BERMUDIAN SPRINGS SCHOOL DISTRICT SUPERINTENDENT'S ANNUAL REPORT

TO THE BOARD
OF
SCHOOL DIRECTORS

2013 - 2014



Submitted by

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Bermudian Springs School District York Springs, Pennsylvania 17372

Annual Report 2013-2014

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CENTRAL OFFICE ANNUAL REPORT 2013 - 2014

The students, staff, administration, school board, and Bermudian Springs Community continue to amaze me! The 2013 – 2014 school year presented many challenges to all of us, from the emotional start to our school year in which our entire community had to deal with parent and student suicides, 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 implementation of our first 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 2013-14 school year, and will identify goals that have been established for the 2013-14 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 2013-14 school year saw some new faces in new places within our District. After 23 years as our Elementary Principal, Mr. Roger Stroup became our new High School Principal after the retirement of Mr. Steven Brown. Mrs. Kathleen Myers was promoted from Assistant Elementary Principal, a position she held for 16 years, to the Principal position. Mrs. Faithe Rotz, a former Bermudian Springs Elementary Teacher, was hired as our new Assistant Elementary Principal

School Initiatives

Our Elementary School experienced numerous staffing changes due to retirements. This presented a wonderful opportunity for the administration and staff to focus on building a culture of collaboration and teamwork. The elementary building focused on guided reading, guided math instruction, and enhancing their knowledge of our newly approved and PA Core Standards aligned curriculum. In addition, we modified our support process for students to a "Child Study Team" model. Finally, we were able for the first time ever to provide Full Day Kindergarten for our students.

The Middle School was awarded a \$50,000 school improvement grant as a result of their School Improvement Planning. This money was to support that implementation of the improvement plan which included enhancing the technology for students, adding instructional software, and continuing our math coaching initiative. We are so proud of our Middle School teachers, students, and administrators for the commitment to reading this year which involved the utilization of the Accelerated Reading Program and Literacy Coaching approach. Our Middle School students read more than 5000 books along this school year! Additionally, the Middle School focused on quality math assessments and effectively utilized the STAR math program to do so.

As was previously shared, the High School was under new leadership this school year. The start of the school year at the high school was emotionally challenging as the students and staff was faced with the loss of one of their peers and the loss of a very supportive parent as a result of suicide. A tremendous emphasis was placed on supporting our students and building a climate and culture in which our students could speak openly with our staff and seek help when necessary. I am so proud of what our students, staff, and administrators had to overcome, and they did so with great pride and admiration for one another. In addition, there were many new curriculum related initiatives that were implemented during the 2013-14 school year that included the development of a credit recovery program, Robotics Club, enhanced Tech Ed courses, a focus on literature, and an eye on the STEM fields.

Programs & Achievements

Continuing in the 2013-14 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, 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.

Due to the timing of the administration of the PSSA and Keystone Exams, the data presented in this paragraph represents the achievement of the 2012-2013 school year. Adequate Yearly Progress (AYP) was formerly the measuring stick for our schools. However, AYP was eliminated by the Pennsylvania Department of Education this year. All schools in the Commonwealth are now provided a School Performance Profile (SPP). This profile is a comprehensive look at a variety of data elements that are used to provide a score for each building.

Bermudian Springs Elementary received a score of 78.9 on the SPP. 81.1% of our 3rd and 4th graders were proficient and/or advanced on the math PSSA exam, while 73.38% were proficient and/or advanced on the reading

PSSA exam. In Science, 79.86% of our 4th graders were proficient and/or advanced on the PSSA exam. In addition, the elementary score was rewarded for the growth our students realized in all three PSSA assessed areas.

Bermudian Springs Middle received a score of 82.9 on their SPP. The Middle School was designated a Title I School: Reward (High Progress). This means that for 2011-12 and 2012-13 school years: Highest 5% Title I schools based on aggregate PVAAS growth score in Reading and Mathematics for PSSA and/or Algebra I/Literature for Keystone Exams for all students (Range to qualify: 188 to 200) or for 2013-14 school year and beyond: Highest 5% Title I schools based on aggregate progress in closing the achievement gap in Reading and Mathematics for PSSA and/or Algebra I/Literature for Keystone Exams combined for the All Student group and the Historically Underperforming Student group. This is quite a significant accomplishment for our students and staff! A performance highlight was the fact that the school received the maximum of 100% in the meeting the annual growth expectations for reading, math, and science!

Bermudian Springs High Schools received a score of 84.2 on their SPP. The performance of our students on the Keystone Exams in Literature, Biology, and Algebra I were the foundation of the SPP scores. 83.8% of our students were proficient and/or advanced on the Literature Exam, 70.42% on the Algebra I Exam, and 45.77% on the Biology Exam. One of the highlights for the HS was the fact that we received the maximum of 100% in meeting the annual growth expectations for reading and math, and 92% in Biology. Finally, 94.44% of our students who took the NOCTI exam earned a proficient score!

Committees

During the 2013-14 school year, the following district-wide committees met to address the many initiatives undertaken in the district.

Curriculum Council (Met on October 30, January 20, March 26, and May 9).

The Curriculum Council discussed many topics this year. They heard several presentations by staff and school administrators that resulted in updates to the 2014-2015 middle and high school curriculum guides. Some items for discussion included: A presentation on high school credit recovery plan, pathways for Technical Education courses, updates on elementary standards-based report cards, revisions to the middle and high school math courses, credit for high school Keystone prep courses, and the alignment of the high school choral program.

There was also a curriculum sub-committee that worked very hard to review several English Language Arts and math programs. The committee made recommendations that resulted in the Board adoption of a new K-5 English Language Arts program (Reading Wonders), a new 6th and 7th grade English Language Arts textbook (Pearson Literature), that aligns with the 8-12 program, and the new Core K-6 Everyday Math program. The committee will focus on implementation and professional development of the new curriculum resources.

Differentiated Supervision (Met on October 23 and March 16)

This committee spent time reviewing the new Teacher Effectiveness evaluation model that went into effect for the first time this school year and how we can continue to utilize a Differentiated Supervision Model given this new evaluation model. In addition, we discussed the need to revise our Differentiated Supervision Plan to eliminate the stand alone "book study" as PDE is now requiring an active research project as the culminating project for a book study. Lastly, the group discussed the utilization of Teachscape as a tool to gather information in the formal observation setting and its relationship to the Teacher Effectiveness model.

