Day	207	151	-27%
Bus	174	150	-14%
Total	381	301	-21%

Peaceful Bus

This year at the elementary we began using the Peaceful Bus program. The program is meant to create a positive and safe environment on the school bus by addressing several goals in bus group lessons. The data collected from the previous school year supported the ideas that the Peaceful Bus program promotes. Initially I spoke with Todd Staub and Kathleen Myers to get their input

on this idea. I was encouraged to talk to the bus companies to make them aware of the program. The drivers were then invited in for a breakfast where I presented the program. Lessons were created by a committee including myself and presented to bus groups by classroom teachers. The lessons were focused on specific bus problems that the drivers noticed. The result of the program was a decrease in referrals from 68 referrals in the first 60 days of school, 48 in the second 60 days of school, and 34 for the remainder of the year.

Everyday Math 4

This year I monitored the implementation of the new version of Everyday Math in grades kindergarten, first grade, and second grade. The program was drastically improved and the impact was visible immediately. Through lesson walk-throughs, observations, and conversations with teachers I was able to make sure the program was taught with fidelity in all three grades. I presented the Everyday Math 4 program to the school board. I continued to discuss the program with teachers and offer professional development from the Everyday Math virtual community as it was posted. At the end of the year when third and fourth grade received their training for the program, I was able to sit in and watch the K, 1, and 2 teachers vertically plan to create more uniformity and to address expectations for the upcoming school year in math.

**Megan Aiello
Bethany Austin
Lindsay Bishop
Danica Boyer
Maurisa Fasick
Emily Fowler**

Kindergarten

Introduction

This year we implemented our second year of full-day kindergarten. Features of our full-day kindergarten program continue to include: increased instructional time, daily guided reading and math groups, a developmental room, special events and new assessments. In addition, we implemented a new math and reading series: *Common Core Everyday Math* and *McGraw-Hill Reading Wonders*.

Literacy

This year we implemented 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.

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. We found the “quick look” cards to increase the students’ substituting skills to be especially worthwhile. 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.

Science & Social Studies

We have also had the opportunity to provide the students with daily science and social studies experiences. Each month, we alternated between a science and social studies unit. Students really seemed to enjoy the following units: insects, animals, space, weather, long ago v. today, community helpers, and holidays around the world. To supplement these units, we went on a community helpers field trip, invited meteorologist Christine Ferrara to visit our school, met therapy dogs Shiloh and Sadie and visited the high school planetarium.

Developmental Room

This year we redesigned our developmental playroom utilizing PTO funds to better match our curriculum. The centers in the developmental room include a post office, a school, a restaurant, a vet's office, a grocery store, a house, games and puzzles and construction.

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. In November, we came together to make a kindergarten pot of stone soup which complimented the book. 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 new field day. In addition, the last week of school was celebrated with a kindergarten carnival, beach day and Olympic events.

Assessments

We created data binders to keep track of our new 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.

2015-2016 Goals:

Our goals for next year include continuing to enhance our writing instruction, incorporate “Math Talks” into our guided math groups and introduce author studies into our literacy instruction.

ANNUAL REPORT

ELEMENTARY SCHOOL

**Tori Berwager
Tara Cornwall
Kheila Dunkerly
Julia Plaucher
Jessica Smith
Sarah Wadsworth
Autumn Zaminski**

First Grade

This school year our team experienced many changes with the implementation of the Wonders reading program, new Everyday Math edition and our standards based report card. Throughout the year, our team met frequently to discuss the challenges and successes of these new 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 new grading system. The collaboration among all team members greatly contributed to the success of this year. Along with the new instructional changes, our team also welcomed two new team members and two new babies. Erin Reynolds was with us for most of the year, filling in as a long-term substitute for three of our teachers that were out on maternity leave. Her flexibility and hard work should be noted, as she was a wonderful asset to our team and the students.

The implementation of the Wonders reading program allowed us to remain consistent with our instructional sequence. We have identified many connections to our science and social studies standards and we are looking forward to taking a more integrated approach to teaching our content areas next year. We identified challenges with the spelling component and we are excited about meeting in vertical teams to discuss these with other grade levels. This year we continued to administer the Houghton Mifflin Decoding assessment and the Hearing Sounds in Words Assessment. This data was used to identify the need for additional interventions needed to support students. Shannon Myers, our reading specialist, met with a group of instructional aides to provide training on

specific encoding and decoding instructional strategies. This was a great help ensuring that our students were provided with consistent language and support.

We have been very happy with the new Everyday Math edition and its focus on the Standards for Mathematical Practice. This year our team spent time focusing on the delivery of instruction and the process of developing deep student understanding of the mathematical content. The use of “math talks” and guided math groups has encouraged a culture where students are taking risks with their thinking and engaging in mathematical discussions with their peers. While this new edition has been a wonderful resource, we know that how mathematics is taught is even more important than the materials we use. We value these collaborative conversations, as they are crucial in providing coherence to our understanding of the standards and math practices.

The changes this year have been both challenging and rewarding. We are excited about our future conversations with other grade levels to ensure consistency with our instruction and grading. As we begin to look towards next year, we are excited about the possible changes to our master schedule. These changes will allow for larger blocks of instructional time, fewer transitions and common grade level planning time.

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ELEMENTARY SCHOOL

**Lindsay Feeser
Mac Gosnell
Claudia Helman
Robin Sherman
Lora Sisock
William Smith**

Second Grade

Wonders, Everyday Math 4 and a new standards-based reporting system were the hallmarks of this school year. As a grade level we worked to implement the new programs and find what best served our students. In Wonders we were impressed by the abundance of materials to be utilized in instruction. This came in the form of both physical and online materials as well. Instruction was well laid out and had a myriad of focuses when it came to genre study. Students were introduced to various types of prose, poetry, and non-fiction writings. We feel that these are some of the strengths of the series. In looking forward to the next year and those beyond we hope to find a happy balance for assessment. We began the year giving every assessment in a unit and found it to be overwhelming to the students. As the year progressed we modified our assessment schedule and found that we garnered the same information with less stress upon the student. Much like any endeavor we will continue to observe and modify accordingly.

Previously we spoke about the guided reading materials. This year we worked toward having a significant guided reading block which provided the teachers with the opportunity to work with students in a closer setting. This time was well spent as is evidenced in our F&P data.

Everyday Math 4 went very well this year, unlike years past the lessons, though still taught in a spiral, allowed for more immediate evaluation of student needs and successes. This coupled with an ever burgeoning online component provided the team with many avenues to pursue in the education of our students.

We felt that this year our students were more comfortable with various strategies and were often able to explain their thinking beyond, “I thought it in my head.”

Our biggest change this year came in the form of our grading system. Along with grades K and 1, second grade moved to a standards-based reporting system. This required an ideological shift for many on team, through close collaboration we were able to make it work. The greatest advantage of a standards based reporting system is that the document is “living” in as much as changes can be made to better suit the student’s needs. One year in we have been able to pin point changes that need to happen and look forward to moving forward with those.

As a grade level we took one field trip this year to Zoo America. This trip ties directly to our study of animal habitats. The students enjoyed the animals in the park greatly, though it is always a toss-up between the animals and the trip to Chocolate World for the most beloved. Next year, we hope to work out a plan for a field trip in the fall and in the spring to bookend the year.

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

One would be remiss if it were not mentioned that Mrs. Sisock gave birth to a healthy bouncing baby boy. This in and of itself offered an opportunity for Miss Julianne Miles to take over her classroom for the remainder of the year. Miss Miles did an excellent job.

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.

**Michael Doutrich
Rebecca Fowler
Karen Hutchison
Summer Langeheine
Kathleen Meckley
Caitlin Pohlman
Westly Welty**

Third Grade

English Language Arts—McGraw-Hill Reading Wonders

The 2014-15 school year marked the first year of implementation of the McGraw-Hill Reading *Wonders* program. The *Wonders* program featured a balanced literacy approach that engaged students in a variety of whole-group, shared and independent reads. Throughout the year, students read texts that were challenging, complex and of high interest. The program included a 50/50 balance of fiction and non-fiction texts and featured an emphasis on text-dependent analysis questioning techniques. Text-dependent questions required students to “go back” into the text and carefully investigate the passage in order to find evidence to support their responses. The non-fiction texts provided many links to science and social studies content. Each passage presented academic vocabulary with strong context clue support. Through careful reading, students were able to use those context clues to determine the meaning of new words.

Writing

The new PA Core-aligned reading program, *Wonders*, and its online component, ConnectED, formed the foundation of writing instruction. The focus was bridging the concept of readers to writers. Weekly writing instruction followed a format consisting of:

Day 1	Writing entry/pre-write with a prompt that aligned with the weekly concept and/or lesson essential question
Day 2	Modeled writing revisions from day 1 writing prompt (e.g. adding

	strong openings, adding supporting details); conferencing routines
Day 3	Writing entry/pre-write to a new prompt that aligned with the weekly concept and/or lesson essential question
Day 4	Writing revisions and conferencing routines
Day 5	Publishing, sharing, and reflecting

Teachers practiced “conferencing routines”, in which they talked about the students’ strengths and areas for growth. Teachers focused on how the students used the target trait for the week. They were able to provide students with concrete suggestions for revisions. Students also had the opportunity to conference with peers, focusing on key questions like: Is the writing clear? Does the writing include reasons and supporting details? What information can be added to strengthen the writer’s response?

In addition to the *Wonders* weekly writing routines, the three main genres of writing (narrative, opinion, and informative) were instructed on. Teachers utilized examples of the 2013-2014 state-released PSSA writing prompts to expose students to writer’s craft and expectations. Students were able to see strong examples and weak examples. They were then able to write their own responses.

To further practice the writing process, students wrote *Adventure Narratives* as part of the annual Publishing Center Books. Each student edited, revised, and rewrote his or her writing pieces based on the glows and grows supplied by his/her classroom teacher. At the end of the year, each classroom teacher picked the strongest piece and entered it into a grade-wide contest. All 3rd graders also read and created book reports based on biographies. These reports were presented in the form of speeches at “living wax museums” in each classroom.

Grammar

Wonders was consulted to teach grammar. Teachers began each lesson with a daily language activity. The daily language activity involved students proofreading a sentence and making the necessary revisions to make the sentence correct. The weekly instruction layout is as follows:

Day 1	Introduction of PA core-aligned grammar concepts (e.g. adjectives)
Day 2	Review of the grammar concept
Day 3	Mechanics and usage
Day 4	Proofread
Day 5	Assess

Worksheets and the online component of *Wonders* assisted in enhancing instruction and holding the students accountable. Next year, the team hopes to create a special bulletin board in the classroom to highlight important grammar terms and definitions. The goal is to allow students to become familiar with grammar vocabulary—the meaning and application. We want to move students from procedural understanding to conceptual understanding.

Assessment

The main sources of 2014-15 assessments were formative and summative. The primary assessment used throughout the year was the *Wonders* weekly assessments. The third grade team found these assessments beneficial in preparing students for PSSAs. Assessment content focused on mastery of strategies/skills rather than story recall. A typical assessment involved cold reads of two separate passages. Upon the cold reads, students were required to answer 10 multiple choice questions that focused on CORE-aligned content. Each assessment concluded with a written response that students had to use text evidence to answer. This element was instrumental in bridging readers to writers. Challenges brought forth by the weekly assessments included wording and prompts that were inconsistent with the language used

during weekly instruction and the degree of difficulty of assessment from week to week varied and did not increase gradually.

A new tool this year that was utilized for data collection is the Study Island Core-aligned benchmarking program. Students took the computer-based assessment once per marking period preceding the PSSAs. The test consisted of 30 questions and 2 open-ended responses in the content areas of ELA and mathematics. The assessments were rigorous, but were good preparation for PSSAs and exposed students to language and types of questions found in PA Core eligible content. Students consistently showed growth each time the benchmark was administered. However, student scores were considerably lower than *Wonders* weekly assessments. One factor that impacted benchmark scores could have been that 3rd grade students are more accustomed to paper-based tests.

Diagnostic testing was conducted through the use of Fountas and Pinnell reading assessments. The fifth year of Fountas and Pinnell implementation provided third grade teachers with accurate information regarding growth in reading. However, our team has some concerns regarding the assessment's alignment to PA Core Standards. Also, the reading levels are not an accurate reflection of their actual reading grade or achievement on Study Island benchmarks.

Mathematics

Third grade math was in a state of tweenness this year as we were moving away from the older version of the Everyday Math series and moving into the newer version, though not making the complete transition because the materials were not provided by McGraw-Hill.

We had established a pacing guide several years ago and were able to follow the guide with the newer materials that were provided. The pacing guide allowed us to cover materials necessary for the PSSA and delayed materials that were introductory for fourth grade until the months following PSSA testing. We

look forward to the implementation of the new series and the opportunities it provides our students to be successful at math.

Social Studies

The main social studies units studied this year were: natural resources, geography (landforms), communities, Mexico, Native Americans, Jamestown and colonial times, Benjamin Franklin, and government. Supplemental resources, such as websites, iPad apps, and research projects were used to assist in teaching the units. Social Studies was also enhanced this year through *Wonders*. *Wonders* offered many valuable expository texts for shared and guided reading. The texts were great resources that increased students' vocabulary and non-fiction reading comprehension. Other key skills that were built on included: main idea and details, cause and effect and an understanding of changes over time.

Science

This year, third grade began teaching a different module of science subjects as a result of vertical meetings across the grade levels. The new sequence of instructional subjects include: sound, rocks and minerals, light and life cycles. We continued to utilize many supplemental materials to enhance the lessons. Such materials included teacher made PowerPoints to expand on concepts, content related leveled readers, websites, United Streaming videos, and iPad apps. In addition, our collaboration with Penn State's Chapter of 4-H through the experiential learning of embryology met several state standards and continues to be popular with students.

Field Trips

This year, the third grade went on two field trips. In the fall, students traveled to Hollabaugh's Brothers to learn about pollution and pest management. Students experienced The Bee Room, took a hay ride, and picked apples. In the spring, students traveled to the East Berlin Historical Preservation Society.

Correlating to classroom colonial studies, students traveled through time to experience a one room school house, log cabin, and the textile process. Students had a blast!

CORE Essentials

This was the second year third graders participated in the character program. Students enjoyed learning about the animals. The connection of a word, to a color, to an animal helped a lot of students to remember the theme of the month. CORE lunches were a bit confusing due to shifting to multiple students to just one a month. The provided lessons are interesting and relevant; however, it was difficult to find time to fit them in. The connection of the Big Three to school wide rules and consequences continued to be positive.

**Laura Cook
Andrea Dowell
Amber Hunsinger
Alicia Llewellyn
Stephanie Savares
Lori Smith**

Fourth Grade

Highlights

- We welcomed a new member to our team, Mrs. Laura Cook
- We said farewell to Miss Miranda Kutz and Miss Amber Hunsinger
- The new McGraw Hill Reading Wonders program was implemented across the grade level in reading and language arts
- An iPad cart was made available to the 4th grade team to begin technology integration
- The 4th grade picnic was hosted by the 4th grade parents at the East Berlin Community Center

Staff

This year, we were a team of six teachers, pairing off to teach the content areas of science and social studies. Mrs. Smith, Miss Savarese, and Mrs. Cook instructed in science and Mrs. Llewellyn, Mrs. Dowell, and Miss Hunsinger instructed in social studies.

Again this year, guided reading was held for all students in the classroom 6 days per cycle for approximately 60 minutes. Guided reading groups were formed using data from Fountas and Pinnell, Study Island Benchmarks and anecdotal records. Reading specialists pulled identified students to provide specialized reading support.

Miss Hunsinger's classroom represented the full inclusion classroom for fourth grade. Mrs. Shambach provided learning support services for the students in Miss Hunsinger and Miss Savarese's classes. Mrs. Cook provided instruction

to the fourth grade English Language Learners, who also qualified for services from Mrs. Lapinski. Mrs. Lori Smith provided instruction to the fourth grade students in Seminar with Mrs. Sarah Smith.

Curriculum

This year, the fourth grade team implemented the new reading program chosen by the district, McGraw Hill's Reading Wonders. The new program provided a strong balance of fiction and nonfiction genres, with a strong emphasis on text-dependent responses in both multiple choice and written-response formats. The program focuses on skills such as: theme, point of view, main idea and details, and text structure. The following vocabulary strategies were also a main focus: synonyms, antonyms, suffixes, prefixes, root words, and proverbs and adages.

In math, we continued to focus on Pennsylvania Core Standards with the use of an updated Everyday Math program. Instruction on the concepts of multiplication, division, elapsed time, fractions, area and perimeter and geometry were taught throughout the year in preparation for the PSSA in April 2015.

Students completed their Publishing Center Stories following the Fictional Narrative genre. 4th grade teachers and Mrs. Shambach spent much time working with students to edit stories for publication. As in previous years, fourth graders continued to print their final publications, rather than typing them on computers.

Field Trips

As in the past, fourth grade attended a field trip to Nixon Park Environmental Center in April. This field trip provided a fun, hands-on science learning experience. Students experienced various nature activities to explore life cycles and arthropods.

Fourth graders also travelled to the York Historical Society in May. This trip aligns with the PA History curriculum. Students enjoyed learning about colonists and the way of living hundreds of years ago.

Technology

Students used computer time to complete academic skill practice through Study Island. Teachers learned how to track students' progress and create individual class assignment. The keyboarding program was also used during computer time to teach home row and increase student WPM.

An iPad cart with 19 iPads was established for use by the fourth grade teachers. Teachers were assigned iPad numbers for daily use within the classroom. iPad technology was implemented in guided reading and guided math centers, as well as for research and other class projects.

Teachers effectively used the McGraw Hill's Reading Wonders online components to enhance daily reading instruction. Students were able to access this technology from home or school computer labs using their username and password.

Goals:

Our goals for the 2015-2016 school year are as follows (no particular order)

- Utilize the new Everyday Math materials in an effective way to meet the standards and improve student learning
- Continue to incorporate technology effectively and efficiently to enhance instruction
- More effectively incorporate grammar and writing skills in collaboration with our current reading and language arts program

**Tyarra Browning
Julie Hermes
Shannon Myers
Mandy Singer**

Reading Specialists

The reading specialists welcomed a new member to the team, Tyarra Browning. Tyarra came to us from Commonwealth Connections Academy with experience as a Kindergarten, first grade and second grade teacher.