Professional Development Committee (Met on September 12, December 11, March 19 and May 1st).

The professional development committee spent time on planning for district and county-wide in-service days that were held throughout the 2013-2014 school year. The in-service sessions focused around state initiatives which included mandated reporter (child abuse) training for all staff as well as training on the state adopted teacher evaluation system (Teacher Effectiveness). The district also implemented Teachscape, an on-line version of the teacher observation. Teachers participated and utilized the technology component which included self-assessment and reflection as part of the components.

New teachers participating in the county-wide induction program attended Day 3 of the Learning Focused Strategies (LFS) training. LFS is a researched-based model that focuses on exemplary practices to increase student learning. Other sessions throughout the year included mandatory PSSA and Keystone test administrator training, Everyday Math E-suite, which is the on-line component, mandatory English Language Learner (ELL's) training, IEP writer for special education teachers, integrating I-Pads for ELL and foreign language, CPR, as well as sessions targeted specifically to art and physical education teachers.

The goal of the professional development committee was to ensure the district meets the needs of our staff based upon surveys, as well as meet state requirements and district goals. We will continue to provide training on the Teacher Effectiveness as well as continue efforts of alignment to the Pennsylvania Core Standards, and implementation of our new K-7 math and language arts programs.

Health & Wellness Committee (Met October 23 and January 8)

The Health and Wellness committee worked throughout the school year to provide information on community and personal wellness. This year staff and students planned, coordinated, and participated in a "red" out to raise awareness for homelessness in which a small donation was provided to a local shelter. The district also held a "Biggest Loser" contest from January through March, which promoted living a healthy lifestyle. Tips on exercise, recommended annual screenings, and healthy living were provided to participants and schools. In addition, the Food Service Director provided the "Nutrition Nuggets" newsletter to students. Also, as part of our

partnership with local law enforcement, Public Service Announcements regarding seatbelt awareness were made at each school and a seatbelt check was conducted on the Bermudian Springs Campus. Finally, in partnership with our health care provider, several district staff members once again participated in a multi-phasic screening. The committee will continue to work on providing information and wellness activities to all students and staff.

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 26, December 12, March 5, April 17, 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 server issue as well as other ongoing technology issues. This committee was tasked with sharing updated technology information at the building level as means to keep our employees in the loop about ongoing technology initiatives. Other topics discussed were our remote access, wireless infrastructure, and future technology needs.

Finance Committee (Met on September 25, December 11, March 19 and May 15)

This was the inaugural year of the finance committee and it was a success. 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.

Dr. Karen Jackson

Director of Special Education 2013-2014

The information contained in this report highlights the initiatives and educational activities of the special education program for this year and will help to identify future goals for the coming year. The accomplishment of the goals for 2013-2014 school year reflect a combined effort of regular and special education teachers alike, who work hard and put forth consistent effort to help our students with disabilities achieve success in the classroom.

Learning Support

New and returning personnel have been welcomed to our special education department. Amy Cline and Mark Moyer have been great additions to our teams at the high school and elementary school. Lori King returned from regular education to special education at our primary level. Brooke Shambach assumed a new position that includes the facilitation of the Child Study Team, and Katherine Hutchison returned in May from maternity leave to rejoin our high school learning support team. Teachers have worked collaboratively with each other and supported one another in new assignments at all levels to make it a successful year for our students. Expansion of our gifted program to include some support at the high school level for our secondary gifted students is anticipated for next year.

Adams County Consortium

In the third year of operation, the Adams County Consortium including Fairfield, Bermudian Springs and Upper Adams school districts provided another educational option for our students in specialized programs. During this school year any students remaining in life skills, neurological support and emotional support, which were previously taught in programs operated by the Lincoln Intermediate Unit were transferred to the Adams County Consortium, to receive emotional support, life skills support and full time learning support. This was possible because of the expansion of the life skills and neurological support to primary and high school grade levels.

At the end of this year, parent meetings were conducted in each of the neighboring schools to welcome incoming families for the new school year to the Adams County Consortium. Parents are introduced to the new teachers, children are welcomed and receive a tour of the building and transportation arrangements are made in advance. The consortium programs provide specialized instruction in the core content areas, as well as the related services needed to support academic growth. This coming school year the Adams County Consortium will be providing ESL services to students in the consortium. Parent feedback regarding the consortium programs has been positive and progress monitoring indicates improved academic achievement for some students who have made the switch. The program costs for our students, who once were enrolled in Lincoln Intermediate Unit programs, have decreased per student, but the overall budget for consortium students is on the increase as we serve more students in the

Adams County Consortium. The Adams County Consortium is providing comprehensive support services to students, in the local community, at a reasonable cost to our districts.

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 in the high school (in selected content areas) and middle school (grades 6-8) participated in the Comprehensive Diagnostic Tests (CDTs) in preparation to take the Keystone exams and PSSA state assessments. 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. These students retook the Keystone exams in the Winter and again in the Spring if they did not receive a proficient score. Depending on the results to be received sometime this summer; the special education program will analyze the test results, and make individual decisions regarding the Keystones based on the students' scores. 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. CDT math assessments were also given to learning support students at the middle school in order to predict how students would score and identify areas of improvement. Learning support students at the middle school also participated in the Star Assessments given

twice in the school year to identify areas that need to be strengthened and grade level standards that need more attention during instruction.

Data - Base Management (PIMS, MMS, and IEP Writer)

As the Pennsylvania Management Information System (PIMS) continues to expand, develop, and require more information for state reporting, changes in our procedures for child accounting have had to be made. In order to keep pace with the expanding requirements and improve the accuracy of our student data for Child Accounting and Special Education reports, our local MMS data base was extended to contain information on all students to be reported to the state in PIMS. As a result, the December Child Count and our Child Accounting Reports were submitted, reviewed and approved with 100% accuracy at the state level. This year we continued to expand the use of IEP Writer to warehouse our special education data, track special education students, and complete state reporting for Child Count and Penn Data reporting. Continual comparison reports are now run between the MMS Database and IEP Writer for PIMS reporting. The accuracy of child attendance and special education records were cross-checked to ensure that no loss of data occurred because two separate systems are maintained for state reporting.