As in the previous year, the reading specialists were each assigned to a grade level in order to support the classroom teachers in guided reading, and in implementing our new 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 at the end of 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 and January, and a target population was re-assessed 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 to support the implementation of *Wonders*. They met with their teams prior to the start of school in order to preview and analyze assessments, and to help organize a daily lesson plan schedule. Throughout the year the reading specialists met with their grade levels to discuss the progress of implementation and to address any issues or concerns. In the future, we would like to continue our *Wonders* implementation through grade-level vertical teams and continued professional development.

In May, the reading specialists hosted a Family Literacy Night featuring award-winning children's author Mark Weakland. Families enjoyed a pizza dinner, followed by an interactive presentation by Mr. Weakland. They also left with a Summer Reading "Passport" which can earn students an ice-cream party at the beginning of next school year. A total of 15 families attended and enjoyed the event.

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 2015-16 school year.

**William Metzger
Neil Bixler**

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.

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 improved 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 this year was teaching select health lessons periodically throughout the school year. Some of the health topics are about nutrition, drugs and disease prevention. We plan to improve and expand to this program every year.

The PTO provided all elementary students and staff with T-shirts for our annual Field Day. This year, our theme was "Let the games begin!" All students participated in every team and individual event. Students were able to demonstrate teamwork, good sportsmanship and had lots of fun.

Deborah Dull**Library**

In following with the building's focus on reading and comprehension, the theme of this year's primary library curriculum (grades 1-3) was again comprehension. Students discussed eight strategies to increase comprehension—making connections, visualizing, monitoring, questioning, inferring, summarizing, determining importance and evaluating. Stories were based on the strategy discussed each week and library displays reinforced the skills and essential questions. This year's primary curriculum also put more focus on use of the computer catalog program and shelving order. This was done to promote an improvement in how students selected books for checking out. Kindergarten classes concentrated on fairy tales, classic and current authors, and key story elements. The fourth graders worked on instruction in library and technology skills to prepare them to effectively to use library resources for research assignments in the middle and high schools. LFS/EATS lesson plans, student learning maps, graphic organizers 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 new 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.

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. The theme was “Under the Sea.” 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 large part of our budget allocations were used to purchase books for the new reading and math programs. Other books purchased were focusing on; biography, technology, history, and 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, over 23,000 materials were circulated this year.

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-second year. Approximately 700 student stories were bound into “published” books this year. Each homeroom submitted one book as a finalist in the Publishing Center Awards of Excellence Contest. Each finalist’s book was judged by a panel of three judges, using rubrics based on the district writing curriculum. The highest-scoring book on each grade level was presented the Award of Excellence at a Celebration Tea on May 20th in the library. Our theme this year was “A World of Possibilities.” About 100 guests were in attendance.

The summer reading program will be held each Tuesday evening and Thursday morning for six weeks over the summer hiatus. In conjunction with the summer literacy program, the theme this year is “Every hero Has a Story.” Students will participate in various activities to win prizes and guest storytellers will present their favorite stories during the six-week program. Summer school students will also participate. In addition, we will be partnering with the East Berlin public library to present two assembly programs for our summer library

participants as well as the public library participants. Last summer, 60 participants circulated approximately 310 books.

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

2015-2016 Goals:

- To continue the process of updating the collection and its labeling
- To add IPADS to the library collection of curriculum tools.
- To continue the development of the Library website on the district webpage
- To organize lists of websites for student, parent, and teacher use and place them on
the Library web page.

Erin F. Freeman, RN, BSN

Health Report

The 2014-2015 school year continued to be an extremely busy school year, like previous school years. The number of illness and injuries seen in the health room showed another increase as compared to last school year. At the end of April the total number of visits to the health room just for illnesses and injuries exceeded the 2013-2014 end of April numbers. In April of 2013-2014 school year there were 351 illness visits, while for this school year there were 476. As for injuries, last year there were 224 and this school year there were 245. May started off at an increased rate of visits also. By the end of April over 20 additional students were sent home as compared to last year at the same time. These numbers do not include the students that come to the health room for other office visits not related to illnesses or injuries, such as daily medications, health counseling and education, or needing a change of clothing.

In March we received an email from the Department of Health stating that a new Act went into effect in December regarding the use of Epinephrine Auto-Injector and training for school staff (Act 194). It stated that any school staff trained to administer an epinephrine auto-injector must be trained using a course approved by the Department of Health, but at the current time there are no programs approved for use. This made it very difficult in planning of field trips this past spring. The elementary school has 11 students that require an Auto-Injector for allergic reactions. With planning field trips, this meant that the parents of these students were asked to go along on the trip. If the parent was unable then a nurse had to go along, this meant either I or a substitute nurse. With only having 3 substitutes that have worked for the district this year there have been on some occasions where a substitute nurse was not available, which meant the health room went uncovered for the day.

This school year, instead of doing a differentiated supervision project, I choose to complete the traditional evaluation process. This was chosen since there was a new evaluation rubric specifically designed for school nurses. It was nice to see an evaluation tool that was very specific to what we as school nurses do. It was interesting in learning how to use the Teachscape program to complete the evaluation process.

Dana Padfield

Guidance

The elementary school started the school year with the theme of “Our School of Values.” This was the theme for the parent handbook folders that are sent home at the start of the year. The library bulletin board displayed “Our School of Values” and was themed similar to The Wheel of Fortune.

This was year 3 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 the mongoose, and the color 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. This was a monthly celebration recognizing students for making good choices and thinking about other’s feelings. Also on that day the students and staff wore the color of the month. This was a fun way to unite the school.

Beth Salaga was the long-term sub replacing me for maternity leave during the start of this school year. Much time and planning went into this transition.

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 had another successful year helping provide gifts, food, and necessities at Christmas time. The counselor also worked with families to help send children to a summer camp, Camp Ladore, which is sponsored by the Salvation Army. The counselor also assisted with the application process for the LIU Summer Academy.

I worked again with a local church on the "Summer Food Project" in which 25 families received a large bag of food to start their summer (non perishable food such as canned goods, PB&J, cereal, pasta etc). The same church also has been wonderful with helping our families in need through a program called Neighborhoods of Hope. 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. 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. We are very appreciative for the time we get to work on this. 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.

PSSA testing is a stressful time for all! At the elementary school the assistant principal was the “official” testing coordinator. I attended update meetings with him and helped teach him the process since this is his 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. Also the elementary school was chosen at random to be electronically monitored for Science PSSA.

At the end of the year I was able to train faculty and staff on mandated child abuse reporting. This is not a topic that many want to sit through, but nonetheless is a very important and informative training.

Brooke Shambach**Child Study Team/CST**

Bermudian Springs Elementary Child Study Team (CST) was in its second 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 2014-2015 school year, a total of forty-three students were referred to the CST (seventeen behavioral and twenty-six 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. The CST includes an administrator, child study facilitator, the parent, and teacher of the referred student, and other staff members as needed. 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. Classroom teachers were presented with an update of Child Study changes

during collaborative planning time. Susan Tassin met with the elementary school to review best practices when dealing with service agreements. The Key Math-III was used to determine individual achievement levels in basic concepts, operations, and applications. Susan Tassin and Brooke Shambach attended the Association of School Psychologists or Pennsylvania (ASPP) conference in October. It included presentations on new assessments (WISC-V and Woodcock-Johnson, Fourth Edition), measureable outcomes and challenges, and successful school-wide discipline and classroom management processes.

Grows:

- ✓ Adjusting schedule to allow for time to meet with parents/guardians at the beginning of the day without interrupting instruction
- ✓ Provide teachers with a refresher about the Child Study process and provide anecdotal referrals as examples
- ✓ Teachers focusing on student abilities and not use test scores as basis for referrals

Glows:

- ✓ Collected student data digitally
- ✓ Teachers implementing interventions that made a positive impact on student behaviors and achievement
- ✓ Reading specialists were a great resource in assisting teachers with classroom based interventions
- ✓ Brooke Shambach provided multiple classroom based observations to assist with behavioral referrals

Jessica Miller

ArtArt Curriculum K-4

Art education in our schools is the perfect opportunity to make cross-curricular and cross-cultural connections while learning how to communicate and express in new ways. Art promotes higher level, abstract thinking and teaches 21st century skills. Art builds the foundation for creative thinking, problem solving, communication, imagination and inspiration, instilling a desire to learn and create in the future. Through art children are able to become creative thinkers and problem solvers through the use of abstract thought and fine and mass motor skills to learn significant *life skills*. To me, art is a reflection of life: translating our peripheral knowledge through line, shape, color and medium to commune with others. Through art, students are empowered to believe in themselves and use the skills they are given to find success and impress upon them the unique beauty and possibilities that lie *within themselves* so they feel empowered to think, express, communicate and create *outside the box*.

Through a well-rounded, rich art education made possible by vivid example, thorough knowledge and hands-on work in a creative well-structured environment, students are inspired and encouraged to reach their maximum creative potential, seeing and considering the world around them in a new way. BSES art classes follow PSEA and NAEA standards as a guide for learning and creating. 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 travels through the world and history encompass an exploration of art history, styles, media, aesthetics, criticism and techniques that help inspire young artists as they continue to discover the world in and beyond their backyard.

This year three major cultural art units of study included Aboriginal Art of Australia, Native American Art of North America and Asian Art of China & Japan. Students learned 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.

Artwork

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. The students were able to share their artwork and this special recognition with their families. I received many positive responses from parents affirming how much this meant to both them and their child.

Art Enrichment

Small groups and individual students were invited to help in the art room between classes and during recess. I also offered "independent art study" for individual artists to work in the art room on an assigned masterpiece or art of their choice. I also collaborated with the guidance department to help "at risk" students and provided them with their own small collection of personal art supplies. I had great feedback from parents whose children participated in these enrichment activities. I would greatly appreciate more time within the art schedule to work with students in this creatively enriched environment & outlet. Another option I would greatly appreciate is time at the end of each day or at least 1 period in 1 day in the art cycle to have an "Art Resource/Independent Study Time." At that time BSES students could come to the art room to work on

individualized art projects or enrichment, as needed. Many students have requested this during the year & I would love to be able to accommodate them on a more regular basis.

This year the BSES art program also welcomed 5 middle-school students as Art Peer Tutors. Megan Holtzinger, Campbell Grimes, Kayla Osterich, Ainsley Miller and Victoria Murren helped at the end of the day with Kindergarten classes between 3:00-3:30 working one-one on tutoring students, helping with materials and displays. The Art Peer Tutors were very helpful and inspiring to the younger students. I hope this special program can continue in the future. Also, this was the first year high school students completed community service requirements helped in the art room, on occasion, while they earned their time. These students also worked one on one with students, cleaned art supplies, displayed simple art displays, or helped with the disbursement of artwork to classrooms.

Art Honors & Special Events

It is an honor for me to meet with students who selected “a visit with the art teacher” from their good behavior prize box in their classrooms. Art is an awesome reward! It was also fun to collaborate with teachers on the Math Night and create a banner celebrating the event.

During the entire month of March 2015 BSES celebrated *National Youth Art Awareness Month* which celebrated The History of Art through symbolism. Every student in our school as well as many faculty, staff, parents, aides, volunteers & former students created individual “handprints” to represent themselves *as artists*. All handprints were then displayed in the hallway during the entire month along with an immense mural created by our entire 4th grade. During art class the 4th graders transformed the hallways in the “hub area” of the school into an art museum. Lining the hallways & armed with paintbrushes, palettes and fluorescent paint the students spent their 45-minute creative time expressing themselves with line, shape, color, pattern & symbols. The symbols were inspired by ancient cultures including Mesopotamian cuneiform, Mandarin

Chinese, Egyptian hieroglyphics, Aboriginal Dream Time, Native American pictographs and Celtic glyphs. Students worked within the guidelines of being neat, complete & appropriate for a social school setting, considering their audience & what “public art” means. Additionally, faculty, staff & administration and students from the after school program were also invited to join in the painting during an afternoon in-service. This was an awesome collaboration of our school community to support The Arts 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, representing everyone in our school body as *an artist*.

April 2015 marked the beginning of a great new tradition: The BSES Nature Day Art Contest! 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 50 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! Every participant was awarded a certificate of achievement, an evergreen sapling, a sticker & a pencil. The place winners also received a cache of art supplies and were recognized at our end of year assembly in front of the entire student body. Place winners include: Kindergarten: 1st Place: Kali Kline, 2nd Place: Colt Rothenhoefer, 3rd Place Tie: Adam Gerring & Audrey Stambaugh. 1st Grade: 1st Place: Savannah Ream. 2nd Place: Dempsey Bodan, 3rd Place: Kendal Frazier. 2nd Grade: 1st Place: Adrian Karras, 2nd Place: Olivia Gray, 3rd Place: Molly Kuntz. 3rd Grade: 1st Place: Sylvia Lamo, 2nd Place: Sophia Ruggerie, 3rd Place: Amelia Gerring. 4th Grade: 1st Place: Abby Rose, 2nd Place: Olivia Kuntz, 3rd Place Tie: Madison Wellen and Taylor Kuhn.

Fourth grade artist Sarah Keller had the opportunity to create a mural on the windows of the art room this year as part of an “independent art study.” This was a very special opportunity for a very talented young artist. I hope to be able to do this again next year, with more artists.

In June 2015 twelve 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 Mrs. Carey who does a beautiful job professionally matting & framing each piece. 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.

Art & Technology

Last year I created The BSES Art Website and maintained it through this school year. I am thankful for Mindy Eaton for her assistance in making this possible. The BSES art website is a tremendously 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. The next challenge will be learning how to keep the BSES art website synched to the district website. I look forward to working with Mindy & the tech department again next year to make this possible.

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.

General supply bids were completed in November 2014 & art bids were completed in December 2014 for the 2015-2015 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.

Art Relations

The BSES Art Program is responsible for many diverse areas in addition to simply *teaching*. While teaching alone takes vast amounts of planning & preparation, 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: 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 worked hands-on with students as needed in larger projects. Special thanks to Mrs. Byers who dedicated every afternoon 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 has art class: Mrs. Shank, Mrs. Speelman, Mrs. Bledsoe and Mrs. Eckenrode. Parents are forever invited to join art class with their child and I am always on the lookout for volunteers who are the backbone of our successful program, without their support we would never be able to do so much.

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. For a total of 3 hours each day she splits her time helping me in the art room and helping with clerical work in the office completing and disbursing copy work. 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 be sure things run smoothly in the art department for the well-being and educational success of all students.

I also had the opportunity to meet with several local college students who were EDU majors from Messiah College and Shippensburg University and observed in the elementary art room. These students heard BSES has an awesome art program and they wanted to learn more and see it for themselves. I am always glad to share my years of experience and knowledge & network with the "up and coming."

Professional Development & Continuing Education

I participated in all district in-services, professional development & Act 48 sessions. The most significant of these include: October 2014 when I attended a workshop for The Adams County Arts Teachers. All visual art teachers K-12 gathered at a visual arts school in Hanover to learn about their unique art program and digital photography. Typically we would have had all day together to also discuss our art programs, lessons, create art, share ideas and learn about other special art opportunity & outreach programs with and for artists. However, sadly, this year our meeting was only for 3 hours. I hope this oversight is remedied next year and we can continue our prior format of art collaboration. I continued to network with the Adams County Arts Teachers throughout the school year to share & gather information to support & enrich our programs. Being able to dialogue with other *Arts* professionals in and out of the district brings greater scope and support for who we are & what we do; it is vital to the success of our programs. I am thankful for those two opportunities this year and hope there will be more occasions to do this in the future.

I worked with a few talented art students to create banners for math night and other school-wide events. I also collaborated with classroom teachers throughout the school year to develop art-related projects in their classes and

was a resource for many “how-to” related matters. Many cross-curricular connections were made between the music & art department as well as to literature, science, math, history & social studies. Art is one of the only subjects that relates to everything on the planet and I enjoy being able to both share my knowledge & experience but also to learn from others as well. I propose using one of the “data-days” or AM professional development times as an “Art Resource Time” in which classroom teachers could work with *The Arts* teachers to collaborate on cross-curricular connects or to use *us* (as specialists) as resources in their own lesson development. Specifically, this could be a time when classroom teachers could meet with me in the art room to try out art materials or collaborate on art-related projects.

Beyond BSES I am part of a professional artist community and am a working artist. I am a member of the Pennsylvania Guild of Craftsmen and participate in art events across PA, WV, NY and MD. I am also an avid outdoorswoman and am a member of several environmental conservation groups including the Appalachian Trail Conservancy. For the past 3 years I have participated in art events through the ATC. This summer I have been asked to lead a nature journaling workshop through the ATC. I am very passionate about art, being an artist & an environmentalist. I hope my love of *The Arts* and nature also inspires my students.

I am a life-long learner. I plan to participate in several Arts-related enrichment opportunities this summer. I also plan to finish my master’s degree in the near future. I am just 3 classes away, but had stopped several years ago due to several health-related set-backs. I am ready to move on and hope for support in pursuing these creative & educational endeavors.

Summary & Goals

The 2014-2015 school year presented many opportunities. We were able to participate in several new art adventures while continuing our daily art routine of motivation, exploration, expression, inventiveness and scholarship. 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*. 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 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!

**Matt Carlson
Tammi Swartzbaugh**

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. 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. 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. They sang and played Orff-inspired ensemble pieces using recorders as well as the full line of classroom percussion instruments. They experienced both singing and playing in various meters, including 2/4, 3/4, and 4/4 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.

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, and also performed a variety of repertoire for the whole school in a spring concert.

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 a Friendship 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 violin performance by Miss Lauren Mascioli, our student teacher from Gettysburg College. The year ended with the Kindergarten May Day concert and the Fourth Grade Vocal Ensemble Spring Concert.

Elementary and high school students collaborated this year for the high school musical, *Seussical*. On March 2nd, members of the cast of *Seussical* came down to an all-school assembly to celebrate the birthday of Dr. Seuss. High school students read stories featured in *Seussical* in character and costume, including The Cat in the Hat, Horton Hears a Who, The One Feather Tail of Miss Gertrude McFuzz, and Horton Hatches the Egg. This cross-curricular event led into the high school's production of *Seussical* later that month, which was well attended by elementary students.

In the next year, we hope to expand our music listening activities and utilize more literature (non-musical) in the music classroom.

Derek S. Boyce

Instrumental Music

This year was the second year the 4th grade students came for lessons at noon during each cycle day and then proceeded to lunch. Students continued to progress well and students did not miss an inordinate amount of instructional time. The lesson groups were larger than previous years. The team teaching of these large lesson groups did not work as well as anticipated this year due to the availability of the Middle School teacher. While this year's 4th grade class is smaller than previous years, the same expectations were upheld and met. The band concluded the year with their annual concert on, May 22, 2015.

Marsha Hertweck, RDH Med PHDHP

Dental Hygiene Services

The following services and classroom presentations were conducted during the 2014-15 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
- ✓ Website used for lesson called Open Wide Trek Inside from the National Institute of Health
- ✓ All children were given a two minute timer for viewing the appropriate time needed for proper brushing

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 Report and Delta Dental Video Clips for Teens presented during February from the Channel One MS News Room

Eighth Grade:

- ✓ Review of oral hygiene habits discussion and the hazards of smokeless tobacco use. (A video entitled “Spit This” was presented.)
- ✓ Discussion of nicotine delivery system called e-cigarettes (vapping)

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 Middle School students for services.

A total of 53 students were evaluated.

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

The School Based Sealant Program served 8 children.

2015-2016 Goals:

Improve the accessibility of care for children in need of dental treatment.

Compilation list of offices that accept Chip /Medicaid Insurances, other income based clinics.

Speak with Dr. Hotchkiss about board approval for an increase of 5-7 days built into the Dental Hygiene Services Dental Care Program so that more children could benefit from sealants, fluoride treatments and dental cleanings.

Jaclyn Lapinski**English as a Second Language (ESL)**

Prior to beginning of the 2014-2015 school year, 32 Kindergarten students were screened to determine their language proficiency. An additional 2 students were screened after the school year began, and 4 students were re-evaluated throughout the year. Of the 32 Kindergarten students screened, 8 qualified for English Second Language (ESL) services. Three students exited the ESL program this year and began their first year of monitoring. A total of 32 students received ESL services during this school year, and an additional 44 students were monitored. A total of 10 students withdrew from the ESL program and moved to other districts throughout this school year.

Title III funds were once again provided this year, granting us the ability to purchase two new iPads for the classroom and many new apps to accompany them. Of the new apps purchased many focused on the areas of vocabulary, phonics, word sorting, number sense, translation, writing, and project enhancement. Some of our classroom favorites we discovered this year were Bitsboard which allowed us to create picture files for any sight words, vocabulary words, or new concepts. Notability allowed us to be assess and store data on the iPads rather than in paper format. Keynote allowed us to create presentations, graphs, or ways to present and interpret data; Chatterpix allowed us to create talking objects. I-movie allowed us to create three minute trailer and highlight videos to highlight our accomplishments. The implementation of these iPads and the 1:1 correspondence the new iPads provided us in the ESL room, proved invaluable this year as we also implemented a new reading curriculum which many of our English Language Learners were able to access the support and online component in class through the iPads.

Additionally this year, the ESL program worked hard to implement the new reading curriculum this year. Throughout this process our English Language

Learners were exposed to a new way of thinking and analyzing text. We focused a lot on text based evidence this year and have worked extremely hard to be able to find the answers and proof within our text. Likewise, we were exposed to a variety of new weekly vocabulary words with this new curriculum. The implementation of these new vocabulary words was carried across our classrooms, and into the text we were reading allowing us to better engage and enhance our vocabularies. Likewise with the new curriculum we were exposed to a variety of new fiction and nonfiction text and were able to discuss new and relevant concepts and work to research and understand these new concepts.

Furthermore, our ESL program has continued to utilize the use of a Smart board in our classroom daily this year. We have begun to use and create more Smart technology presentations, as well as utilize many other programs on the smart board. With the implementation of wonders we were able to make many of the presentations hands on and interactive through the use of the Smart Board which greatly engaged our English Language Learners. Additionally, using new technology we were able to use our iPads and link them to the Smart Board through the web to review, practice and demonstrate our knowledge of concepts using programs such as ConnectEd, Nearpod, and Socrative.

In February, thirty-two ELLs were assessed using the WIDA-ACCESS language proficiency test and we expect the results during the summer. We also were informed and trained on the upcoming new online WIDA-ACCESS language proficiency exam which will be implemented in the 2015-2016 school year. Additionally, we once again were notified that our students met the AMAO goals.

All students participated in our traditional Cinco de Mayo showcase project this year focusing more on our family heritage and cultural diversity. Each grade first learned about their heritage, conducted a family interview, and then created a project that reflected their Hispanic heritage, culture, and traditions. These projects were then displayed in the showcase for others to learn about. Our fourth graders made Mexican metal art, our third graders created piñatas, our second graders made sombreros, our first graders made Mariachi guitars, and

our Kindergarteners made donkey sun catchers to reflect their Hispanic heritage. Following the completion of these projects they were displayed in the showcase, and then students also conducted a family interview to discuss and learn about their heritage with a family member. Students then published these interviews into a writing piece using the Write About it App and then recorded themselves in Spanish reading their writing.

We have worked extremely hard this year and have been very thankful for the implementation of our new iPads and the new technology provided to us this year. With such technology we have been able to create imovies about ourselves, used google forms and documents to keep track of data and homework, use keynote to create graphs analyzing our past WIDA-ACCESS results in the areas of reading, writing, speaking, and listening, write many prompts using dictation and spell check on the ipads, record ourselves, complete quizzes and PSSA reviews on the iPad, do word sorts using the ConnectEd program, create a new progress report, acrostic poems in piccollage, jokes using Chatterpix kids and keep electronic files in notability. We look forward to the upcoming year, and what it might hold of our ELLs as we continue to enhance our vocabularies and English language proficiencies.

Sarah Smith

Gifted Education

During the 2014-2015 school year, thirteen BSES students, forty BSMS students and thirty-three BSHS students participated 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: Students learned basic computer coding skills this marking period. Focus was placed on concepts of coding and computer science based problem solving. Students used block programming to solve challenges and coded their own computer game.

Marking Period 2: Students studied the human brain and learned the different functions of each lobe. Students examined models of the brain and researched human developmental milestones and brain development.

Marking Period 3: Gifted elementary students student studied the Amish this marking period. Students visited several Amish farms and businesses in a tour of Lancaster county and compared and contrasted their own lives with that of the Amish. Students created presentations focusing on history of the Amish and/or their experience of visiting with Amish.

Marking Period 4: During the final marking period, students studied Ancient Greece with an eye to understanding it's influence on our world and culture. Students took on the role of a Greek free or slave and chose a

profession to further research. They created a project related their chosen career path; students created sculptures, delivered theatrical monologues, presented mathematical theorems, sang ancient Greek songs, and created architectural plans and models.

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

Twelve third graders were also serviced during an advanced guided reading group for third graders. During this time, students studied longer novels that were at least two grade levels above. Students worked with the teacher to develop reading comprehension skills such as analyzing texts for symbolism at a higher level.

A total of six gifted students were also offered the opportunity to participate in “curriculum compacting,” in which the gifted and regular classroom teacher worked together to help students work through curriculum at a faster pace, test out of a unit, and complete a higher-level thinking project independently in place of traditional classroom activities and work.

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.

Architects of learning (two marking periods): Students applied math skills in geometry, measurement, scale, and proportion to create a campus of pavilions designed to display a theme. The theme centered on a curricular content area from regular education curriculum (example: 5th grade teams created campuses related to the revolutionary war). Students worked in cooperative teams to find area and perimeter and apply scale, and designed floor plans to create a three-dimensional scale model.

Independent Study A: Students independently studied a variety of topics including a history of the Little League World Tournament, brass instruments,

and ancient Egyptian archaeology. 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 museum exhibit of King Tut and a book about PA birds.

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 Appalachian Trail, the Beatles, and Horses.

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.

The Moon, the Stars, and Beyond: students studied space, the challenges of space development, the surface of the moon, and designed and built an early prototype model of a plant growth chamber for a lunar surface.

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

Poetry: students studied the work of famous poets of different era and wrote their own poetry. Students enjoyed monthly "poetry cafe" sessions in which they showcased their poetry and analyzed and offered feedback to other

students on their own poetry.

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 period per cycle).

High School:

Symposiums: Students in the high school were given the opportunity to attend any of seven symposiums held to discuss current events and topics of interest. Three of the events were also attended by expert guest speakers to contribute to the discussions.

Job Shadows: Students were given the opportunity to participate in a job shadow. Gifted students are afforded the added benefit of networking provided by the gifted support teacher; students indicate their career interest and the gifted support teacher finds professionals in corresponding fields who agree to have a student shadow, and passes their information along to students. Students received names and contacts of willing professionals in the fields of politics, engineering, architecture, medicine, equine medicine, graphic designing, and pharmacy. Students were responsible to find a mutually agreeable time and complete paperwork to attend shadow.

Independent Study/Gifted Enrichment: Three high school students also participated in an additional period that met twice a week that took place of a study hall. Students met with the gifted teacher to work on independent goals varying from SAT test prep to computer programming to career exploration. The gifted teacher offered support during this time.

Model UN conference: A total of eleven high school gifted student prepared for and attended a Model UN conference at York College. Students were assigned to delegations representing a country, and had to research and prepare a position paper for their country for a specific committee, including drafting possible resolutions.

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 would not be possible without a caring and dedicated staff of professionals, paraprofessionals and support staff. 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.

School Improvement Plan

Many of the middle school goals this year revolved around our ongoing school improvement plan. The overarching goal of our plan is to increase student achievement on math and reading while infusing new technology. Our improvements began when we voluntarily took part in the Getting Results process during the 2011 - 2012 school year. The school improvement team attended training and was provided assistance with the plan details by curriculum specialists from the Lincoln IU. Our plan was finalized and approved by the state in December of 2012. We implemented the first year of the plan's action steps during the 2012 – 2013 school year.

This past year, a focus of improvement at the middle school was in math instruction and delivery. I attended several conferences this year; the Pennsylvania Educational Technology Conference in Hershey, PA and the Arizona State University and Global Silicon Valley Conference in Scottsdale, AZ. The overarching goal of both of these conferences was how to promote the use of technology in the classroom, personalize learning for each child and incorporate hybrid learning into schools. My main takeaways from these conferences were, flipping classrooms and grouping students to personalize our education. I had several teachers utilize math groups in their classes and had a teacher attempt to 'flip' her classroom. I am excited to see that ideas which have

been initiated by these conferences are being attempted and incorporated into our math instruction.

Reading Comprehension 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.

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. The STAR math assessment was sent home to parents during the 2nd marking period along with the STAR reading assessment report. Student reports were also placed in math folders as part of their overall body of knowledge and math progress during the year.

Math Coach – Mr. Cicioni worked directly with all of our math teachers on September 23rd, 24th and 25th this year. He followed through with continuing professional development in which he personalized his professional development with each teacher based upon their needs. He observed and provided feedback with some of the teachers and worked on lesson and assessment development with a teacher. As part of the professional development, he re-examined common core questions and helped align them to our curriculum, he examined Depth of Knowledge levels of questions, continued discussions on how to incorporate more student writing in our classrooms, worked on lesson differentiation and development of common assessments.

Homework Lab – We offered time, each Tuesday and Thursday, from September to April 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 12 students at each after school session. This was the third year of offering the homework lab. We are thinking of expanding this next year to offer time for the community to be able to come in and utilize our mobile laptops.

Reading Specialists

The middle school has two reading specialists dedicated to working with teachers and students to improve the reading comprehension abilities of all of our students putting an emphasis on those who may be reading below grade level. One of our reading specialists works directly with our fifth and sixth graders and our other reading specialist works directly with our seventh and eighth graders. Prior to last year, reading specialists have pulled students for an inclusive small group instruction intervention. Longitudinal data has not shown that this approach provides the most 'bang for our proverbial buck'. An integral part of our school improvement plan was to utilize our reading specialists as literacy coaches.

During this school year, Mrs. Small and Mrs. Durbin implemented their literacy coaching training and worked directly with all of the middle school language arts teachers and provided direct, pedagogically appropriate,

classroom methodologies and reading strategies to improve instruction for all of our students. Mrs. Small worked with our 5th and 6th graders who were struggling and reading below grade level. Mrs. Durbin will worked directly with our 7th and 8th graders who continue to read below grade level. We continued utilizing the READ 180 program as a supplemental reading intervention program for all of our lowest readers in grades 5 – 8. We are hoping to see the benefits of these changes in our 2014 PSSA results. Our reading specialists planned and executed the third annual PSSA pep assembly this year.

Data Driven Decision Making

It was an absolute priority this year to provide current data to the middle school staff for directing and improving our day to day instruction. Through the school improvement grant, we were able to purchase Renaissance Learning – STAR math and reading and the Accelerated Reader component. This program allows all of our students to be assessed with a computer adaptive program in a timely manner. The assessment took roughly 25 minutes per child. This is much quicker when compared to CDT's, 4Sight and F&P assessments, all of which took approximately an hour to administer. The information was analyzed and compared to our PVAAS longitudinal data during data days. Data analysis continues to be an integral part of the refinement of our school improvement plan and drives how we change our instruction. We are looking forward to seeing how closely our STAR data compares with how our kids performed on the PSSA.

Technology

We were able to continue to infuse new technology into the middle school this year by utilizing our two mobile computer labs of (30) laptops, and our two carts of (60) IPAD's. The mobile laptops are connected to two wireless printers. We utilized this new technology to integrate our math and reading assessments throughout the year and they freed up the computer lab throughout the day. The MMS Grading program continues to be an instrumental part in keeping our parents up to date on the progress of their kids. Parents are routinely checking and monitoring their child's progress by logging into the parent portal of MMS. The grading program allows parents to see a point in time grade which is

updated weekly. This is our sixth year utilizing the online grading access and all teachers are trained and updating their grades on a weekly basis. We utilized MyConferenceTime this year to better assist parents with scheduling spring conferences online. This seemed to be a huge success and will continue to be implemented in the future.

2015 - 2016 Goals

My goals for the 2015-2016 school year will be to:

- Ensure implementation of our school improvement and Title I plan,
- Work directly with the middle school teaching staff and deliver lesson plans in classrooms throughout the year,
- Continue analyzing data to drive decision making particularly PSSA, formative, diagnostic and benchmarked data from the STAR reading and STAR math programs,
- Continue refining and providing suggestions for our math curriculum,
- Refine our K – 12 sequencing for our higher ability math students who are advancing levels in mathematics. A comprehensive plan of math progression needs to be discussed and developed as more and more students are likely to advance in math faster than their peers.
- Work with Mrs. Umbaugh and refine our implementation of the Re:connect team as part of the Core Essentials program in the middle school.
- Utilize social media such as Twitter and Facebook to get academic and social information out to parents and students in a timely fashion.

Assistant Middle School Principal

Discipline

Office referrals were documented as described below.

Grade	Pink Slips	Bus Referrals	Total	Avg. Day
5 th	71	15	86	0.48
6 th	71	26	97	0.55
7 th	160	12	172	0.97
8 th	173	16	189	1.06
Total	475	69	544	3.06

Attendance

The average daily attendance for the year in the middle school was 94.71%. The totals for each grade level are 5th – 95.24%, 6th – 95.04%, 7th – 93.87%, and 8th – 94.64%. The middle school prides itself on encouraging students to become active learners. We believe the first step is for the student to attend school on a regular basis. This past year, the middle school continued to monitor student absences so that SPP attendance rates could be achieved.

Veteran’s Day Assembly

The middle school Veteran’s Day Assembly was one of the highlights this past school year. Retired Colonel Thomas Faley, Jr., United States Army, was the guest speaker. The colors were presented by the East Berlin V.F.W. As always, many local veterans and parents attended the assembly.

Counseling**Jacqui Null
Sherri Umbaugh****Individual Counseling**

Both counselors see students daily on an individual 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 individual interviews 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 55 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. 7th 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 40 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, Mix it up at lunch day, and A Generosity door decorating contest, crazy hair day, and a feed a friend marathon. The team also sponsored a dance that week. Peer Helpers collected approximately 3,000 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. 108 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.

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. During the month of May, our Peer Helpers visited the elementary school to discuss their experiences with the fourth graders (canceled due to storm). A fifth grade orientation will include parents and students prior to the beginning of the school year for a fall orientation. New 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 Team

Counselors Facilitated SAP team meetings. Participants included teachers, administrators, and counselors. Intervention was implemented for 19 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 19 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 2015-16 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 2015-2016

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 Alg 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**

This year we were 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
Christopher King
Christy Chladny
Bonnie Mummert
Kimberly Metzger**

This year we 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. 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 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.

Science

**Chris King
Christy Chladny
Bonnie Mummert**

Again this year in science, we concentrated on three major topics: energy, simple machines, and the human body. Since our current fifth grade curriculum does not align with some of the state standards, we investigated topics that were listed and not taught.

As a result, we implemented a unit on the earth's atmosphere/weather. The textbooks for this unit came from seventh grade because they were not being used since this topic is not in the seventh grade science standards. Fortunately, the readability level of the texts is appropriate and manageable for fifth graders. We also use a weather packet that was created to supplement the textbook. Next year, our goal is to further align our curriculum with the state standards while filling in the topics that other grades may not cover between the fourth and eighth grade PSSA Science Assessments.

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, westward movement, and the Civil War. 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 new language series, some social studies time was utilized to reinforce reading skills and to teach grammar concepts. In the future, perhaps we could purchase some chapter books regarding the social studies topics we teach while practicing reading skills and strategies and covering content.

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

**Brad Fry
Kimberly Metzger
Melissa Deitz**

This was the ninth year of Everyday Math. The teachers continue to utilize more of the strategies and skills in their classroom instruction shared by the middle school math coach. 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 many of these assessments were designed to utilize technology and school resources such as Performance Tracker and Study Island.