Gifted Education

Mrs. Sarah Smith

During the 2013-2014 school year, eighteen BSES students, thirty-nine BSMS students and twenty-two 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 studied human rights this marking period in seminar. Students were able to describe some basic human rights and why they are crucial to human dignity. Students analyzed the Universal Declaration of Human Rights created by the United Nations and could explain how these rights apply to children and adults all over the world.

Marking Period 2: Students participated in a study of Leonardo daVinci. They learned about the life and works of Da Vinci and examined the journals, artwork, and inventions of this master. The students then embarked on a curiosita study in which students had the opportunity to choose a topic or theme of interest to study in further depth.

Marking Period 3: Gifted elementary students student studied Adam's County history this marking period. The group visited various sites around the county including Hanover Shoe Farms, Sacred Heart church, York Springs, East Berlin, and Gettysburg. Students were able to interpret original and secondary source information and investigate history, and assess and analyze the importance of

information and decide what to include in writing. Seminar students created a children's book on the county.

Marking Period 4- During the final marking period, students worked on developing their public speaking and leadership abilities. Students gave several speeches, with focus on improving tone, clarity, volume, and speed. Students memorized and presented The Gettysburg Address as well as original presentations.

A total of 12 gifted students were also serviced in intervention reading groups in the seminar classroom with other non-gifted students who were reading at similar levels. These students created the school newspaper as well as read some classical literature as part of the Junior Great Books curriculum.

A total of nine gifted students 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 ten 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.

Independent Study A: Students independently studied a variety of topics including anxiety disorders, the Coliseum, and Marie Antionette. Students created 10-15 page research papers as well as a hands-on project which they presented to their peers.

Future Problem Solving: Action-based problem solving introduced students to creative problem solving and higher-level thinking and action skills in a hands-on, nonthreatening manner. Authentic learning situations engaged students in meaningful work. Students worked in small teams to consider problems of the future and work through a series of engaging and creative tasks to plan solutions.

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 bird-watchers' handbook, a student-choreographed dance, and a weather station built with common materials.

<u>Powers-</u> An Inter-Disciplinary Unit: Students learned about persuasion and how to prepare a persuasive speech. Students also researched alternative forms of

power and discover opportunities to create new sources of power. The investigation continued when students analyze the power of nature, and scrutinize and debate the power of media.

Literature Study: Students self-selected literature of an appropriate level to study with other gifted students. Students worked within a framework for response and activities, which included live discussions, online discussions, writing responses, artistic responses, readers' theatre, etc. Students developed comprehension skills, fluency, vocabulary, and writing skills. Students took turns planning literature response activities for their group and leading discussion. Stock Market Game: Students participated in the 10 week stock market game. Students were instructed in the buying and selling of stocks, bonds, and funds, and were then allowed to use a variety of research sources on the computer to research and invest in a variety of stocks. Students took periodic online quizzes to assess knowledge. Students also had to prepare periodic "News Briefs" in which they reviewed and summarized a current event of importance and discussed the event's impact on the stock market as well as making a financial recommendation for the other students based on the effects of the current event. Create-a-website: Students created a simple website or web blog (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.

<u>Philosophy</u>: Students learned basic theories and history of philosophy and discussed philosophical questions. Students researched major schools of philosophy and discussed different life outlooks.

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. Topics for the school year included:

- Common Core
- Hydro-electric energy
- Edward Snowden
- Technological Singularity
- · Russia, Ukraine, and Crimea
- Terrorist Organizations in Africa

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 trip: A total of six 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

Elementary School Principal

The 2013-2014 school year was full of a variety of emotions and challenges. Everything from the excitement of becoming a principal of a staff that I carefully developed over 15 years with Mr. Stoup to the sadness of losing a family member. I truly appreciate the support that Dr. Hotchkiss, the school board, and the elementary school faculty have given me in this transition. This year was a school year that will stand out as one of the most, if not the most, memorable of my entire career.

Certainly staffing challenges took center stage this year with five maternity leaves to cover, secretarial changes, and then the retirement of two teachers and 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.

It was my desire this year 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 instruction. The topics for collaboration rotated among administration, Child Study, and the reading specialists. In addition, a Leadership Team was established by popular vote. The team developed a vision for the school that was shared with the teachers at the end of the year. We will refer to the vision statement often as the Leadership Team continues to meet next year.

Data driven instruction continued to advance this year with the addition of monthly professional development on guided reading. These meetings were held before school and conducted by our reading specialists. The sessions have enhanced our faculty's sophistication in collecting reading data. The teachers have been observed using research based strategies and assessments in guided reading. Guided math groups are in place in most classrooms. However, the practice is not fully embraced by the teachers and will be a focus next year with the implementation of the new Every Day Math resource.

Mrs. Brooke Shambach was responsible for the implementation of the Child Study program at Bermudian Springs Elementary School. This was a new initiative this year that required her to not only develop the process and forms associated with the program, but to also deliver and monitor the interventions for students. Mrs. Shambach worked in concert with the Special Education Supervisor, Dr. Karen Jackson. At the beginning of the year, Mrs. Shambach established the culture for the new Child Study process and provided teachers with anecdotal materials to refer to when completing Child Study documents. She fully integrated technology into the process. For example, this allowed her the ability to give parents access to documents either in hard copy form or in digital form. Additionally she worked with teachers to design interventions that were appropriate to the target area of concern, and manageable in the classroom setting.

Technology continues to be at the forefront at the elementary school. With the addition of a third – thirty station iPad cart donated by our PTO the availability of these valuable teaching tools was tripled. With the promise of additional iPads for next year, bringing our total to perhaps 160, the possibilities are very exciting. Our teachers continue to find new and creative ways to utilize these iPads which includes their voice and video recording capabilities. In addition they are being piloted as a replacement to our Smart Airliner input devices, which are slowly losing their functionality.

BSES implemented full day kindergarten in the fall of 2013. We truly appreciate the support that Dr. Hotchkiss, the school board, and the Kindergarten teachers have given to the program. This implementation took a considerable amount of planning and effort, but has proven to impact our student achievement in a considerable way. The students were engaged in meaningful and content based instruction that was developmentally appropriate and needs based.