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

The 6th grade ELA goals are centered towards meeting all PA Common Core Standards. The sixth grade team was excited to implement the new Pearson Common Core Literature series this past year. This series focused on three Common Core instructional shifts to increase student performance. The first being to build knowledge by exposing students to a range of complex literary and informational texts. In addition to just reading the text, students constructed written and oral responses to prompts, citing text evidence. The final shift required students to interact independently with complex texts, analyzing and internalizing the texts' academic language and vocabulary. Text Dependent Analysis (TDA) questions allowed students to make connections between texts and use supporting details. The Close Reading Workshop was applied to help students' develop strategies to use when they encounter complex texts. The STAR assessment was administered again this year, once per marking period, with growth noted in areas that met state standards. The students also participated in a reading incentive program: Accelerated Reader. Writing prompts were used to allow each student exposure to all genres of writing. The writing process as a whole was practiced with each genre and scored based upon the state domain rubric. This gave students the opportunity to place correct grammar techniques into a real world experience. The goal for the sixth grade team is to continue to meet the needs of each individual student and for them to become strong, independent thinkers.

Science**Anthony Pepoli
Tracy Smith**

The grade six science curriculum for the 2013-2014 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, and active teacher websites with weblinks and uploaded assignments. This use of technology allowed students to preview and review content throughout the entire year.

Interactive online assignments and “Flip the Classroom” activities were piloted this year with some success. Using technology to remind students and parents of assignments as well as help students who have been absent due to illness have proved to be very valuable.

Students in grade six were divided into two separate teams. Mrs. Smith taught 5 sections and Mr. Pepoli taught 2 sections. Class were held every day for a 42 minute period. Grade 6 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.

Goals for 2015-2016

- Revise our Student Learning Objectives (SLOs) in order to gather a more accurate assessment and measure of student growth throughout the academic year.
- Incorporate more technology and online resources into lessons allowing students to preview and review content.
- Continue to organize and adjust lessons and materials within the LFS framework.
- Design lessons into “units” that match up with the Standards Aligned System “SAS”
- Continue to plan meaningful lessons with a focus on rigor as well as differentiated instruction.
- Consolidate electronic media into “shared folders” on the “S” drive.

- Construct student curriculum packets to supplement textual content.
- Incorporate more independent student study using technology- such as previewing content via video links on teacher created websites and “Flip the Classroom” experiences.
- Increase the focus on vocabulary skills (scientific terms- meaning, spelling and proper usage) as well as the incorporation of language arts (reading, writing) mathematics, and social studies into the science curriculum.
- Continue to inventory, update and replace the science equipment (lab equipment)
- Attend professional classes and workshops related to teaching techniques, class management “STEM” and the changing face of education

Social Studies

James 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 were reviewed and refined in lessons. Web Quests were utilized throughout the year as extra credit options to help differentiate instruction. The primary goals for 2015-2016 will be to implement a pre and a post assessment in order to measure student retention and progress levels.

Mathematics

**Michael Beachy
Brooke Fry**

The Everyday Math classes covered the following topics: collection, display, and interpretation of data, operations with whole numbers and decimals, variables, formulas and graphs, rational number uses and operations, geometry: congruence constructions, and parallel lines, number systems and algebra concepts, probability and discrete mathematics, rates and ratios, and other geometry topics.

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, and pie chart construction. 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.

Goals for 2015-2016:

- 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

I started this year with a new Pearson Common core literature book from the Pearson Company. This book features multiple ways to differentiate instruction while addressing the common core shifts of building knowledge by reading a range of complex literary and informational texts, constructing written responses to prompts by citing evidence from the text, and analyzing and interacting independently with texts. It was a challenging year as I learned and worked with new material while continuing to challenge my students as well. This summer my goal is to look at parts of the textbook I did not teach and look for ways to possibly cut some material taught this year and incorporate some even more rigorous material into next year's lessons.

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.

Writing was stressed with a focus on Argumentative writing using persuasive strategies and the three appeals necessary to persuade an audience. As for expository writing, my students did very well, and several were recognized at the Veterans' Day assembly by the East Berlin VFW for their participation in the Patriot's Pen essay contest.

We ended the year reading *The Outsiders* by S.E. Hinton which is always a favorite book for many of my students. Teaching the book is a great way to wrap up everything we have done over the course of the school year with character development, plot structure, and theme.

This year a new textbook series, Pearson Literature, was introduced in the classroom. This textbook was 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. I would also like to add short written book reports as a further strategy to monitor student's grasp of the book that they read.

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 2015-2016 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

**Emily McGlaughlin
Kendra Gilliam**

Students learned the ancient cultures and history of the world from 4,000 B.C.E (B.C.) until 1500 C.E. (A.D.). Emphasis was placed on linking this information with its modern counterpart. It was a year of exploring new information using different strategies of learning. Reading for better understanding was employed, regardless of students' ability levels.

Diversified Instruction was employed in every chapter. Learning contracts were used, enabling students to select from a wide range of topics and approaches. The use of technology was widely utilized in the curriculum. The BYOD concept was practiced, as well as usage of the computer lab, I-PADs and laptops.

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.

A few goals for next year include:

- Revising my lessons to improve the type of hands-on activities for each topic;
- Incorporating more technology into each chapter;
- Incorporating web-based activities,
- Re-aligning the curriculum to better address the needs of PA Common Core,

- Continue to set high, academic standards for our bright students (they all are bright, given the right environment)!!
- Include more primary and secondary sources

Pre-Algebra

Catherine Orleski

The goal of Pre-Algebra is to get through at least $\frac{1}{2}$ 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.

Mathematics 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.

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

This year in 8th grade Language Arts, students completed at least three major writing assignments. These assignments consisted of an expository essay, an argumentative text-based analysis essay, and a career research report in which students demonstrated their knowledge of MLA formatting. 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. Several students won accolades this year in the VFW Patriot's Pen contest as well.

Students studied various literature pieces including selections of poetry and American stories with a focus on theme from the Prentice Hall Literature book. Students read *The Hobbit* by J.R.R. Tolkien as their major novel focusing on literary analysis and the citation of evidence to support claims. All students also studied the play *The Diary of Anne Frank* by Albert Hackett and Francis Goodrich out, focusing on tolerance. 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, both instructors collaborated on units throughout 2014-2015 school year. Common assessments and benchmarks were used from PearsonSuccessNet in order to monitor student achievement. 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 as well.

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.

As a way to help prepare the students for the science PSSAs, 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 were 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. We even had a team of students, who were 2nd runner up Grand Champions, a first for Bermudian Springs Middle School. Next school year, we will continue to have students complete required science fair projects.

Social Studies

**Derek Fissel
Kendra Gilliam**

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 holding a mock election in November for the

entire 8th grade for the office of Governor of Pennsylvania. Next year, we are looking forward to implementing more primary sources, specifically political cartoons, in our lessons.

Mathematics

Mariele Miller

This year, we changed the levels in which students were placed this year – now all 8th grade students are enrolled in either a Pre Algebra or Algebra I course. Students in the 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: 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 lessons which incorporated Geometry lessons from the 8th grade Algebra standards. This included three main lessons on using the Pythagorean Theorem, geometric transformations, and volume of three-dimensional shapes.

I have continued to revise pieces to unit lessons and unit tests to better align with the PA Common Core Standards. I began to incorporate multiple-choice questions into my lessons, guided instructional notes, quizzes, and unit tests. The purpose was to expose students to the format of questions they would be expected to successfully answer on standardized tests. Also new this year, I used both pre and post testing with my classes in order to understand what prior knowledge they had in relation to the concepts I was to teach to meet the required 8th grade and Algebra standards. I tracked student performance on the pre and post tests, and many students were motivated when seeing their accomplishments at the end of a unit – observing how far they had come in a few short weeks.

I worked collaboratively with the other 8th grade math teacher in order to revise common assessments for the Pre Algebra classes. For each test, we used the same format to implement consistency – multiple-choice questions regarding the current unit of study, multiple-choice questions regarding a cumulative

section, and a concluding section with a written response format. We continued to strive to incorporate more word problems that were meaningful and relevant to students' own interests and lives. The writing portions at the end of each test aimed to integrate a higher level of rigor as students are required to explain their thinking in fluent writing and apply the concepts to real-world situations, making the math more meaningful. As a result of these common assessments, I have modified my own instructional techniques to include more word problems and writing in each lesson. I provided students with exposure to similar tasks to ensure that the level of expectations was clearly defined to all students. We practiced strategies and techniques for approaching the word problems (underlining key words that translate into algebra), clearly defining variables, and showing all work. Students were expected to be using complete sentences and to reread their answers to make sure it was coherent.

I continued to use items implemented last year that 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.

Mathematics

Sandy Matter-Smithson

The mathematics options available to eighth graders this year have changed from those in the past. In the past, there were three possible courses that eighth graders could choose: Pre-Algebra, Algebra 1A or Algebra 1B. This year students had the choice between Pre-Algebra or Algebra 1.

Not only did the titles of the courses change, the content changed for some of the courses. The course that in the past was known as Pre-Algebra no longer exists. The course that was previously known as Algebra 1A was renamed Pre-Algebra. The course previously known as Algebra 1B is simply called Algebra 1 now. The current Pre-Algebra covers the first five chapters of the Prentice Hall *Algebra 1* book. The Algebra 1 course covers chapters six to twelve in the same book.

I teach only 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. During this school year, 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. Additionally, these students have completed the same linear art project to reinforce their ability to graph and write equations for linear functions in slope-intercept form.

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.

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, determining the direction of the sewing unit and few other small items. It was very difficult to get everything completed with the amount of snow days and testing that we had this year. The childcare unit is 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 at the High School and changing the curriculum. I told him I would be very interested in being a participating part in this process.

The practical arts awards and 8th grade awards are the awards that I presented this year here at school. As far as last year's goals I am I am still in need of increasing my knowledge in the area of technology. I think being part of the technology committee helped and I am looking forward to continuing with this committee. I was also part of the differentiated supervision committee and expect to continue with that. I would like to take a masters level course in technology but am fearful of my lack of knowledge in the area.

For next year I would like to continue to increase my knowledge in the area of technology and working on aligning my curriculum with FCS standards. I need to work on the last component of the SLO's that I developed for this year. I hope that I will be able to use the SLO I had last year for next year. The SLO entails accessing every student in the class, on a checklist system, which I am unsure how to manage.

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 and cook.

Learning Support**5th Grade****Aimee Wakefield**

I served as the 5th grade learning support teacher for the 2014-2015 school year. I taught replacement language art and math that was adjusted to the instruction 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 our 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.

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. We started at the beginning of volume one and focused on geometric figures, organizing data, number sentences, decimals, estimation and angles. Later in the year we focused on fractions, probability, perimeter, area, decimals, reflections, symmetry, 3-D shapes, weight, volume and capacity. 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 my students know 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.

During inclusion classes I co-taught science, and social studies with two of the 5th grade teachers. In science we covered Energy, Levers and Pulleys, the Human Body and Earth's Atmosphere. In Social Studies we started with the Voyage of Columbus and ended with the conclusion of 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.

7th Grade

Michele Murren

During the 2014-2015 school years, I served as the Learning Support Teacher for the seventh grade team. I taught my own Reading, English and replacement Math classes that were grade leveled but modified and adapted to the instructional levels and needs of my students. We implemented the use of a new 7th, Pearson Common Core Literature series. This posed many new challenges but my students and I thoroughly enjoyed the selection of stories and progression of skills. I followed the general 7th grade math progression using the new Prentice Hall texts. In addition, we used a variety of 7th grade level, PSSA prep and Common Core materials, to supplement certain skills assessed on the PSSA tests. When given appropriate modifications, the students could complete the PSSA review activities; however, taking the actual PSSA assessments is still very challenging for most of them. AR and STAR practice indicated steady growth for most of my identified students and I will be excited to see their performance results on the actual PSSA.

My other responsibilities for this year were to inclusively teach with the 7th grade Science, and History teachers. I was able to again coordinate the Wetlands Field Day experience for all 7th graders this year and with the

cooperation of numerous local agencies and volunteer presenters, we were able to offer a one-day experience centered on wetland education and awareness issues.

Next year, I will have another large group of students on my roster. A group this large can pose many challenges with their varied abilities and needs. I will be team teaching 7th grade math and having all of my identified students in a regular/inclusively taught math class. I am once again grateful that Dr. Hunt has allowed input from me when trying to generate my student schedules so we can assure we are doing everything we can to have these students experience an optimal learning experience. After all, if my students aren't learning the way we are teaching them, then we need to find the way to teach them so they are learning! (A poster that is always near my desk and planning area)

8th Grade

Tara Foster

During the 2014-15 school year, I was the eighth grade learning support teacher. I had a large number of students this year, with my roster reaching 20 students. I taught math and language arts in the replacement learning support setting with a small group of students. In the inclusion setting, I was able to support learning support students in regular education classes for health, science, and social studies. In addition to these courses, I also had a resource period at the end of each day to assist my students with their assignments, studying for tests, and helping them with their organizational skills.

One new program I had the opportunity to utilize in my math class was the ixl.com program. This was a great asset for my students. I was able to give them the opportunity to practice skills we worked on as a whole group. They could individually work on a particular skill. I really liked how students got immediate feedback for each problem attempted. Students found this program motivating and fun. It was able to give them practice that I would not be able to provide with paper and pencil worksheets. I hope to continue to use this next year.

This year I had my first experience with the Teachscape model for teacher evaluations. There were pre-observation questions to answer on the website

that were discussed with the administrator at our pre-observation conference. Once the observation was completed, there were additional questions to answer, as well as many categories to rate myself in. The administrator rated me in the same areas and we discussed these at our post-observation conference. I enjoyed the time to meet and discuss these areas with my administrators, but did find the process very time consuming.

Next year, I will continue with the traditional model of teacher observation and will have a similar teaching schedule as I had this year.

Reading Specialists**Marilee Durbin
Julie Small**

This was the Middle School's second 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
- ❖ Training on how to effectively use the program through Webinars
- ❖ Administrating the programs
- ❖ Facilitating one training at the beginning of the year
- ❖ Continuing the process of leveling the books in the library and for Scholastic Book Fair
- ❖ Communicating with Renaissance Learning
- ❖ Assisting with technology

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.

The goal for the year was to model lessons that teachers could adapt into their curriculum. The desire was to have teachers using similar concepts and vocabulary consistently and pervasively. Both reading specialists trained the students how to choose books according to their AR zone, modeled the CLOSE read process, and Larry Bell's Twelve Powerful words.

This year we enrolled in a seminar, Delving Deeper into Reading, which was presented by Carrie Soliday from the LIU #12. We learned many techniques used to model Close Reading in the classroom. With this information, we modeled close reading lessons in different classrooms. We also used some of that information to create a presentation that we gave on Close Reading and Text Dependent Questions for the new teachers at the Adams County Teacher Induction.

Also, through the support of the PTO, we 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 \$25 gift card of their choice. Four drawings were made each marking period. ELA, Reading and Writing, and AR teachers were also rewarded. If 80% of their class earned their AR goal, they were put into a drawing for 10-\$5 book certificates for Scholastic Books. Eight teachers were awarded each marking period.

Together, we created a lip dub video through iMovie (It can be viewed on the school web site). It was a school wide effort to enhance school spirit and encourage students to do their best on the PSSA. It was then debuted at the fourth annual PSSA assembly. The assembly, which we organized, featured teacher routines and a visit from two of our State winning wrestlers, Colton Dull and Sam McCollum. This year's theme was Step Up to the Challenge. It successfully showed the students that the school personnel were behind them and encouraged them to fully apply themselves on the test.

5th & 6th Grade

Julie Small

In addition to the above mentioned mini lessons and the implementation of Renaissance Learning, Mrs. Small has helped the fifth and sixth grade Language Arts classes integrate their new reading series. She helped the teacher's differentiate, reinforced focused skills that the classroom teacher was teaching and provided support in areas where students were weak. She has also met with at risks students during their Resource, to provide support with READ 180.

7th & 8th Grade

Marilee Durbin

This year, Mrs. Durbin continued with the co-teaching role, pushing into content area classes, Language Art classes and the 7th grade Reading and Writing classes. During these opportunities, she demonstrated Close Reading Strategies. 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.

Goals for 2015-2016

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.

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 132 students participating. This was a slight increase from previous years which was good to see. 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.

38 girls and 47 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 have started a trend of ordering our uniforms close to the beginning of the school year and at the end of the school year. We had the current fourth graders order at the end of the school again this year so they would be ready to start their fifth grade year with a uniform. Hopefully this trend will continue as it allows our new 5th graders to start the year feeling unified.

The BMI testing continues to be required by the state. The middle schools overweight/obese percentage came out to 36%, which is the exact same as last year. The breakdown of those percentages had our fifth and sixth grade students at 32%, which is a 4% decrease from last year (when the previous year had a decrease of 10%). Overweight/obese percentages had the seventh and eighth grade students at 40%, which is a 5% increase 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's SLO focused on improvements in cardiovascular endurance using the PACER test as a guide. Overall, the girls in the middle school had an improvement rate of 91% from the beginning of the year to the end. Mr. Flaherty focused on strength and endurance of the abdominal muscles and strength and endurance of the upper body. Boys had a growth of 88% for the upper body and 94% growth of abdominal strength and endurance.

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. Only 2 students earned this distinction, but hopefully, since it was the first year of the club, we will see participation increase. On the upside, there were at least 60 girls that competed in all of the races combined.

Middle School Library**Library Media Program****Holly Reitzel**

The library media program 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. Many sixth grade students visit the library throughout the day to attain books for reports and for AR reading assignments.

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.

ANNUAL REPORT

MIDDLE SCHOOL

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 seven chapters in the book. Next year we will continue where we stopped.

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

The 2014-2015 Edition of the Bermudian Springs Middle School Concert 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.

The bands performed in numerous events this year including the Veterans Day Assembly, Holiday Concert and assembly, and the Spring Concert and assembly. Performances continued with our small brass ensemble which performed at the Hershey Park "Take the Stage" program in December and in May. Finally, both the 5th and 6th and 7th and 8th bands had the opportunity to work with Collegiate Percussion Professor, Dr. Ronald Horner from Frostburg State/Indiana University of Pennsylvania. The students also had the opportunity to work with brass specialist and retired band director, Dana Menser of Somerset Area School District. Several students also traveled to New Oxford High School for County Band. This year's concerts featured numerous challenging and diverse selections ranging from classical to modern.

Future Goals

The goals for the Band Program in 2015-2016 represent a continued emphasis on musical achievement and execution. The band will be focusing on aspects presented in our adjudicator sheets and rigorous self assessments, such as articulation and intonation of instruments, 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.

MOD**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 Study Island enrichment, research and taking Accelerated Reading Quizzes. From that time until the end of the year it was not available for use. There was no Impero program the entire school year. 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 was greatly missed!

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

Furthermore, the 6th and 7th grade classes learned the basics of Microsoft Word.

Goals for 2014 - 2015:

The goals for the upcoming school year will be to continue to incorporate the Common Core Standards into the curriculum for each grade level as it relates to computer mod. I will also continue to make more use of Study Island in the classroom as well.

Library Science- Grade 5**Holly Reitzel**

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, state, and international newspapers.

Students practice research skills by researching all aspects of an assigned country. Students practice note-taking skills through reading a variety of sources: print nonfiction books, encyclopedias, the school's databases, ebooks, the Internet, and the local library's databases. Students create a power point to present to the class and a works cited page to highlight their research.

Eight vocabulary tests highlight important terms related to library science and research.

Library Media Program

The library media program 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.

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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.

ART

Levato Shaw

Highlights of the 2014-2015 school year

My highlight for this year was personal and it involved doing a sport. I have never been athletic and have never participated in competitive sports. I decided to run in the Turkey Trot this year just to see what it felt like and to take photos while I was running/walking. Two amazing things happened as a result of my effort. First, the students were cheering me on as I was coming onto the track and finishing the race. Hearing a cheering crowd is an amazing thrill that I have never experienced before. Secondly, the fact that our students cheer for the last runner brings tears to my eyes. It makes me realize how fortunate I am to teach such wonderful young adults.

New Activities or changes in curriculum implemented this year.

In the art elective class we implemented some new projects this year. We tried copper and enameling, clay wind chimes and metal jewelry. In sixth grade although we continued to do block prints we used new blocks and did multi-color designs. All the new projects were well received. Another new activity was the entry of the art elective class in the Design an Ad competition.

Individual or class achievements

In the above mentioned activity, Design an Ad, one of our students took the grade prize. Nineteen of our students had work entered in the show at the Hanover Art Guild in March and many of them showed up for the artist's reception held in their honor. We had the largest student turn out ever for this year's show. Approximately 48 pieces of student work were displayed in the administration office during the year. All students from Mods 1,2 and 3 had work displayed at the Practical Arts Show.

Fulfillment of last year's goals

I did not reach my goal of being a distinguished teacher which is a disappointment to me. I did get closer to my goal of having the painting finished that we began seven years ago. Two of the bathrooms were completed leaving only two more to go. The photos have been put on an external hard drive.

Goals for 2014-2015

FINISH the painting projects that are started. Clean out my room of unused items and teach to the best of my ability.

Technology Education

Isaac Frazier

This year was my first year at the Middle School. There were many changes this year. Ten Vex IQ Robots were purchased. I am in the process of writing and integrating them into the 7th grade curriculum. I added many new projects to the curriculum including: CO 2 Cars, Electronics Snap Circuits, Adobe Illustrator projects, Photoshop projects, Drink Coasters, and Autodesk Inventor assignments.

We also received fourteen new computers and I installed the following software on them: Photoshop, Illustrator, and Inventor.

I also brought in my personal router and miter saw to use in class.

ANNUAL REPORT**MIDDLE SCHOOL****English as a Second Language (ESL)****Joann Riley**

I was again responsible for teaching ESL for grades 5 through 12. High school students walk to the middle school each day for classes. Based on 2014 WIDA language proficiency test scores, PSSA or Keystone exams, and student grades, 6 students in the middle and high schools exited from ESL services at the beginning of the year. The ELL enrollment at the two buildings averaged 30 students throughout the year. This year was unique, however, in the number of students enrolled who spoke virtually no English. These newly-arrived students worked hard to gain English and content knowledge. That being said, having students who spoke little or no English in classes does present particular challenges for content teachers at the middle and high school. Many shared frustration about the lack of support – for both students and teachers – that exists when there is only one ESL teacher shared across two buildings and many students.

A key area of focus this year in both middle and high school classes was increasing academic vocabulary. This was accomplished in part by teaching meanings of root words and affixes. Because the cross-grade make up of ESL classes at the middle and high school makes it difficult to link directly to the students' content classes, I have found that using a cross-curricular unit approach works well. Within a unit, or theme, students have the opportunity to engage in activities that include reading, writing, speaking, and listening. Students may read both fiction and non-fiction selections related to a topic, engage in discussions which require both speaking and listening skills, and write informational, opinion, or argumentative pieces about what they have learned. In the course of covering a unit, students also are challenged with activities that may require them to use skills from other content classes; this gives them the opportunity to learn and practice skills and academic language from a variety of disciplines.

WIDA language proficiency tests were administered in February, according to Pennsylvania's requirements. Results have not been received at

this time, so there is no data regarding students' advances in proficiency or eligibility for exit from the program. WIDA test results are expected to be available by mid-June; decisions about exit are made prior to the start of the coming school year.

In the coming year, WIDA tests will be being administered on-line. Introductory webinar training for test administrators has already begun. Coordination within the district will be necessary to ensure that the necessary technology is available to the students for the tests. In addition to professional development and preparation for me, students will need to be made aware of, and prepared for, the change. Careful preparation of all parties will help to ensure that our students will be able to do their best on the assessment.

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.

2014-2015

My five year plan at the high school turned out to be a two year stay instead. It was with some sadness that I am moving on already from the high school principal position to the position of Assistant to the Superintendent in Charge of Curriculum and Instruction. The sadness reflects the fact that I still feel that I had much I wanted to accomplish at the high school. I also broke a promise to the high faculty that I would be staying for at least five years, never even imagining the sequence of events that unfolded, with my being offered this new opportunity. The fact that I may still be able to accomplish some of my goals at the high school in my new position as well as having an impact on the other buildings as well is certainly intriguing, and one I look forward to.

I think that certainly one of the greatest accomplishments that Mr. DeFoe and I have created at the high school is a positive atmosphere where both teachers and students enjoy coming to school and working together. There are several statistics taken from the Senior Exit Survey this year that indicate this: ninety four percent of students reported they had a “good educational experience” and “I like my school.” Eighty five percent of the students said “My parents believe the school is doing a good job.” Eighty six percent reported that they felt the school provides enough help to students with academic problems, and eight-eight percent of the students reported participating in some type of extracurricular activity. These types of numbers don’t happen by accident. The teachers and staff of the high school are going out of their way to create a more positive and caring environment. This is also reflected in the fact that our drop-out rate is at historically low levels over the past two years, cut by two thirds the usual average.

Academically exciting things were happening at the high school this year. Our math sequence was revised to both increase some rigor, while also providing more support for struggling math students as well. It was also exciting

to see our students participating again in Brainbusters, Quizbowl, and Science Olympiad. Our strong teams scored well. The Robotics team led by Mr. Lowas continues to amaze me. To place fourth in the state at the Vex Robotics Challenge in just their second year of existence and first year in the competition is astounding. This is a program that appears on the rise and will benefit many of our students.

I would be remiss if I didn't recognize Mr. McCollum for his 500th win in wrestling which is a truly amazing accomplishment and a testament to our program. Also Mr. Defoe needs to be congratulated for his 100th win and another undefeated season with our football team. *Seussical* our musical this year was nominated for an unprecedented number of awards and took home first place at the Totem Pole Awards at the Majestic Theater. I think it goes without saying that great things are being accomplished by our students at BSHS.

Another great year culminated in of all places- Brubaker Auditorium on the campus of Messiah College. With the field construction project starting early the Class of 2015 voted to have their ceremony at Messiah College. What a unique experience it was, traveling by police escort to Messiah and being treated very well by the Messiah staff, made for a unique and special evening for all involved.

I cannot say enough good things about the student body at BSHS. As the attendance and discipline data that follows reflects, we have an exceptional group of students.

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 2014-2015 school year was 93.06 percent. The following table discloses the attendance rate by month and class:

2014-2015 Attendance

	Grade 9	Grade 10	Grade 11	Grade 12	Monthly Avg
August	96.42	96.59	98.11	97.36	97.12
September	94.82	93.16	92.99	92.35	93.33
October	94.33	93.43	92.99	91.74	93.12
November	93.56	92.31	90.90	90.82	91.90
December	93.27	92.04	90.65	90.45	91.60
January	93.01	92.97	92.60	91.89	92.62
February	92.47	92.96	91.49	90.68	91.90
March	93.70	94.37	92.28	90.55	92.73
April	93.03	94.43	90.69	91.91	92.52
May	94.52	95.18	93.11	92.19	93.75
Grade Avg.	93.91	93.74	92.58	91.99	93.06%

Attendance Patterns

As shown for the past five years.

	<u>2010-2011</u>	<u>2011-2012</u>	<u>2012-2013</u>	<u>2013-2014</u>	<u>2014-2015</u>
Seniors	93.18%	93.11%	92.84%	93.69%	91.99%
Juniors	94.54%	93.52%	94.83%	94.15%	92.58%
Sophomores	95.17%	93.52%	94.23%	94.56%	93.74%
Freshmen	94.76%	94.53%	95.16%	95.02%	93.91%
TOTALS	94.41%	93.67%	94.27%	94.36%	93.06%

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 2014-2015 school year was seventeen. Some of these reportable incidents include tobacco and drug/alcohol policy violations. There were twelve cases of tobacco violations this school year, a decrease of nine incidents. There were three drug/alcohol policy violations, the same number of incidents from last year.

Referrals by Grade Level

Grade	9th	10th	11th	12th	Total
AUG	0	0	0	0	0
SEPT	2	10	6	2	20
OCT	6	11	3	3	23
NOV	2	8	3	3	16
DEC	2	4	1	3	10
JAN	4	3	1	1	9
FEB	5	13	5	6	29
MAR	6	11	4	7	28
APR	5	7	7	6	25
MAY	3	9	11	3	26
JUN	0	0	0	0	0
Totals	35	76	41	34	186
AVG/DAY	.19	.42	.23	.19	.97

After School Detention (# of occurrences)

	Aug/ Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May/ June	Totals
9th Grade	0	2	1	1	1	3	5	0	1	14
10th Grade	2	5	2	1	2	8	3	4	1	28
11th Grade	4	1	3	0	0	2	2	2	4	18
12th Grade	1	1	1	2	0	5	1	2	1	14
Totals	7	9	7	4	3	18	11	8	7	74

In-School Suspension (# of occurrences)

	Aug/ Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May/ June	Totals
9th Grade	2	4	0	0	3	2	1	5	2	19
10th Grade	8	6	6	3	1	5	8	3	8	48
11th Grade	2	2	0	1	1	3	2	5	7	23
12th Grade	1	2	2	1	1	1	6	4	2	20
Totals	13	14	8	5	6	11	17	17	19	110

Out of School Suspension (# of occurrences)

	Aug/ Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May/ June	Totals
9th Grade	0	0	1	1	0	0	0	0	0	2
10th Grade	0	0	0	0	0	0	0	0	0	0
11th Grade	0	0	0	0	0	0	0	0	0	0
12th Grade	0	0	0	0	0	0	0	0	0	0
Totals	0	0	1	1	0	0	0	0	0	2

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 2013-2014 school year to the 2014-2015 school year.

	2013-2014	2014-2015	Difference	% Change
STAP	117	110	-7	6% decrease
OSS	10	2	-8	80% decrease
ASD	115	74	-41	36% decrease

In addition to the traditional actions the high school has utilized in the past, we have also incorporated the use of community service. The students worked after school in various assignments around the building. Most of the community service assignments were court appointed.

Community Service *(Discipline cont.)*

	# of Occurrences	# of Hours
9th Grade	1	25
10th Grade	1	40
11th Grade	1	2 1/2
12th Grade	1	20 1/2
Totals	3	63

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 2014-2015 school year we provided Alternative Education services through Upper Adams School District, River Rock Academy, and in house at Bermudian Springs. The table shown below will identify the number of students enrolled in the Alternative Education Program throughout the school year. The students in the Alternative Education Program with the exception of the one senior, will be returning to the alternative education program at the start of the 2014-2015 school year.

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	1	0	1	2
Transitional	0	0	0	0	0	0	0
Policy Violation	0	0	0	0	0	1	1
TOTAL	0	0	0	1	0	2	3

Dropout Rate

During the 2014-2015 school year five students left Bermudian Springs High School for various reasons without desiring to continue their education. One senior, three juniors, one sophomore, and zero freshmen make up the total number of students who withdrew. 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 majority of 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, nine seniors have failed to meet the graduation requirements and will either be attending summer school, returning for an additional school year, or not continuing their education.

CURRICULUM REPORTS

Dianna Jarema

Agriculture Education

John Wardle

This year's goal was to continue to increase agriculture literacy while exposing students to the diversity of the agriculture industry by using advanced technology. The development of problem-solving and decision-making skills, while serving a nontraditional agriculture student body, was encouraged. New equipment and curriculum-enhancing materials purchased with Perkins funds allowed the Agriculture Department to stay current and challenge students to new levels of learning.

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.

Continuous use of MIG and arc welders allows the agriculture mechanics curriculum to prepare students for direct job-related skills. Project planning, design, and implementation were directed in a more student-centered way, requiring more individual responsibility. Student interest in metalworking continues to increase and needs to be continuously funded as metal is a consumable product. Greenhouse production and plant science classes completed floral projects for banquets and student-related activities. Interest in plant science and horticulture continues to increase. Animal Science curriculum encompassed areas of wildlife management, veterinary science, and animal production, as well as integrating courses such as math, history, and English.

The Agriculture Diversified Occupations on-the-job preparation assists students to develop lifelong skills and an appreciation for their chosen occupation. Four students completed the work study program and worked an average of 750 hours throughout the school year.

Eleven of the 27 seniors plan to continue their education in technical or four-year colleges; the remaining seniors plan to enter the work force directly. One entered the military. 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 need to be maintained 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 2015-2016 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 the percent of program completers in this area.
9. To improve Agriculture students' scores on the Keystone Exams.

ART

Kim Robinson

The addition of an Advanced Placement program in Art at the high school allowed our students new opportunities for growth and raised the standards of

work in the classroom. The College Board accepted curricula for us to offer AP Studio Art 2D Design, 3D Design, and Drawing. We had three students enrolled in 2D Design for our inaugural year. Scores will be received in July.

The **2014-2015** school year provided opportunities for public recognition for the Art department. In December, we displayed the work of 42 art students at a special exhibit called, "**Perceptions**" at the Adams County Arts Council. This exhibit featured only Bermudian Springs artists and remained on display the entire month. 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 five 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. **Dominique Buxton** and **Dylan Painter** received honorable mention awards in Drawing. **Andrea Curfman** received an honorable mention award in Mixed Media. **Kelsey Weaver** received honorable mention and a Silver Key in Drawing and a Silver Key in Painting. **Adam Cashman** received three honorable mentions in Painting and one in Art Portfolio. He also received two Silver Keys in Drawing, a Gold Key in Painting, and a Gold Key in Drawing.

All art students (led by NAHS members) were invited to create **Valentines for Veterans** in February. Over 100 valentines were delivered to the Lebanon Veterans Hospital as part of this national program. Also in February, **Camie Laughman** was selected as **1st Place** winner in the local VFW's Patriotic Art competition. Camie represented the East Berlin VFW and received a \$100 cash prize. Her artwork as well as the entries from **Kyle LoConte** and **Trevor Kasulen** entered district competition. Camie was also selected the district winner.

In March, the *Gettysburg Times* featured the award winning ads of art students **Deanna Boyer** (Grand Prize), and **Sarah Lenker** (Honorable Mention). 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 “**7th 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: 1st Place – **Kelsey Weaver** , 2nd Place – **Brooke Zehr**, 3rd Place – **Sarah Crane**, 4th Place – **Dorothy Marquet**.

In May all artwork created throughout the year was displayed for the public in the halls surrounding the cafeteria and auditorium. Over 750 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.

Three students were selected to submit entries to a national contest sponsored by Blick Art Materials. There were 328 national entries and 5 were selected as Gold Award winners while 10 were selected as Silver Award winners. **Adam Cashman** was a Gold Award winner and **Kelsey Weaver** was a Silver Award winner. Adam’s work will be published on an art advocacy poster and will be distributed to all art teachers in the nation during the 2015-16 school year.

Lastly, our on-line account at Artsonia.com was a great interactive part of bringing our art into the public. We have published nearly 1100 works of art, registered 148 fan club members, and have had 49 comments made about our student work. All art students have active digital portfolios at this site. A total of 6,795 visitors have browsed our site this school year bringing our total site visits to 133,495! We are currently ranked #3 in the state of Pennsylvania for all high schools participating and #44 in the nation. Visit it today at www.Artsonia.com!

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

Larry Fahnestock

Debra Tate

The High School Business department remained the same as Mr. Fahnestock and Mrs. Tate, both had similar teaching schedules as the previous year.

Introduction to Business Concepts, Business Communications, Business Document Processing I, and Computer Applications, a remedial course, course were taught by Mrs. Tate in addition to the Diversified Occupations Theory Classes and supervision.

The enrollment in Diversified Occupations was eleven students with Mrs. Tate also supervising 5 Agriculture students. The student of the year was Jacob Egenrider who was employed at Gene Latta Ford as a Lot Attendant. Jake is enrolled at Millersville University in Lancaster to prepare for a career as an IT Systems Analyst. Another noteworthy achievement this year was that all eleven students that took the NOCTI Exam for "*21st Century Career Readiness*" achieved a Proficient rating.

The Productivity Applications I (word processing and presentation software) was taught by Mr. Fahnestock in the first semester. A Business Law class was offered for the first time in the second semester with 17 students enrolled. Mr. Fahnestock also taught Life Skills Business, a required freshman class. The Accounting I class, a full year course, continued to provide essential knowledge in the application of Generally Accepted Accounting Principles (GAAP). Accounting I focuses on Sole Proprietorships initially in service industries then the focus shifts to merchandisers. Of the 9 students enrolled, 4 were exempt from the final exam, but one student failed the course. There were similar exemption results for Productivity Applications I with 9 out of 15 exempt and 2 failures. Business Law had 1 of 17 exempt and 1 failure. Accounting II, Productivity Applications II (spreadsheet and database software), Web Development, Multimedia, and other elective offerings were not taught due to low enrollment.