During this process, the teachers felt strongly that students needed multiple opportunities to develop socially and emotionally. Too often, full day kindergarten programs look more like first grade and it was important to the staff that students still have opportunities to learn through play. With the help of the community, the teachers created the "developmental room." Children were encouraged to participate in dramatic play, painting, blocks and more. These experiences allowed teachers to enhance the

children's oral language, social, and emotional skills when interacting with other children.

Providing a full day kindergarten program has also allowed for more instructional time, therefore maximizing our student achievement. Students were engaged in differentiated reading, writing, math, science and social studies lessons on a daily basis. A full day program has clearly provided our students with a solid foundation that ensures a successful start to first grade!

School Year	Below Grade Level	On Grade Level	Above Grade Level
2011-2012	76%	23%	1%
2012-2013	62%	36%	2%
2013-2014	19%	72%	9%

Elementary School Assistant Principal

Attendance

We encourage regular attendance from our elementary students. As students (and families at this age) make regular attendance part of their routine, they are also developing habits that will yield success academically. This year we had twenty-one students who received an award for perfect attendance. The average daily attendance for the elementary school during the 2013-2014 school year was 95.73 percent. The following table discloses the attendance rate by month and class:

2013-2014 Attendance

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Monthly Avg
August	96.65	96.78	96.19	96.61	97.20	96.69
September	96.49	96.15	97.17	96.44	96.19	96.49
October	95.95	95.79	96.63	96.14	96.00	96.10
November	96.47	96.25	95.48	96.71	95.70	96.12
December	94.04	96.47	95.44	96.15	96.36	95.69
January	94.46	96.22	95.15	95.06	95.17	95.21
February	94.52	94.57	94.66	95.33	95.27	94.87
March	93.88	96.77	96.34	95.65	96.22	95.77
April	94.60	96.57	95.99	96.28	95.68	95.82
May	95.71	95.48	96.29	96.21	95.61	95.86
June	93.62	94.57	95.96	94.64	93.37	94.43
Grade Avg.	95.12	95.96	95.93	95.92	95.70	95.73

<u>Discipline</u>

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. This year we implemented an electronic office

referral form for student misbehaviors. The form was designed to be printed and shared with families so they are also made aware that the child met with an administrator. The majority of our student body conducted themselves in an acceptable and appropriate manner. The school bus is a location where our students experienced the most difficulty meeting the behavior expectations.

Referrals by Grade Level

Grade	K	1st	2nd	3rd	4th	Total
AUG/SEPT	7	9	14	19	9	58
OCT	14	5	11	11	12	53
NOV	9	12	19	11	7	58
DEC	2	10	4	5	8	29
JAN	10	10	10	20	10	60
FEB	4	5	2	11	4	26
MAR	6	7	9	20	9	83
APR	5	5	16	17	10	57
MAY/JUN	4	0	7	12	16	35
Totals	61	63	92	126	85	427

Referrals by Location

Location	#	%
Classroom	113	29.66
Special Class	14	3.67
Recess	44	11.55
Hallway	12	3.15
Cafeteria	19	4.99
Bathroom	5	1.31
Bus	174	45.67
Totals	381	

School Culture

Throughout the year a goal of the Elementary School was to enhance the school culture. In order to achieve this, collaborative planning sessions were created for each grade level and the specialists. Several building events were held to foster a positive school culture such as Paraprofessional Appreciation Day, Holiday Sing Along, an End of Year Assembly, PSSA Completion Pep Rally, Secretary's Appreciation Day, Bus Driver Appreciation, Custodial Appreciation, and the Gift of Time for teachers. In

conjunction with this initiative, I participated in a professional development course entitled, "Leading the Improvement of School Culture to Maximize Student Learning" as part of the Pennsylvania Inspired Leadership program. The staff participated in a preassessment as well as an end of year assessment. The data collected from these end of year surveys showed that students and staff had more positive responses to school safety and school culture in comparison to their impressions in September.

Educational Technology

Due to the generosity of the PTO, the Elementary School is fortunate to have 90 iPads available for student and teacher use. During the year we provided the teachers with professional development on the integration of iPads with instruction. The teachers were inspired and energized by the training and several have signed up to take additional professional development courses on integrating technology with instruction. We continue to look for ways to refine our practices and help prepare our students to be 21st century learners.

ANNUAL REPORT

ELEMENTARY SCHOOL
Megan Aiello
Bethany Austin
Lindsay Bishop
Danica Boyer
Maurisa Fasick
Emily Fowler
Caitlin Pohlman

Kindergarten

This year we implemented full-day kindergarten. Along with full-day kindergarten, we welcomed three new kindergarten teachers, Bethany Austin, Emily Fowler, and Caitlin Pohlman. Features of our new full-day kindergarten program include: increased instructional time, a developmental room, collaborative planning time, special events, and new assessments.

In the area of literacy, instructional time has increased from approximately one hour to more than two hours. Teachers planned whole group reading instruction following the strategies from the *Comprehension Connections* text. Another change to note is students' received guided reading instruction daily. These changes greatly impacted our students reading levels as 81% of them are entering first grade on or above grade level.

In the area of math, daily instructional time has increased from approximately twenty minutes to sixty minutes. A few teachers piloted guided math groups and centers. We believe our students will enter first grade with a better understanding of number sense and operations.

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, space, community helpers, and holidays around the world. To supplement these units, helpers from the community visited our classrooms and we visited the high school planetarium.

A developmental room was created using donations from the community and PTO. Students were able to visit this room four days out of the six day cycle to work on their social, spatial, and kinesthetic skills.

Most of the kindergarten specials occur at the end of the day, providing teachers with common planning time. This time allowed us to plan lessons and special events, troubleshoot problems that arose, as well as, reflect and dialogue to make our full-day

program better for the following year. Due to the development of our new program, additional time was also utilized before and after school in order to meet the needs of our students.

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 Track and Field Day.

We created data binders to keep track of our new phonemic, letter identification, concepts of print, and sight word assessments. We utilized the 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.

2014-2015 Goals:

We will be implementing new ELA and math curriculum with the purchase of Wonders and Everyday Math Common Core aligned programs. We are hoping that the Wonders series will enhance our writing instruction. We would like to re-evaluate our field trips to include two for the school year as well as enhance the special events that were created.