Life Skills Business was spread over 9 sections in each semester which kept the class sizes small. The “Your Checking Account” workbook and simulation was the core of the course again although the content had been updated to deal more with electronic transactions. The use of the workbook is enhanced by supplemental material. The non-English speaking student in Semester 2 was challenging but a Spanish language version of the workbook was acquired and the translate function in Word was used extensively.

Web development will be offered next year due to increased enrollment.

Mr. Fahnestock withdrew from the Workforce Education at Penn State and opted for early retirement. Mrs. Tate will continue teaching for the 2015-2016 school year.

ENGLISH DEPARTMENT

**Rachel Bort
Heather Dengler
Amanda Nace
Lori Overmoyer
Melissa-Ann Pero
Marti Sload**

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 raise student achievement on standardized tests and increase overall classroom success. We will continue to work toward a higher percentage of proficiency on Keystone Exams.

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.

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. 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. Keystone Prep was a class that bolstered their skills and readied them for retakes. These classes included PLATO online learning and other classroom activities.

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.

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

The Family and Consumer Science Department offered the same semester long classes as they have in the past and one year long course. The semester long courses are: Life Skills, Family Living, Fashion Design, Homes and Interiors, Culinary I and Culinary II. Child Care/Nursery School is a yearlong course. There were also two students involved in the Family and Consumer Science Internship program.

As in the past Mrs. Stough and Mrs. Richwine both taught Life Skills, which is the required course that fulfills our state requirement to have one mandatory FCS course for all high school students. The students once again

studied units with the Family and Consumer Science teachers for one marking period and with Mr. Fahnestock, the Business teacher, the other marking period of the semester course. In the FCS portion of the course we covered career choices and selection, family living, relationships, comparison shopping, and life styles. This year Mrs. Null, the ninth grade guidance counselor also engaged the students in learning how to complete a job application, write a cover letter, and build a resume. These skills are all necessary for students at this age as many of them are looking for jobs.

The Family Living course has become very popular. Students have commented to Mrs. Stough that this would be an excellent course to require for all graduating seniors. She has also had conversations with several students that took the course as a sophomore and requested to take the class again as a senior. Students are seeing the value in the journey through adult life by means of a simulation project this class provides them. As in the past, students researched careers, learned about checking accounts, searched for housing and transportation that fit their budget, and learned what it was like to pay bills on a weekly basis. At the end of each month students compared their income to their expenditures. Many were surprised to find that they would not have enough money to make it through one month unless they had built up a savings before they lived on their own. The students also carried the baby manikins as part of this unit. Carrying the babies has given the students an insight into the fact that they are not prepared to give up their teen life and become a parent. The students were very appreciative of the things they learned in this course. They found the information on filling out job applications, I-9's and W-4's to be particularly useful.

The Fashion Design course was offered this year but did not fit into the master schedule. Several students have expressed hopes the class will fit into the 2015-2016 master schedule. Some of the students that were not able to

have the class were able to join the Costume Crew and learn sewing techniques while making costumes for this year's production of Seussical.

The Homes and Interiors course was offered this year. After conversations with Mr. Gregory Kline (graphic design teacher), the course emphasis was changed. Students worked more on the interior design aspect of housing than on the family's needs for various types of housing and the construction of housing. Both topics were covered briefly as it's especially important to an interior designer to know about home construction. Students participated in many project based activities with the final project being the most popular. During this project, students were assigned to a "client" (one of the faculty members or administrators in the middle or high school). Students interviewed their client to collect information about a room in their home they wanted to remodel. Students were also given a budget by the client. After collecting information, students set about finding the items necessary to complete the remodel, including building a cost list of the items and a project board to use when presenting their redesign. Students then presented their room to the client and the client chose the designer they would use to complete the project. This was an excellent way for the students to put the information studied in class into action in a real life situation.

Culinary I is an introductory course in food preparation. As in previous years, students learned to prepare a wide variety of foods. The course gave the student the skills necessary to be self-sufficient in the kitchen. The students covered topics that included kitchen safety, kitchen equipment, meal planning, food service and entertaining, principles of cooking, nutrition, and career opportunities. The food the students prepared included: egg dishes, fruits and vegetables, meats, candies, and main dishes. Students also prepared a breakfast for a Superintendents meeting, coffee with the principal, and several elementary school meetings.

The Culinary II course introduced students to the basics of food preservation. Once again, the Sweet Pepper Jam the students prepared taught them how to process foods in a hot water bath. This year students also learned how to use a food dehydrator to prepare cookies. In another unit the students learned to prepare, knead, shape and bake a variety of delicious yeast breads. The highlight of this year's Culinary II course was the continuation of the basic cake decorating unit that was taught in Culinary I. The students prepared cupcakes for Academic Awards, the All Sports Banquet, and baccalaureate. The groups that ordered the cupcakes were all impressed with the students decorating abilities and the delicious taste.

The Child Care/Nursery School program enrolled 17 preschoolers. This year, as in the past several years, we were fortunate to share our room with the LIU preschool. This was accomplished by overlapping the programs from 12:15 until 1:10 each day. The LIU preschool had a new teacher this year, Mrs. Ashley Capozzi. Miss Ashley proved to be a valuable resource for the students. She made herself available at any time throughout the day to help students with lesson ideas and planning. The overlap in the two programs allowed the second section of CCNS students to work with the special needs students in both group and one-on-one settings. One down fall of the overlap is that only one section of the CCNS classes was given the opportunity to work with the LIU students. Lissa Messet, Miss Ashley's supervisor, especially liked the results she was seeing in student growth in both our CCNS class and the LIU students. She wanted to try to have the LIU student drop off time changed so that both CCNS classes could have the same experience with the LIU children, however, she was unable to do so. This year the students did not take a field trip with the preschool children. Instead they planned a fun day for the children. This allowed students to experience working with toddlers in a new setting and learn organizational skills. Preschool students arrive at their normal time and had a normal day of preschool activities. Afterwards, the preschoolers participated in outdoor games, craft activities, and a cooking activity. This was an excellent alternative to a field

trip. In an effort to help the CCNS students become job ready, they created portfolios for the eleventh year in a row. The portfolio project is based on the FCCLA's Early Childhood STAR event and encourages students to compile their work from the school year into an organized folder that they could present to a prospective employer or college professor. We are excited to have changed our CIP code and become an approved program. In addition, the newly approved CCNSI and CCNSII courses were put into place this year. The new FCS internship helped two seniors, Amy Smyers and Morghan Hinkle, prepare for their future career as elementary/special education teachers. Morghan Hinkle completed an internship with the LIU preschool. She worked each day with the students in Miss Ashley's morning class. Morghan was commended by Miss Ashley for her work with the LIU children. Amy Smyers completed her internship under the direction of Mrs. Autumn Zaminski in our elementary school. Amy also proved to be a valuable part of Mrs. Zaminski's classroom.

The FCCLA (Family, Career and Community Leaders of America) continues to be an integral part of the Family and Consumer Sciences Department. This year the club was able to sponsor several community service activities. Once again, the club members were able to provide cookies (over 150 dozen) for the Annual Senior Citizen's Holiday Tea at the Carlisle Army War Barracks and over fifty dozen cookies to the Brethren Home for their Christmas party. For the third year in a row, the club members participated in the Powder Puff football game by selling baked goods to help student council raise money. Our club was larger this year and the students were more involved in the activities than in previous years.

Mrs. Stough once again worked to incorporate more opportunities for students to use technology in their daily lessons. The addition of more iPads was helpful in allowing students to gain access to online activities. Students used the computers, printers, iPads, ActivInspire and Google Docs to create projects (especially the CCNS students), reports, etc., for their classes in our

department as well as for other teachers. Google Voice continues to be used by the CCNS students as a communication link. In addition, Google Docs has been utilized to collect student work and to administer tests. The use of Google Docs allows students to have access to the feedback on their assignments as soon as Mrs. Stough grades them (they can actually view their work as she grades it if they happen to be logged into their Google Drive and in the document while she is grading). Using this online tool also allows Mrs. Stough to view projects as students work on them and the chat portion of the drive allows her to communicate with students as they work on the projects in class. Google Docs was used by the FCS interns and independent study culinary students to complete response journals with Mrs. Stough. Students made daily entries in their journal and Mrs. Stough was able to add her comments or assignments into the same journal. The culinary students continue to receive their recipes through Google Docs and the students in the CCNS classes are also receiving handouts and forms through the drive as well. This will help cut down on the need to make copies (which use both paper, ink, and copier time). Students in all classes were given tests which were created using a Google form. Once the students have taken the test and Mrs. Stough submitted the answer key through the form as well, Mrs. Stough was able to use a program called "Flubaroo" to grade the test. Once the test was graded, "Flubaroo" allows the teacher to email the test results to each individual student. The email shows students the question, their answer, whether the answer is right or wrong and if the teacher chooses, the correct answer for each question. A column could also be added to the spread sheet, that is populated by the testing process, to include parent email addresses and parents would also receive the student's grades. This year Mrs. Stough introduced Doctapus to the students. This Google add-on allows the teacher to give worksheets or other assignments to the class and grade those assignments using rubrics that are attached to the disseminated assignment. Rubrics are viewable by students during the activity and then completed by the teacher at the conclusion of the assignment. In addition to Google Docs, Mrs. Stough once again used "Remind" with her classes, club, and homeroom. The use of this safe

messaging system allowed her to remind students to complete homework assignments, bring in project supplies, study for tests, and much more. Students expressed their gratitude for the communication. Parents were also encouraged to sign up to receive the “Remind” messages which allowed them to be a part of their child’s education and stay in tune with what was expected of their child in their FCS classes. Many parents were appreciative of the communications they received. A “Remind” section was also set up for the parents of the preschoolers involved in our CCNS preschool. This allowed Mrs. Stough to disseminate information to them in a timely fashion. With the weather situation this past winter it also allowed her to make sure the parents knew when preschool would be canceled. Using “Remind” was like having our own little “Global Connect.”

As a department, we implemented our constructive response questions and SLO’s. Students did well with the constructive response questions. Mrs. Stough’s SLO tracked students’ mastery of lesson planning.

The following goals have been set for the 2015-2016 school year:

- 1) To continue to work to successfully integrate LFS strategies into the curriculum and daily lessons.
- 2) To continue to instruct students to use technologically advanced techniques and equipment that will assist them in gaining marketable skills making them desirable candidates for jobs offered by perspective employers.
- 3) To continue to increase the department’s involvement in community relations and community service projects.
- 4) To integrate technology into daily lesson plans. Including the use of Chrome Books which will be replacing the current desk top computers in the department’s student work room.
- 5) To implement the NOCTI test for those students completing our newly approved program of study.
- 6) To increase the number of students enrolled and students completing our child care approved program of study.

- 7) 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).
- 8) To continue to develop our relationship with the LIU preschool program and have Miss Ashley become a part of the instructional portion of our program by joining the classes on Monday's (which is the day that she does not have students in her classroom each week).
- 9) To continue to encourage students to utilize the Google Drive as a means to receive class handouts, recipes and notes as well as to store their own assignments and projects so that they are able to access them not only during the school day, but also at home or other places outside of the district.
- 10) To have Mrs. Stough complete her Master's in Education so that we can begin to offer a College in the High School Early Childhood course.
- 11) To create a partnership with Hillside Restaurant allowing independent study culinary students to acquire skills in each aspect of running/working in a restaurant by working in the restaurant one morning a month. Also, allow students to learn menu planning for a restaurant and prepare and serve the menu one night a month at Hillside.

Department's reputation for carefully prepared, attractive, and tasty food continues to grow. Their well-designed displays were served at teacher receptions, and the Adams County Superintendents' meeting. As with past classes, the students have developed a positive self-esteem from the comments they receive from the people they prepare the food for and from being able to see what they are able to accomplish. Once again, the students prepared desserts for the All-Sports Banquet, held in the high school cafeteria. In addition, the students were asked to prepare food for the Adams County Superintendents – and we are the only school that allows their FCS department to cater that event.

The Superintendents are always pleased with their meal. These events gave the students an experience in the preparation of quantitative foods.

FOREIGN LANGUAGE

French I-IV

Wendy Cutright

The 2014-2015 school year was a successful one in the French department. Despite the number of snow days, all levels are on track for the next level's curriculum. Unfortunately, we were unable to take our annual trip to the National Gallery of Art in Washington D.C. We hope to take the trip next year since this is one of the few times I can offer my students experiential opportunity to use their French in a concrete environment.

Goals for 2014-2015 year include continuing improvement of multi-media and technology in the classroom. We also began to implement our SLO's, which will need revised for the next calendar year. An additional goal for 2015-2016 school year is improving student opportunity for community building, such as French lessons at the Elementary School presented by the French IV students and appropriate field trips, as stated in the National Foreign Language Proposed Standards 5.1 and 5.2 for Foreign Language instruction in public schools.

SPANISH

Maria Murillo

Kari Garben

During the 2014-2015 school year, the Spanish department emphasized the practical use of Spanish as well as the appreciation and respect of other cultures and traditions. This was my (Kari Garben) first year at Bermudian Springs and it was a wonderful year. I grew a great deal personally and professionally. It was wonderful to meet the staff and get to know the daily routine of Bermudian Springs. I am looking forward to next year and what is to come. Although Maria and I teach different levels, many of our activities and instructional strategies are similar. My students talked a great deal about their likes and dislikes and by the end of the year were able to talk about themselves and their family on a variety of topics.

Maria situated students into different Spanish speaking countries. Each student learned important facts about a particular country and became an expert. During presentations, each student taught others about their assigned country. During these presentations some students brought typical food, others made us dance to the rhythm of exotic music, and some made themselves specific dresses from a country. They compared and contrasted social, political, and economical situations of these countries versus the United States.

Maria also had students make a city out of cardboard which included streets, parks, fountains, traffic signs and buildings. Our friend Lola (a doll) was moved all over the city asking and giving directions. Students were also provided with a survival vocabulary to help them to move around in a foreign country.

We celebrated important holidays like Cinco de Mayo and “El Dia de los Muertos“ or day of the dead by making an altar similar to the one that Mexicans make. We also saw a video about the Holy Week in Spain and talked about the importance of religion in Spanish speaking countries.

Another important project was our mini books with the biography and work of important Spanish speaking people who had positive influences in our world.

Our goals for the 2015-2016 school year are going to be very similar to last year’s goal. We will continue to promote respect and appreciation of other cultures and traditions in order to survive in a diversified world. I also want to emphasize the importance of the Spanish language in the United States as the second official language, as well as encourage more students to take higher levels of foreign language.

HUMANITIES DEPARTMENT

GUIDANCE

**Mitch Nace
Jacqui Null**

As counselors, we realize the increasing competitiveness of the workforce. We continued to make post secondary skills training an important aspect of the high school experience with this in mind. As reported by this year’s seniors, it appears we will have a similar ratio of students furthering their education in some capacity. We anticipate approximately 45% of our graduating class continuing

their education at a 4-year institute, 28% going on to a 2-year post-secondary program, 9% pursuing a military career, and 18% seeking employment immediately after graduation.

Classes were visited at numerous times throughout the school year to review information on careers, organization, study-skills, and college readiness. We also make ourselves available to teachers to visit classes as needed for any other topics of concern or discussion. A number of teachers take advantage of this opportunity each year. The 9th grade Life-Skills classes continued a series of career and college workshops that had begun during the students' 8th grade year. These lessons focused on career components such as resumes, cover letters, job applications, etc.

Many of the programs that we are responsible for went very well this year. Some of these programs include the 10th grade Career Fair at Gettysburg College, implementation of Choices career software program for 9th graders, student of the month, 9th grade orientation, College Planning Night, Financial Aid Workshop, 8th grade scheduling night, the annual College Fair held in the evening at Gettysburg College, and a variety of testing including Keystones, ASVAB, CHS placement testing, and the PSAT/NMSQT.

Parent participation at our financial aid night was again good this year. Our college planning night was very well-attended as well. Also, this year's College Fair had one of the highest student attendance rates of all the schools in Adams County. Eighth grade scheduling night had a great turnout as well, where students had the opportunity to view displays and talk with elective teachers and get many questions answered.

The Learning for Life program was continued this school year. One counselor and seven students attend monthly lessons at Gettysburg High School, team building activities across the county, and an end of year luncheon at Tech Prep in Gettysburg. The students also each met with a mentor regularly from the local business community. We hope to continue involving more Bermudian Springs' students as the years continue.

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 High School students for success both in high school and in their futures.

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 crisis intervention were made. These calls often lead to placement resulting in the students receiving the help they need to remain safe and mentally healthy.

HEALTH AND PHYSICAL EDUCATION

Brian Oswald

Trisha Rapp

The Health and Physical Education department had a very busy, yet rewarding school year. Providing relevant and interesting lessons to our students in health classes and motivating and challenging activities in Physical Education classes were the main focus for the year. We look forward to and are excited about what the coming year will bring.

Ms. Rapp incorporated her SLO into her physical education classes by challenging students not only to improve their own pacer score, but to move into a healthy fitness zone (Fitnessgram).

Ms. Rapp continues to prepare her students for keystone testing by incorporating six constructed responses (non-fictional) to articles utilizing the R.A.C.E. graphic organizer. Both the girls' and boys' classes were able to participate and learn the concepts and strategies of a new activity called Nitroball. The activity was well received by the students and they enjoyed participating in the activity as a lead up or substitute for volleyball. 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. It should be noted that Erik Sauve of Sauve Brothers is providing the uniforms for both the Middle and High schools and that the cost of the uniforms has not increased one penny since we started this endeavor back in 2008-2009. We would also like to thank the HS office staff of Beth Farley and Shelly Moore for all of their support in ordering and making sure every student gets the clothing that they need for class.

Mr. Oswald's 9th grade Health classes participated in the inaugural SLO process at Bermudian Springs. The students completed two constructed responses to articles utilizing the R.A.C.E. organizer to better prepare them for the Keystone Exams. Though not overly eager to participate in the process, the students did show a great deal of growth through the writing opportunities they were given. A few challenges seemed to surface this year including the delays due to weather, access to technology in the library and writing center, and having class only two days per cycle schedule. We will continue to create more strategies to overcome these challenges.

The annual Hoops for Heart event was held on Tuesday, February 24, 2015. The event was a huge success. 76 Bermudian Springs students and faculty participated in a 3 on 3 basketball tournament and raised \$1757 that goes directly to the American Heart Association for education and research about heart disease. Way to go Bermudian Springs!

Goals for 2015-2016:

We look forward to the facilities upgrade of the Turf fields that we will be able to utilize for our Physical Education classes. They will provide many opportunities for our students to participate in different activities and also will be able to spend more time outdoors which seems to improve the overall climate of the school. Student Learning Objectives will also be a focus for the upcoming academic year. Striving to incorporate additional technology and pedagogical methods will continue to be at the forefront of our professional duties in the future.

HEALTH SERVICES

Stephanie Battle, RN,CSN

This year I continued to have the opportunity to assist the Interact Club with the “Duffel Bag” program. Due to the positive feedback from the previous school year, the organization that funded the project increased the donations. This allowed more families to benefit from the program and more food/pantry items to be given per family this year. In all, 20 families received help through this confidential donation program. The Interact Club also organized a pantry of food and clothing donations in the nurse’s office for students to come in and take home items as needed.

The health room saw injury/illness visits numbers that are consistent with the 2013-2014 school year. There were some funding changes in the state of PA so the year started off with us not having access to school health consultants. However, in March 2015 the PADOH reintroduced school health consultants for school nurses to use as resources. This was much needed and appreciated.

The School Health Council tried to make some changes for the district this year to increase involvement of students and faculty/staff. The Biggest Loser for staff was increased in length and had more participation in the HS than the previous year. Also, the council helped organize a color run and student council fair for student and community involvement in May.

The Health Services portion of the district website has been up and running all year. It has been a helpful tool for parents. Next year, my goal is to

become more familiar with and utilize a new individualized health care plan program. This program will make it easier for the nurses to create a more comprehensive health and emergency action plan for all students with chronic health needs.

LIBRARY MEDIA CENTER

Holly Reitzel

Classroom teachers and students continue to use the library on a daily basis. Around 27,000 student visits were logged for use of the library, library classroom, conference room, and work room. All four areas continue to be an integral part of the high school library. The library is also a printing spot; with many copies a day being printed from computers.

Print sources continue to be an asset to learning and research. Our library loan program continues through Access PA. Around fifty books were loaned to other libraries and 27 books were borrowed for our students. Over 1,226 fiction titles, 1,702 nonfiction titles, and 463 reference books were borrowed this year from our high school library. Many book sources were used in the library, in the writing center, and in various classrooms, especially atlases and nonfiction books.

Students and teachers forge ahead into the 21st century with an increase in the use of technology. 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 and their school account daily for academic success.

The library usage schedule continues to be available for viewing by the teachers on computers through the teacher drive. Teachers also continue to enhance learning in the library by providing passes to students to complete work during their students' study hall time.

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 is helping to develop a similar base for research and encouraging students and teachers to use the school adopted MLA format. Consequently, students entering the high school and higher education will be stronger in reaching their researching requirements through constantly using dependable sources and in using a consistent format.

Power Library also still provides a variety of databases. Students are taught to access these databases at school and at home by linking to the school's website. The library's various pages enhance research by providing links to databases, research hints, eBooks purchased by the school, other available online books, search engines, technology tools, MLA and APA formatting, and more. Students are also encouraged to register for a free local library card to access use of additional databases and eBooks.

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. The new system is more versatile and better fits the growing needs of the library's addition of eBooks and databases.

This year we finalized the complete weeding of the nonfiction. Also, barcodes were moved to the front of all the books for easier access if and when a scanner is purchased to enhance the completion of inventory.

MATHEMATICS

**Andy Balas
Allison Ramsey
Wendy Rose
Ethan Sentz
Michelle Zimmerman**

This was a year of change for the mathematics department. Many discussions were held to determine what might be the right path to take in preparing students for the Keystone Tests. We believe our decision will be the best for our students in the years to come. We look forward to see how it plays out next year.

Mrs. Zimmerman had a full schedule of CP and Honors Geometry students. This should be the last year of large numbers since our reconfiguration of courses. She was hoping this would be her first year without any failures, but one student didn't make it for the year. Her classes were enjoyable at both levels and feels the students will be successful in any subsequent math courses they have scheduled. Mrs. Zimmerman enjoyed the creativity of her students this year, through geometry videos, Pi Day Posters, and phi activities just to name a few. She was encouraged by her students who loved the subject and told her they appreciated her passion for the subject as well. Mrs. Zimmerman had the pleasure of working with the new member of the department, Ethan Sentz. Though, with the schedules, it was not always easy for them to get together as mentor and mentee. She truly believes he will do a great job here at Bermudian Springs and looks forward to seeing him grow professionally in the coming years.

This was Mrs. Rose's second year at Bermudian Springs and was leaps and bounds more comfortable than last year. She had the opportunity to collaborate with Ethan Sentz on Alg 1B throughout the year. What a wonderful addition to our staff and students! They bounced ideas off of each other and restructured the course a bit to better prepare students for the Keystone Exams. They spent at least a month on Statistics and probability; we're hoping this will reflect positively in our Keystone scores. Mrs. Rose ran two after school Keystone review sessions the week before the exam. Three students attended the first session and seven attended the second.

This was Mrs. Rose's first batch of seniors at Bermudian Springs because she had the opportunity to teach CP Statistics. Andy Balas was a huge help and resource in guiding her through this course as well as helping with the paperwork regarding the CHS College Algebra course which will be offered next school year.

Ethan Sentz came to our mathematics department as an additional hire this year to support our Algebra I team. He taught sections of Algebra IA and Algebra IB while piloting the Algebra Keystone Preparation course for students who did not earn a proficient score on last year's exam. Ethan utilized the

feedback he received from his students in Keystone Prep to provide focus for his Algebra IA and IB courses. Students shared that identifying slope, graphing, data representations and probability were topics presented on the Algebra Keystone Exam that they were uncomfortable with on their first attempt. Algebra IA students were able to focus the majority of the final marking period on finding slope and graphing linear functions while his Algebra IB students created a data representation project using data from a source or topic that was of interest to them.

We have completed the transition of our mathematics sequence from Algebra IB, Algebra II, and Geometry to Algebra IB, Geometry, and Algebra II. While Mrs. Ramsey thought the material would be a struggle for many of her Algebra II students, due to being in Geometry last year, this wasn't the case at all. She had originally planned on reviewing some Algebra I topics before diving into the Algebra II material; however, she decided to start the year off with diving right into the Algebra II material. All students did very well with getting back into the Algebra mind frame. By doing this in both the College Prep and Honors levels, she was able to get through more material with both levels than she has in all of her six years of teaching. She plans to continue this way in the years to come. Due to the change in sequence, she is looking forward to seeing how her Algebra II students do in Pre-Calculus and Trigonometry next year because in the past they have struggled a little with the material since they had Geometry in between.

This was Allison's third year teaching Foundations Geometry which she felt went the best that it has in all the years she has taught it. Due to teaching it for a few years, she was able to spend the time changing, adapting, and adding items, lessons, and practice to the material she already created. Also, this was Allison's first year teaching Algebra IB which ended up being an inclusion class with a special education teacher. While she was worried about teaching the class, it went very well because of her experience with teaching Algebra II for the past six years. This was only the second year that she had a special education teacher in her classroom with her which she enjoyed thoroughly because he was

a huge help with classroom management and instruction for the special education and regular education students.

For Mr. Balas, this year the focus was on continuing to improve lessons, activities and assessments. More minor adjustments were made to some of the sequencing of material in each class. The removal of CP Statistics from his schedule and the addition of Algebra 1B required a significant amount of additional preparation time to his daily planning. Most significant was the amount of time devoted to preparing for the Algebra 1 Keystone exam. As it is each year, we go blind into that exam as to what the concentration of topics will be each year. This year, the students felt the first part contained a heavy amount of inequalities that seemed quite disproportionate with the standards PDE has for Algebra 1. They felt much more confident with the 2nd part which they reported contained more linear functions, slope, and rates of change.

Student numbers in the CHS classes this year were on the low side. In discussions with students who did not take CHS classes but indicated the prior spring that they were considering them, they indicated scheduling conflicts, poor results on the AccuPlacer placement exam, and a preference to take the CP level statistics course from me rather than retaking the AccuPlacer. Efforts were made this spring to encourage more students who did not score well initially on the AccuPlacer to retake it in the hopes of getting scores that would qualify them for CHS Pre-calculus, CHS Statistics or the new CHS College Algebra. It is important to recognize that we now will be offering 11 credits in college level mathematics to our students before they graduate Bermudian Springs. It is always pleasing to see the enthusiastic response to the course offering in the number of students signed up for the course. Andy is excited about the opportunity this offers the students and looks forward to the challenge as he prepares the course over this coming summer.

Since the Algebra I Keystone Exam continues to have a major impact on our students, teachers, and school district, the administration decided to divide up the teachers who were teaching the Algebra IB students who would be taking the Algebra I Keystone Exam for the first time. The responsibility was spread

between Ethan Sentz, Wendy Rose, Andy Balas, and Allison Ramsey. We are all anticipating the results of our students taking the Algebra I Keystone Exam. Also, due to the major impact this exam has on everyone, we decided as a mathematics department to add in some Keystone Exam preparation for our incoming freshmen who will be taking the Algebra I Keystone Exam. This way they are getting the extra practice before taking the Keystone Exam rather than after taking the Keystone Exam. We also decided that for those students who failed the Algebra I Keystone Exam the first time, instead of placing them in a Keystone Remediation course which causes for some of them to lose 1.5 elective credits, they would be placed in Algebra II which will start the year by focusing on Algebra I topics they will see when they retake the Algebra I Keystone Exam in December. However, after retaking the exam, they will continue in the class with Algebra II topics. This will allow for them to get the mathematics credit versus using up their elective credits. We cannot wait to see how this works in comparison to what we have been doing with the Keystone Remediation courses.

INSTRUMENTAL MUSIC

Derek Boyce

The 2014-2015 school year provided many great performance and educational opportunities for the Concert, Jazz, and Steel bands at the high school, and many musical growth opportunities in sound engineering. The Concert Band performed three outstanding concerts, with the spring concert focusing on multi-meter music. For the second year in a row we had a student make the Pennsylvania All State Band. Max Kaufman, an 11th grader achieved this honor. Max is the first multi year member of an all state ensemble from Bermudian Springs. The Steel Band once again performed at several events around Central Pennsylvania. The steel and jazz bands also presented their yearly concert in the auditorium on May 19. All of the performances were well received and exhibited the talents of our students to many people.

This year also saw increased interest in the Sound Engineering. There continues to be a need to have adequate computers available 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 feel rhythmic patterns to alleviate a rigid feel. 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

2014-2015 was an exciting year for the vocal music department. We offered different courses to advance students' musicianship. They included 9/10 Choir, 11/12 Choir, Music for Entertainment, and Eagle Singers. We also had a banner year on stage with the spring musical, *Seussical*.

The Concert Choir was split into two different class periods- one for 11th and 12th grade students and another for 9th and 10th grade students. Students worked hard on their sight-reading skills in these classes this year, and were able to sing unfamiliar melodies on solfege both in unison and in parts. A portion of our Spring Concert repertoire was dedicated to community activism and social change through the songs "It Takes a Village" and "Wanting Memories."

The Eagle Singers performed frequently throughout the area. They sang the National Anthem at every home football game, performed in a madrigal competition at the Pennsylvania Renaissance Faire, performed Christmas Carols at the Brethren Home, Lake Meade Community Center, Nell's Shur Fine, the Gettysburg Outlets, and at Bermudian Springs Elementary School. The Eagle Singers were also honored to be invited to perform at three prestigious events in

the spring. On April 18th, the Eagle Singers were the featured entertainment at the York Springs High School Alumni Banquet, and received a rare standing ovation for their performance. Chief Weigand of the Latimore Township Police Department asked the Eagle Singers to perform some selections at the Adams County Fallen Police Officer's Memorial Service on May 8th, which was attended by all police chiefs in Adams County and local politicians. They also continued their tradition of performing the National Anthem at the York Springs Lions Club Memorial Day Service. Their performance at the spring concert featured an acapella arrangement of Gotye's "Somebody That I Used to Know," for which students co-constructed an electronic percussion accompaniment.

Our elective classes allowed students with various musical backgrounds the opportunity to 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.

The spring musical soared to new heights this year with their production of *Seussical*. The show is based on over 15 different stories of Dr. Seuss, and was a perfect fit for the wide range of talents that we have. Some select cast members traveled to the elementary school on Dr. Seuss's Birthday to perform beloved stories in costume and in character at an all-school assembly. Between the cast, crew, and faculty helpers, more than 100 different people came together to put on three spectacular performances. Students put thousands of hours of hard work into the show, and were recognized for their success on stage at the Totem Pole Playhouse Awards, in which Bermudian Springs was nominated in 13 out of 15 categories (the most of any school participating). We were honored to receive awards for Best Male Solo Vocal Performance (Matt Meckley, "How Lucky You Are"), Best Featured Male Ensemble Member (Connor Zahm, General Genghis Khan Schmitz), Best Musical Chorus, and the highest honor of the ceremony, the Carl Schurr Award for the Best Musical of 2015.

The Vocal Music department will look to continue its trend of excellence in all categories for the next academic year. Specific goals include expanding the

sight singing skills of all ensembles, looking for more opportunities for Eagle Singers to perform in the area, explore more performance units in elective classes, and raise the bar even higher in the spring musical.

NATURAL AND SOCIAL SCIENCES

**Shane Miller
Ted Marines
Kaela Piechowicz
Carolyn Reeve
Kristen Zehr**

Chemistry

This year in Chemistry, topics of study included the atom, chemical bonding, chemical reactions, nuclear reactions, Gas Laws, and solutions. All material outlined as eligible content by the PDE was covered in depth. Students were taught the material in several different ways; switching delivery methods with each chapter/unit. Lessons were delivered by lecture, individual study, group study, and laboratory activities with all methods incorporating LFS strategies. An emphasis was placed on finding new ways to present some of the most difficult topics in Chemistry. These are still a work in progress and will be a continued goal. Next year's emphasis will be placed on improving science test taking skills.

Advanced Chemistry had a strong second year with content ranging from reaction rates to organic chemistry. Students were able to study concepts at the college freshman level to better prepare them for careers in a chemistry related field. Every unit included advanced level laboratory activities that allowed students to practice proper lab procedure. Students went on a field trip to Penn State to visit the nuclear reactor and explore nuclear chemistry and the careers that they could pursue. We were even able to go into the reactor control room to see how it works! Every student that left this class will be fully prepared to tackle college chemistry head-on.

Mr. Miller participated in a STEM grant for the second year through the Chester County Intermediate Unit and NASA. He continues to obtain many great activities and lessons presented at the classes which are immediately placed into

our chemistry curriculum.

Bermudian Springs once again sent a team to the annual Science Olympiad competition. Students competed in events in Biology, Chemistry, Earth Science, Physics, and Engineering. We placed ninth overall which is just outside of qualifying for states. We are continuing to improve as we strive for our goal of making the state competition!

Ecology

Ecology made its debut this year with students having the opportunity to study weather, climate, ecosystems, and populations. Overall, students shared very positive feedback about the class and learned a lot of useful material. The class continues to evolve as more activities are tried and more student feedback is analyzed. Students are enjoying the choices that are being gained in the science department.

Biology

The Biology Department continues to use LFS strategies and concentrate on alignment of curriculum with State Standards. The content areas addressed include Basic Biological Principles/ Experimental Design, Principles of Biochemistry, Cell Structure and Function, Cell Transport, Bioenergetics (Photosynthesis and Respiration), Introduction to Genetics, DNA and Protein Synthesis, and Evolution.

Much attention was given to continuing to increase the rigor of Biology lessons and assessments, in an effort to prepare students for the Keystone Exams. Writing assessments were incorporated and the frequency of science skills questions increased to help develop students' analytical and higher level thinking skills. Lab activities and formal lab reporting continue to be integral parts of the Biology course. Technology continues to be used with ActivInspire (both for presentation purposes and interactive student activities), web based lessons, research and preparation of formal lab reports and CDT testing.

A large part of the Biology teachers' planning was with the goal of improving performance on the Keystone exams. To this end, Keystone type questions were routinely incorporated into the assessments, and instruction was given to help students strategize in taking the Keystone exams. A comprehensive review of the content and sample question packets (adopted from the SAS website) were given to each student enrolled in Biology this past year. Mrs. Reeve did "Keystone Fridays" beginning in March and this contributed to a significant part of the 4th marking period grade. She also offered 8 different review sessions during the 2 weeks prior to Keystone Exams. These had attendance of 12 to 26 students and those students reported that the review sessions were helpful. She also did a survey following the Keystone tests to ask students what concepts they felt needed additional attention. The concepts were summarized into a list of 10 key ones which will be given more attention throughout the year (all except Ecology are already covered, but emphasis will be increased). Mrs. Piechowicz did a modified review using the same content review packet and glossary along with a question packet pulled from some other online resources. A culminating CDT test was given in April, which provided data to both students and teachers as to what content areas need improvement. We have also coordinated with Mrs. Zehr to teach the Ecological cycles at the end of Earth Science and give a preliminary Biology CDT test to the freshmen before they take Biology in 10th grade. We are hopeful that these additional strategies will continue to improve performance of our students on the Biology Keystone Exams.

This year's Keystone Prep course helped about 10 more students move up to the proficient level. Students who cannot fit the course taught by Mrs. Piechowicz into their schedule continue to work through the Plato programs designed for Biology. In Mrs. Piechowicz's class student's completed the graphic organizers that helped them review main concepts for each chapter. They also completed keystone vocabulary activities and guided readings from the textbook on Ecology. Providing credit for the Keystone Prep course definitely improved students work habits and motivation.

An additional area of concern is with the Academic students – that are performing poorly. Although, some of the students are learning support, emotional support, ESL, and/or intervention students, and have some additional services, several others do not have support outside of the classroom. As one of the tutors after school, Mrs. Reeve feels that students that are most in need of tutoring are generally not the ones that stay for help. There continues to be concern about the success of the Academic students both on the Keystone Exams, in the course itself, and from a behavior standpoint. The number of failures between last year's Academic students (8) and this year's (2) was significant. There has been much effort expended to modify instruction to increase success with this group of students. Time will tell as to whether the efforts pay off in the performance of the academic students on the Keystone Exams.