ANNUAL REPORT

ELEMENTARY SCHOOL

Tara Cornwall Kheila Dunkerly Beth Lockhart Jessica Smith Sarah Wadsworth Autumn Zaminski

First Grade

We are concluding another fun filled year! This year we used the Common Core standards and our newly developed Frameworks to increase the rigor and drive our instruction. We used the Comprehension Toolkit and pieces of the Comprehension Connections text to integrate our English Language Arts (ELA) curriculum. We were pleased with the Depth of Knowledge (DOK) that our students were able to demonstrate and excited with their development in reading. We have continued to use the Fountas and Pinnell Reading Assessment and the Words Their Way Spelling Inventory to monitor reading and spelling progress throughout the year. We also added additional tests to evaluate the students' decoding and encoding ability. The Houghton Mifflin Decoding assessment and the Hearing Sound in Words Assessment allowed us to assess our students' phonemic awareness and then adapt our instruction to meet their individualized needs. The data that was collected helped to inform our instruction and we hope to fully implement this assessment next year to add another data point to the progress monitoring of each individual student.

First grade has continued to implement the Everyday Math curriculum. We found additional resources that we have been able to incorporate to align our current curriculum with the DOK expected in the Common Core and our Frameworks. This year we focused on the development of our students' number sense and increased the rigor of our math fact practice, as these have been identified as valued skills in first grade and a previous weakness in the curriculum. We were pleased with the students' growth in these areas and are looking to increase our knowledge in this subject next year. We would like to be able to use part of our collaborative planning time next year to build our knowledge as a team in math so that our students can use the skills taught within our curriculum in real life applications.

This year first grade developed another Standards Based Report Card with Kindergarten and Second grade that will be implemented next year. First grade is excited about the true implementation of a Standards Based Report Card. We are looking forward to the transition and learning about the change in mindset in the grading scale, so that grading is consistent across our grade level, as well as Kindergarten and Second grade.

We continued to incorporate the CORE Essentials program this year with the guidance of Dana Padfield. The students enjoyed learning about the different values each month, the color and the special animal. The students looked forward to the special lunches and the announcement of the new CORE Kid. Additionally, Mrs. Padfield presented several guidance lessons about friendship; making S'more friends and having heart talks. Mrs. Padfield's lessons were focused on helping our first grade students become better citizens, friends and problem solvers!

Many school activities continued this year such as: Read Across America, the Scholastic Book Fair, Track and Field Day, Race for Education and Book Feast. We also added a Community Day as part of our integrated Social Studies unit. We had visitors from local fire departments, auto repair facilities, factories, farms and health agencies. We hope to continue this next year. Our field trips included visits to Miller's One-Room Schoolhouse, Peter's Orchard and the Oakes Museum at Messiah College. These all support our science and social studies curriculum.

In February, the first grade performed a special vocal concert inspired by Animals. Each class worked hard to learn the songs and their special parts for the day. Students had costumes and dances to go with the theme and songs.

As the year concludes, we feel it has been a rewarding and challenging year. We are interested to see how our curriculum will be impacted with the new programs the district has purchased and their alignment with the rigor and DOK present in the Common Core. We are hopeful to keep our schedule similar as this year so that we can collaborate and plan together as we all embark on this new curricular journey. We are also hopeful to have more time to focus on math training and collaboration. Lastly, the first grade team is losing a long-time member, Beth Lockhart. She has only been a part of our team for two years but she has been a part of Bermudian and many of its children

for over 33 years. She has been an amazing addition to our team, role model and advisor. She has a passion for teaching and will be deeply missed next year.

ANNUAL REPORT

ELEMENTARY SCHOOL
Tori Berwager
Laura Cook
Lindsay Feeser
Mac Gosnell
Claudia Helman
Megan Hoover
Robin Sherman
Lora Sisock
William Smith

Second Grade

Every year brings about the opportunity for change and this year was no different. These changes included the addition of new teammates and adjusted curriculum in the areas of reading, writing, English, and science. Despite these changes we have persevered with much success. The Pennsylvania Core Standards drove our instruction this year and Learning Focused plans were utilized in their implementation.

Over the summer Mrs. Berwager, Mrs. Sisock, Mrs. Feeser, and Mrs. King worked to develop a new reading curriculum that aligned with the Pennsylvania Core Standards. They utilized the training from the reading specialists the previous year to incorporate interactive read alouds that would enhance students' learning. Through the interactive read alouds the teachers model the skill or strategy being taught as part of the gradual release model. Mrs. Berwager, Mrs. Sisock, Mrs. Feeser, and Mrs. King also worked over the summer to reorganize and enhance the English curriculum in order to align to the Pennsylvania Core Standards.

Mrs. Sherman and Mr. Smith also worked over the summer to align our Everyday Math curriculum with the Pennsylvania Core Standards. The math checklists were reworked to demonstrate a better alignment with the Pennsylvania Core Standards.

Mrs. Berwager, Mrs. Feeser, and Mrs. Sisock worked to develop new science units. Following the summer meeting, it was decided that 2nd grade would teach matter, sun and moon, plants, and habitats. The third grade teachers will be teaching rocks and sound, which were formally second grade units.

Mrs. Berwager, Mrs. Sisock, Mr. Gosnell, and Mrs. Singer worked to create a report card based upon the Pennsylvania Core. Using mornings, prep periods, and afternoons they created a comprehensive report card to meet the Pennsylvania Core Standards. These teachers researched standards based report cards and helped

kindergarten and first grade adapt their report cards to be more standards-based. The teachers analyzed the standards and formulated a reporting system which meets the needs of both the educator and student. The A,B,C grading system has been replaced by a 1-4 scale which will better reflect a student's true progress in meeting the standards. The report card was approved by the Curriculum Council and is on the path to be used next year.

We continued to provide individualized spelling lists for our students through the use of Words Their Way. Students were assessed using the Words Their Way Assessment at the beginning, middle, and end of the year. They were placed based on their individual needs. We had students ranging from the letter name-alphabetic stage to the middle derivational relation stage. We found this to be an effective tool for differentiating instruction. Students were studying and mastering needed skills at their level. The second grade class made great strides and are using their words in their reading and writing as well. Midway through the year, students were reassessed and regrouped based on their progress. We hope to continue to use this intervention next year.