Mrs. Piechowicz greatly enjoyed teaching her first year of Anatomy and Physiology. She taught basic anatomical terms, skeletal, muscular and cardiovascular systems. She's hoping to add the nervous system next year. Student feedback on the course was very positive and enrollment has gone up from 37 to 55 students.

Physics I Honors

There were 53 students enrolled in Physics I Honors this year. This is significantly higher than the past several years. 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, and 7. An introduction to Rotational Motion. Twelve lab experiments were completed through the course of the year. 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.

Physics II Honors

There were 11 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. Fluid Mechanics, 3. 8 Levels of the Tarzan Swing Labs, 4. Static Electricity, 5. Basic RCL Circuits, 7. Optics – Both Lenses and Mirrors and 8. An introduction to Harmonic Motion. Twenty plus labs were completed during the year. This year was the first year that the students used the new optics equipment.

Earth/Space Science

Earth History, Geology, Astronomy, and Meteorology were studied in Earth & Space Science. All students learned how to operate the digitarium; use models to demonstrate revolution, rotation, and the moon's phases; and perform field tests on rocks and minerals. They experienced many applicable lab activities that made them aware of the Earth.

The interactive whiteboard (Promethean ActivBoard) is used almost every day. Mrs. Zehr stresses summarization in her units, and the Earth history unit included a large differentiated instruction project. Continuing to incorporate technology and revamp more units are two important goals for next year.

Because of the Baltimore riots, the Earth & Space Science students did not get to go on the field trip to the Baltimore Aquarium and the Maryland Science Center. All students and chaperones were reimbursed in cash.

The Honors Earth & Space Science students presented a total of 14 planetarium shows to K-4 elementary students. There emphasis was on the constellations, planets, and meteoroids. They wrapped their shows up with fun spacecraft and homemade constellation activities. All in all we had a productive and enjoyable year! Thank you!

SOCIAL STUDIES ANNUAL REPORT

**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 inquiry-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 ISIS 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 RACE readings and writings to ensure that our students were writing within the constructs of the Literature Keystone standards. The inclusion of the RACE 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.

In our Psychology elective this year Mr. Livelsberger included laboratory research based off the principles of operant conditioning. Students were able to work with four mice to develop and train the mice to run student made mazes.

The students worked with operant incentives and each class was able to gain a baseline maze time as well as demonstrate improvement with the use of incentives at the end of the lab project. The students were very creative with their mazes and with their incentives and gained a great understanding of operant conditioning and how to properly conduct psychology research and testing. In our Sociology elective, Mr. Nace introduced Sociopoly to highlight the economic barriers and challenges different groups of people in our society face in obtaining economic success. Through the game simulation students were able to gain invaluable knowledge concerning social stratification, income inequality and privilege. Our students gained incredible insight they may never have had the opportunity to experience in their lives which will help them to understand our society better and meet the needs of our communities with more compassion.

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 crucial.

Students who are or will be 18 years of age by the election in the fall are given the opportunity to register to vote. Our Social Studies Department was proud to award a Medal of Worth this year to a student, Derek Starner, who went above and beyond what is expected of the average student.

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 Springs 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!

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 59 students. The majority of our population receives services through the Inclusion model with our five teachers and one paraprofessional co-teaching with ten regular education teachers. In addition, we offer four levels of replacement English, two 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. This year we had all of our seniors, a total of 10, graduate on time.

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 also occurs 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 students transition into the “real” world. In addition, seniors have the opportunity to Job Shadow in the spring. This year, one of our seniors was offered a job as a direct result of the shadowing experience.

Our goals for next year continue to be to help our students to earn the credits needed to graduate. We will also focus on the preparation and remediation of Keystone Tested Subjects. With increased class size, it will be necessary to keep a close eye on students that fall behind. We hope that the experiences and agencies that we connect our students with, help to best prepare them for the challenging world outside of high school.

Gifted Instruction

I was responsible for the 10th through 12th grade gifted students in the high school. There were 17 students in all. I did include the 15 gifted 9th grade students in our symposiums as well as found those students that had job shadows as a goal on their GIEP. We had 7 symposiums throughout the year. A graduate student at Dickinson College spoke about her research into astrophysics, Dr. Tyson discussed medical school and his journey to becoming a doctor, and the gifted students participated in the international “Hour of Code” sponsored by Mark Zuckerberg. Several gifted students participated in the Model UN at York College. Many gifted students job shadowed during the school

year. Several independent projects and classes were completed by the seminar students.

TECHNOLOGY EDUCATION

**Greg Kline
Jason Weigle**

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 advance 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 a model of a Chevrolet Corvette, a fishing reel rod, a bench grinder, various woodworking tools, and the VEX robot from the robotics team competitions.

Architecture

The architecture course began by focusing on various architecture styles. Students learned about common architectural styles and the main characteristics of each type. They then were required to choose a style and create a detailed presentation about that style. Students were introduced to AutoDesk Revit software. Students worked with this software for the majority of the school year as they designed many different home plans. Students completed assignments that focused on floor plan and elevation creation, along with rendering of their designs. Door, window, and room schedules were created by students for each project.

Product Innovation & Design

The first year for this courses implementation was a success. With a small group of only seven students, they were able to accomplish a lot. 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 experience real-world design challenges throughout the majority of the year. These design challenges included a toothbrush holder, a portable Bluetooth speaker, and a cardboard chair. During these challenges, the focus was on problem-solving, critical thinking, creativity, and inquiry-based learning. This class 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 to 12 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.

Furniture Design and Construction-Now Advanced Woodworking

The Advanced Woodworking course was different this year than it was last 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. Students entered the course this year knowing my expectations and it showed in the way they quickly started off the year. After the students completed a Bill of Materials for the materials used, different drawings of the project 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. The final results of the year were displayed in a beautiful showcase of projects during several awards banquets and a chorus concert.

Construction Technology

The Construction Technology course was very successful this year. The students started the year with safety lessons on all of the machines and tools in the shop. 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. This year the first level students were able to finish the year helping the advanced construction

students build a 10 by 12 shed utilizing the skills they had established throughout the year.

Advanced Construction Technology

The Advanced Construction Technology course was different this year. The students started the year with safety lessons on all of the machines and tools in the shop. Then students were able to expand on the skills and techniques they had learned in the introductory construction course. Projects covered during the year included project design and manufacturing, floor framing, wall framing and advanced techniques, roofing, home wiring and higher level wiring skills, plumbing, and masonry. The students enjoyed hands-on projects throughout the year and gained valuable experience in these areas of construction. The advanced students also had the opportunity to learn how to plan a larger project and see it through from design, to material purchasing, and finally construction of a 10 by 12 shed. The students did very well with the shed and they were proud of all they had accomplished with this project.

ATHLETIC REPORT

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 2014-2015 athletic seasons.

FALL SEASON**Volleyball**

- The varsity volleyball team opened their season at Big Spring at the “Harvest Classic”. The team defeated Northern York in the finals to become the 2014 champions of the “Harvest Classic”.
- The team finished their season with a record of 16-4. This is the best overall varsity volleyball season record since 2003.
- The varsity volleyball team qualified for both the York-Adams and the District 3 tournaments. A huge win over Hanover pushed the team as far as the District 3 quarterfinals.

Football

- The varsity football team opened their season defeating New Oxford 34-7 to keep the Liberty Plaque safe in the Bermudian Springs trophy case.
- The varsity football team ran the table to finish their regular season undefeated and capture the York-Adams Division 3 title.
- This senior class leaves the football program with a 24-1 overall league record, 29-1 overall regular season record, and a 33-4 overall record.
- The varsity football team posted 6 shutouts allowing 81 points in 12 games.
- Offensively, the varsity football team had a quarterback, Ryan Markle, pass for more than 1,000 yards and two running backs, Colton Dull and Briton Shelton, each rushed for more than 1,000 yards.
- The varsity football team avenged the 2013 loss to Littlestown by a score of 42-0.
- The varsity football team returned to the District 3 playoffs for a fifth consecutive year. Each of the five years they have won at least one game in the District 3 tournament.
- Senior, Ryan Markle was selected by the Pennsylvania Football Writers to the 2014 AA All-State team for his play as a defensive back and his sportsmanship.

Field Hockey

- The varsity girls' field hockey team completed its Division 3 schedule with a perfect 10-0 record, for the second consecutive season, to win their 8TH consecutive York-Adams Division 3 championship.
- The varsity field hockey program qualified for both the York-Adams Tournament and the District 3 field hockey tournament.
- Junior, MacKenzie Farley was named Field Hockey's "Player of the Year" by the Gettysburg Times.

Cross Country

- Freshman, Chad Long and senior, Cody Inch finished 15TH and 23RD respectively at the Ben Blosser Invitational at Big Spring High School.
- The varsity boys cross country team received the "Sportsmanship Award" from their York-Adams Division 3 opponents.
- Individually, Makalyn Shupp, Cody Inch, Chad long, Tate Myers, and Joshua Shank each qualified for the District 3 meet.

Cheerleading

- The varsity cheerleaders fired up the "home" team for the season opener by providing the spectators with Fireballs.
- The varsity cheerleaders planned and organized their second annual Fall Community Pep Rally.
- The varsity cheerleading squad enjoyed cheering under the Friday night lights for both the regular season as well as for the two "home" post season games.
- The senior leadership of captains Brittany Armstrong and Erica Murren will be missed.

Girls Tennis

- Paige Lambert, Zoie Brown, Gabby Landaeta, Maddy Sassani, and Cara Yost comprised our 2014 varsity girls tennis team. They combined to defeat Susquenita in their opening match of the season.

Golf

- Alexis Rohrbaugh and Alex Tweardy each qualified for the York-Adams Golf Tournament which serves as the District 3 tournament qualifier. Alex completed his senior season as the 11TH overall golfer in the York-Adams League. Alexis qualified for both days of the District 3 tournament finishing 6TH place overall.

Boys Soccer

- The senior high boys' soccer team started and ended the season with the same roster. All players that began the season also ended the season.
- The varsity boys' soccer team won five of its final seven competitions to complete season with 8 wins. The most exciting win was a come from behind victory over the Irish of York Catholic.
- Johnny King received two prestigious post season awards by being named York-Adams Division 3 Player of the Year and Johnny was also selected by the Pennsylvania Soccer Coaches Association to the 2014 PSCA/Select All-State Team for his soccer play and sportsmanship.

Girls Soccer

- The varsity girls' soccer program strived to enhance their image and program culture in 2014. They increased their goals scored in 2014 by thirteen and decreased their goals allowed by twelve.
- The varsity girls' soccer team had a balanced offensive attack with fourteen different goal scorers.
- Abigail Hoffman, Taylor Mayers, and Jordan Withjack represented Bermudian Springs at the York-Adams Senior All-Star game.

WINTER SEASON

Girls Basketball

- The varsity girls' basketball program welcomed back seniors Taylor Mayers and Shannon Kuhn to the hardwood after their recoveries from ACL surgery.
- The varsity girls' basketball team had their signature win over the visiting Hawks from Hanover by a score of 54-48.
- The varsity girls' basketball team was at their stingiest against Littlestown; allowing only sixteen points through four quarters.
- Senior, Shannon Kuhn represented Bermudian Springs at the York-Adams Senior All-Star game.

Cheerleading

- The winter wrestling cheerleaders enjoyed their experience of cheering and supporting the varsity wrestling team throughout their regular season through the District 3 Team Tournament.
- The varsity basketball cheerleaders created student "Spirit Nights" for each of the varsity boys' basketball "home" contests.
- The "Hoopsters Cheer Camp" was successful. More than forty elementary students attended the camp and participated in cheering a boys' varsity basketball game.

- The “Competitive Cheer Squad” qualified for and participated in the P.I.A.A. state championship competition at the Hershey Giant Center.

Boys Basketball

- The varsity boys basketball program played very well at the New Oxford Holiday Tournament bringing home a second place finish.
- The varsity boys basketball team defeated, District 3 playoff bound, York Catholic at Bermudian Springs in their second matchup of the season.
- Senior, Josh Stroup represented Bermudian Springs at the York-Adams Senior All-Star game.

Wrestling

- The varsity wrestling team competed in four tournaments during their regular season. They placed 5TH at the Cumberland Valley Kick Off classic and they placed first at the Carlisle Tournament, Northern Lebanon Duals, and the Lancaster Catholic Duals.
- The varsity wrestling team ripped through Division 3 competition, with a perfect record of 6-0, to capture a Division 3 championship and qualify for the District 3 Team Tournament.
- Individually Bermudian Springs had:
 - Four District 3 Champions: Colton Dull, Brady Linebaugh, Sam McCollum, and Briton Shelton
 - Three Southeast Region Champions: Colton Dull, Sam McCollum, and Briton Shelton
 - P.I.A.A. Qualifiers: Austin Claybaugh, Colton Dull (3RD), Noah Fleshman, Brady Linebaugh, Sam McCollum (4TH), and Briton Shelton
- A special congratulation to Coach McCollum for securing his 500TH career coaching victory.

SPRING SEASON

Baseball

- The varsity baseball team had a come from behind, 4-3, win at Camp Hill. Down 3 to 1 in the top of the 7th, the Eagles scored 2 runs on a 2 out double by Sam McCollum that plated 2 runs. Clayton Hoff came into pitch and got the save for the Eagles.
- In a game, vs. Kennard Dale, tied 9-9 in the bottom of the 8TH inning Brady Myers was down to his last strike when he ripped a single to break the tie and secure victory for the Eagles.
- Both offenses dominated as the varsity baseball team outscored Eastern York 11-10.
The Eagles had 14 hits, including six extra base hits. Toby Sponseller led the way to the Eagles’ victory. Sponseller collected three RBI on four hits

including a double and a triple. Sponseller also got it done on the bump. In 2 innings of work, he relinquished only one hit and one walk while striking out two in two innings of work.

- The scoreboard operator was busy as the Eagles hosted Littlestown. The two teams combined for 23 runs. Bermudian Springs Eagles Varsity eventually won the offensive battle 13-10. Clayton Hoff paced the Eagles at the plate. Hoff went three for four with a triple, RBI, and two runs scored.

Softball

- The varsity softball program had some great individual performances from key players throughout their season.
 - Jackie Faircloth banged out four hits vs. York Tech. She had two singles, a double, and a triple while driving in three runs.
 - Madi Feeser whiffed six in a win over Boiling Springs.
 - In a win over Camp Hill, MacKenzie Farley collected three hits, stole three bases, and scored three runs.
 - Molly Shuchart, Jackie Faircloth, and Alaina Murren each collected two hits in a win over Eastern York.

Boys Tennis

- The varsity boys' tennis team is very proud of their seven regular season victories. Six of those victories came against York-Adams opponents.
- In doubles play the teams of Bailey Hoak/Tate Myers and Haoza Phutaemnin/Luke Wilkins each collected team high five victories.
- In singles, Tate Myers collected a team high of nine victories.
- Six team members qualified for the York-Adams Championships. They were Haoza Phutaemnin, Luke Wilkens, Bailey Hoak, Tate Myers, and Josh Stroup

Boys Track

- The varsity boys track team had an early season highlight finishing the Arctic Blast Invitational with a fourth place finish from a field of sixteen.
- The varsity boys track team by defeated Mid Penn rivals Boiling Springs and Camp Hill in a tri meet at Bermudian Springs.
- Dustyn Lauver and Trevor Grim will represent Bermudian Springs at the District 3 meet May 15 and 16. Dustyn will be competing in discus and Trevor will be competing in the 300 hurdles.

Girls Track

- A talented freshman group, led by veteran senior leaders, helped the team finish with a winning season.

- Six athletes advanced into York-Adams League Championships
- District qualifiers will compete this weekend at Shippensburg University:
 - Brittany Armstrong – Pole Vault
 - Lindsey Brehm – 100 Hurdles
 - Gabby Emeigh – Discus, Javelin, Shot
 - Grace Feeser – 4x400
 - Abby Hoffman - High Jump, Pole Vault, 4x400
 - Belzabeth Marquez – Javelin, Pole Vault
 - Katie Smyers – 4x400
 - Makalyn Shupp - 4x400
 - Aine Yacapsin – 100 Hurdles, 4x400

District 3 Results

- Gabby Emeigh: 3RD Place Shot & Discus, 5TH Place Javelin
- Brittany Armstrong: 5TH Place Pole Vault
- Abby Hoffman: 8TH Place Pole Vault
- Lindsey Brehm, Abigail Hoffman, Makalyn Shupp, Aine Yacapsin: 4 x 400 Relay

2014- 2015 ATHLETIC RECORDS

VARSITY

Athletic Team	Won	Lost	Tie
Girls Cross Country	6	16	0
Boys Cross Country	7	15	0
Golf	5	28	0
Field Hockey	16	4	0
Football	11	1	0
Boys Soccer	8	8	0
Girls Soccer	5	10	1
Girls Tennis	1	13	0
Volleyball	16	4	0
Boys Basketball	12	10	0
Girls Basketball	6	16	0
Wrestling	21	2	0
Baseball	9	11	0
Softball	4	16	0
Boys Tennis	7	7	0
Girls Track	4	3	0
Boys Track	7	1	0

Varsity Programs	145	165	1
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JUNIOR VARSITY

Field Hockey	5	6	2
Football	7	1	0
Volleyball	9	8	0
Boys Soccer	6	4	0
Girls Soccer	5	4	3
Boys Basketball	8	11	0
Girls Basketball	5	11	0
Baseball	13	6	0
Softball	1	16	0

Jayvee Programs	59	67	5
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JUNIOR HIGH

Field Hockey	14	1	1
Football	7	2	0
Boys Basketball	6	10	0
Girls Basketball	7	7	0
Wrestling	12	4	0
Boys Track	3	3	0
Girls Track	4	2	0
Volleyball	6	9	0

Varsity Middle Program	59	38	1
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JAYVEE JUNIOR HIGH

Field Hockey	11	2	2
Football	13	3	0
Boys Basketball	6	7	0
Girls Basketball	10	3	0
Volleyball	5	10	0

Jayvee Middle Programs	45	25	2
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Total Programs	308	295	9
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2014- 2015 Student Participation

Grade	3 Sports	2 Sports	1 Sport	Total	Percent
Seniors	16	24	45	85	52%
Juniors	6	22	49	77	48%
Sophomores	10	22	42	74	48%
Freshmen	18	24	37	79	49%
Totals	50	92	173	315	49.5%