For our first math data day, we worked on increasing students' achievement with easy addition math facts. For reading, our first goal stated that 80% of a specific focus group will achieve at least 90% mastery on the digraphs and blend Words Their Way assessment. We utilized the Words Their Way whole class assessment scores to determine the groups. Remediation lessons were developed centering on word building activities. Our second math data day goal focused on counting money. Our second reading data day goal was that 80% of second grade students will achieve at least 80% mastery of Pre-kindergarten, kindergarten, and first grade high frequency words. For our final math data day goal, we focused on telling time. Our final reading data day goal focused on reading comprehension. For this goal, all teachers used the gradual release model to teach reading comprehension skills. We spent time teaching them how to revisit the text to gain information. The teacher modeled the skill. The skill was followed up with peer practice for the next two assignments. This was then followed by individual practice and work for three weeks with a minimum of five assessments given

This year we took at field trip to Apple Valley Creamery, the Utz Factory, and Half Pint Creamery. Students were able to see how a product goes from a farm to a factory

to a store. This coincides with our social studies curriculum and provided them with a real world experience that a text could not provide.

During the PSSA's this year second grade administered the InView (IQ) test. The information from this test will prove useful in future identification of both the advanced learners and those that may benefit from closer attention.

A huge initiative focused on the implementation of a new plan for guided reading. Mrs. Singer utilized our morning meetings to demonstrate how to teach guided reading using a three day plan. This allowed us to read more stories with our students and expose them to a larger variety of texts. There were also more opportunities to incorporate writing into our guided reading schedules. We also received training on anecdotal note taking in order to better progress monitor our students.

Mrs. Berwager and Mrs. Sherman have worked diligently with Ms. Lapinski this year to provide ESL instruction to our many students. Mrs. Feeser, Mrs. Berwager, and Mrs. Cook worked with students and Mrs. Smith and Mrs. Davis to meet the needs of several gifted children, Mrs. Sisock and Mr. Gosnell worked in an inclusion and pull out setting with Mrs. King and Miss Cline to provide supported instruction to those identified as needing an Individualized Education Program.

Our team has worked very hard this year. Our team glows for the year include comradery, adaptability, and perseverance (CAP). As we look into the future we see a need to focus on problem solving and questioning strategies.

ANNUAL REPORT

ELEMENTARY SCHOOL

Allison Davis
Michael Doutrich
Rebecca Fowler
Karen Hutchison
Summer Langeheine
Westly Welty

Third Grade

Curriculum Writing/Resource Committee

The third grade team implemented the new math pacing guide, based on Pennsylvania Core Standards created by the math curriculum writing team. The math curriculum team also met to discuss new resources available through Everyday Math to assist in teaching Pennsylvania Core Standards for the 2014-2015 school year. The ELA team gathered and evaluated resources. We also did some trial run standards-based assessments. Monthly in-services in reading aided us in finding materials and writing guided reading lesson plans based on Pennsylvania Core Standards. The next step will be writing standards-based lesson plans and Student Learning Objectives. New morning worksheets were purchased and utilized to help address and practice Pennsylvania Core Standards in math and ELA.

A resource committee was selected to examine and evaluate ELA resources. Team members Mr. Welty and reading specialist, Ms. Hoffman represented third grade. Three programs were viewed and evaluated by third grade. The third grade team was impressed by the Wonders program, particularly for the balance of fiction and non-fiction texts. The resource committee also agreed on Wonders, which has been approved for the 2014-2015 school year.

Reading-Houghton Mifflin Year 8

The eighth year of this program continued to run smoothly but with more apparent need for different resources. Power Points focusing on vocabulary and reading skills were utilized for every story. However, vocabulary was not taught as heavily based on story content. Rather, we focused more on reading strategies and content related words. Teachers began to use additional strategies and better tools to enhance leveled readers used during guided reading. The guided reading library and Scholastic News

provided more opportunities for students to be exposed to a variety of fiction and nonfiction texts. Our monthly meetings with Ms.Hoffman's assistance supported our goal of a strong, rigorous ELA program.

Reading Assessments

Fountas and Pinnell reading assessments were administered in the winter and spring (to all students). In order to get more reliable results, we also included the vocabulary analysis and writing prompt for our above grade level students. Based on the more reliable data, the 3rd grade team was able to plan and design specific lessons to better meet the needs of the students. Noticeable areas to work on included non-fiction comprehension, "beyond the text" and "about the text" related questions (refer to chart below), finding the meaning of words based on context, and writing in response to reading. Teachers worked with students specifically in groups based on these skills. There is thought that beginning next year when giving F & P in the fall, the vocabulary assessment piece should be used from a letter M and above (on grade level) to ensure students are truly on grade level before advancing them further. There is also a concern that 5 out of 10 points does not necessarily show adequate comprehension.

Within the Text	Beyond the Text	About the Text	
*Solving Words *Monitoring & Correcting *Searching for & Using Information *Summarizing *Maintaining Fluency *Adjusting	*Predicting *Making Connections (Personal, World, Text) *Inferring *Synthesizing	*Analyzing *Critiquing	

Furthermore, based on 4-Sight Assessments, Fountas and Pinnell scores, and teacher observations, remediation areas to strengthen included difficult skills such as cause/effect, main idea/supporting details, and inferencing. As a result, teachers continued the use of supplemental teacher-created activities to fill in the gaps of Houghton Mifflin.

There is thought that beginning next year when giving F & P in the fall, the vocabulary assessment piece should be used from a letter M and above (on grade level).

LFS and Nonfiction

Lastly, the 3rd grade team continued to reorganize and realign the reading curriculum based on several factors.

- 1. Utilization of additional non-fiction pieces
- Using SAS, teachers collected nonfiction exemplar texts to implement throughout the year. The Read for Real Program was also included.
- Removing certain stories in place of non-fiction pieces
 Fiction stories were removed to be replaced with non-fiction texts. Poetry supplements were added.
- 3. Teaching by reading strategies and skills and not themes/stories

 Last year, team members created EATS plans based on the strategies and skills
 taught, as opposed to the story used to teach them. While particular stories
 were referenced, EATS plans were designed with graphic organizers and
 vocabulary that could be applied to a variety of stories. This year, we practiced
 modeled and shared reading to introduce a skill or strategy. It allowed us to
 slowly release responsibility to students for their learning.
- 4. Cross Curricular: Science and Social Studies Integration
 The third grade team continued to utilize books from the guided reading library relating to science and social studies themes such as the moon, Native
 Americans, and life cycles. Scholastic News also provided current events related to science and social studies.

Intervention

In order to best meet the needs of our third graders, reading specialists used data to inform student grouping and instruction. All students were given equal instructional time in the genres of fiction and non-fiction. Some of these groups met for daily reading instruction, and others for an extra "doubled dip" time, occurring every other day.

A common "SDR" (Student Data Response) time took place in every classroom for 30 minutes a day. This time was used to respond to student needs based on data from 4-sight, F & P scores, and curricular assessments. Teachers created flexible groups in both math and reading, depending on the needs of their students. This included

literature circles, guided writing, word study, non-fiction texts, and repetition of math skills.

Tools used for non-fiction instruction were Read for Real, interesting non-fiction passages, and Scholastic News. The Read for Real Program also employs the use of a Gradual Release of Responsibility. Each unit consists of 3 non-fiction passages. The first passage is teacher driven, the second passage is teacher supported, and the final passage is independent.

Writing

Continuing this year, EATS lesson plans based on the 6 + 1 Traits of Writing continued to be utilized. A unit was used to teach and practice each trait. The 4-square graphic organizer was a tool used throughout the year. Some classrooms shifted their focus to the types of writing found in the Pennsylvania Core Standards and teaching the writing traits that apply to each writing type.

To introduce and practice the writing process, students wrote *Adventure Stories* as part of the Publishing Center Books. Each student edited, revised, and hand wrote his/her writing pieces based on the glows and grows supplied by their classroom teacher. Each classroom picked the strongest written and illustrated piece. The selected book was entered 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.

English

The Team continued to utilize the English lessons included in the Houghton Mifflin series, including teacher-created Power Points for interactive practice. The team looks forward to the structure, support, and resources the new ELA series will provide.

Words Their Way

This was the third year of using Words Their Way instead of the spelling lists provided by Houghton Mifflin. By administering the Words Their Way Spelling Inventory three times throughout the year, students were placed into spelling groups based on their spelling stage. Sorts focusing on each group's needs were utilized, along with

classroom practice activities and nightly homework. Students were then tested on a selection of words from each category within the sort. Our team has begun to question the higher level words as being vocabulary, not spelling words. We have concerns about using a word study program as spelling instruction and assessment.

Social Studies

Social Studies instruction continues to be a struggle, due to a lack of current resources, as our text copyright is 1997 and much information is missing and/or outdated. While guided reading books and Scholastic News were helpful in supplementing the curriculum, a need for class sets of current resources became more apparent. Reading social studies text enhances vocabulary and non-fiction comprehension, as well as main idea/details, cause and effect, and an understanding of changes over time. Supplemental resources, included websites and iPad activities, and a variety of research projects, were used to assist in teaching the following units:

Natural Resources, Geography (landforms), Communities, Mexico, Native Americans, Jamestown and Colonial Times, Benjamin Franklin, and Government.

To help deepen the students' awareness of other cultures, while also celebrating the winter Olympics, the Team developed a collaborative project. Each classroom selected a country to represent. The students learned about the culture in their country, including languages, geography, population, food, athletes, and Olympic events. A schedule was then developed so that students could travel to each classroom with their "passport" to learn about the different countries and participate in an "Olympic event."

Science

In the seventh year of the science program, we taught the same modules: Solar System, Light, and Life Cycles. Concerns continued to be about the depth and content of the lessons. While the inquiry-based nature of the lessons are fairly stimulating and engaging, the lessons lack depth on any one topic. Topics are presented with no continuity. There doesn't seem to be an end conclusion, unless drawn by the teacher and reinforced through supplemental resources.

We continued to utilize many supplemental materials to enhance the lessons and fill the holes in the program. Such materials included teacher made Power Points to expand on concepts, content related leveled readers, websites, United Streaming videos, and iPad apps. In addition, our life cycle projects (chicks and butterflies) were student favorites and still met multiple state standards.

Core Essentials

The Core Essentials Program continued to increase student and staff involvement in a school-wide positive behavior program. Core character traits were introduced monthly, and supplemented with Core lessons given by the classroom teachers and morning announcements. A monthly themed lunch was held in the cafeteria. Students and staff wore a particular color representing the trait of the month. During the lunch, students celebrated the "Core Kids" selected by each teacher that month. Our guidance counselor read a teacher written positive statement about the Core Kid selected from his/her class.

Field Trips

This year the third grade went on three field trips to enrich the curriculum. We traveled to the East Berlin Historical Society to support local history, as well as the social studies curriculum. In addition, we traveled to an apple orchard to learn about the pollination process and the apple industry in Adams County. We also attended *The Jungal Book*, presented by HACC, which provided an anti-bullying message.

Continuing this year, internal field trips were introduced. Teachers incorporated preand post-lessons. In the spring, a Park Ranger visited the school to give a presentation about outdoor fire safety. Additionally, Mrs. Shirley Smith and Mrs. Diane Richwine visited twice to present information on trips they have taken in and out of our country. Thus, our Native American knowledge and importance of service to the needy in far away areas was enhanced.

Math

Everyday Math continued to be an excellent program. With the introduction of Pennsylvania Core Standards, the math curriculum writing team was able to create a pacing guide to help prioritize and supplement lessons found in EDM. A few changes were made to the order in which lessons are taught, ensuring third grade standards

were taught before PSSA, and allowing more difficult concepts to be taught during the fourth marking period. Assessments were also edited to include Pennsylvania Core Standards not necessarily addressed in the EDM series. Math lessons continued to be supported by power points which begin with an appropriate LEQ, include mental math, vocabulary, slides to further enhance and aid in the lesson, and end with the LEQ. Other supplementary tools used to reinforce standards-based skills were math grids to assist in fact knowledge, extra word problem sheets, and basic fact problems on the back of each homelink (homework assignment). The team also utilized small groups to assist in student mastery of Pennsylvania Core Standards, including SDR math groups, guided math groups, and "Flex Friday" activities.

Technology

The team was able to obtain one iPad cart daily during small groups (SDR and Guided Reading). This allowed each teacher to have five iPads in the classroom during this time. Students used iPads to research topics discussed in the classroom in greater depth, strengthen science and social studies concepts, create presentations, record and listen to themselves read and practice speeches, and reinforce math and reading skills. Teachers continued to instruct students on basic computer skills and applications during their additional computer time once a cycle.

Glows and Grows

We are very proud of how our team has continued to develop and collaborate so effectively this year. This year has been a success, including:

- increased collaboration with our reading specialist
- more consistency during our guided reading block
- improved communication and collaboration among team members, leading us from "storming" to "norming"

While next year will be full of changes, we look forward to working as a team during the 2014-2015 school year to achieve the following goals.

Resource goals:

- The team will engage in a complete implementation of the new ELA program with fidelity.
- The team will implement new math components while continuing to use the Pennsylvania Core Standards pacing guide.

Instructional goal:

 The team will develop and utilize SLOs, and assessments to evaluate SLOs, to guide instruction.

Team-building goals:

- The team will welcome and support our new team member.
- The team will continue to communicate and collaborate to move forward into "performing" as a team.

ANNUAL REPORT

ELEMENTARY SCHOOL
Miranda Kutz
Andrea Dowell
Amber Hunsinger
Alicia Llewellyn
Stephanie Savarese
Lori Smith
Bertha Wright

Fourth Grade

Highlights

- ❖ We welcomed a new member to our team, Miss Stephanie Savarese.
- We said farewell to Mrs. Wright after 14 years of service to our district.
- The <u>Everyday Math</u> program was reorganized to better reflect the order of Pennsylvania Core Standards.
- A new language arts program, <u>Wonders</u> by McGraw-Hill, was selected by the elementary building.
- We participated in the 4-H program, "Meet the Plants", hosted by Tanya Lamo.
- For the first time, the 4th grade picnic was held on the 178 day of school. The picnic was back at the community center and hosted by the 4th grade parents.

Staff

We continued to be a team of seven teachers, pairing off to teach the content areas of Science and Social Studies, with Mrs. Smith's class being self-contained for all content areas.

Again this year, guided reading was held for **all** students in the regular classroom 6 days per cycle. To provide differentiated instruction to students at all levels, guided reading and SDR time was built into the schedule. Guided reading groups were formed using the data from F and P scores, 4-Sight test and anecdotal records. SDR time was put to use for students diagnosed with reading or math weaknesses. Activities were designed to improve their skills and implemented by the classroom teacher.

Mrs. Wright's classroom represented the full inclusion classroom for fourth grade. Mrs. Shambach provided learning support services for the students in Mrs. Wright's and Miss Hunsinger's room.

Mrs. Smith provided instruction to the fourth grade English Language Learners.

Those who qualified for services met with Mrs. Lapinski for 45 minutes daily. Multiple

classrooms provided part time instruction to emotional support students from Mrs.

Booth's room. Miss Kutz and Miss Savarese provided instruction to the fourth grade students in Seminar.

Curriculum

This year, we continued using the Houghton Mifflin reading series, aided by LFS plans to incorporate skills that would be assessed on the PSSAs. A goal for the year was to align our curriculum to the Pennsylvania Core Standards. To that end, additional texts were purchased so new lessons could be generated incorporating higher level thinking skills. The new materials also provided a better balance between genres not found in Houghton. Skills of focus included using text features to read and comprehend non-fiction, a focus on prefixes, suffixes, and root words, understanding literary elements in fiction, looking for author's purpose and perspective within the text, making inferences, drawing conclusions, finding the main idea and details, and summarizing. As in past years, the computer program, Study Island, was used to practice these skills during computer time and at home.

In math, we continued to focus on the skills found in the Pennsylvania Core Standards. Reorganizing the Everyday Math program allowed concepts to be taught before the PSSA was given. Instruction on the concept of time was added since development of this skill is missing in the Everyday Math materials. 4th grade teachers identified weak skill areas using homework errors, pretests, and through classroom observations. Struggling students were assisted through Child Study, small group help, before/after school tutoring, and adapted instruction and materials.

In science and social studies, teachers continued to help students make connections with their past and the environment around them. In science, students continued to learn in a hands-on setting that created meaningful learning. In social studies, teachers used online sites, iPads, trade books, and group learning to develop the themes of geography.

For the fourth year in a row, students completed their Publishing Center Stories on the topic of "Heroes". The 4th grade teachers and Mrs.Shambach spent a great deal of time working with students and editing stories for publication. Parents and the librarian did a wonderful job making the books used by the fourth grade class. As we

did last year, students wrote in their finished books, rather than having them typed by the librarian, parents, or aides.

Keyboarding continued to be taught used this year, and most students excelled very far into the program. With the help of Mrs.Eaton, the teachers were able to track student progress.

Field Trips

As in past years, the fourth grade planned and attended a field trip to Nixon Park Environmental Center. The field trip to Nixon Park proved once again to be a fun-filled, hands-on science experience. The information gathered on this trip further enriches the Science curriculum.

Fourth grade students also traveled to the York Historical Society in April and May. This trip aligns with the PA History curriculum taught in the 2nd half of the school year. Students enjoyed learning about colonists, their homes, and their way of living hundreds of years ago.

Goals

Our goals for the 2014-15 school year are as follows (in no particular order):

- Provide a balanced literary approach to language arts which includes the reading and writing connection.
- Utilize the new language arts and math materials in an effective way to meet the standards and improve student learning.
- Incorporate technology effectively and efficiently to enhance instruction.

ELEMENTARY SCHOOL
Julie Hermes
Kelly Hoffman
Shannon Myers
Mandy Singer

Reading Specialists

The reading specialists welcomed a new member to the team, Mandy Singer.

Mandy came to us with many years of experience as a reading specialist with the

Littlestown Area School District.

This school year marked a change in the reading specialists' roles in the building. Each reading specialist was assigned to a grade level in order to support the classroom teachers with the school-wide goal of Guided Reading. In addition, the reading specialists were also responsible for modeling and co-teaching lessons, planning and providing professional development during collaboration meetings and monthly morning meetings, and acting as a "contact person" for the grade levels.

A new schedule was also implemented this year, which allowed classroom teachers to have increased collaborative planning time. A Student Data Response (SDR) time was also incorporated into the schedule, to allow for small-group progress monitoring.

At the beginning of the school year, the reading specialists assessed new students to the district, as well as administered additional assessments to at-risk students. With this new data, in addition to the Fountas & Pinnell data from the Spring, the reading specialists worked together to form reading specialist groups for the neediest students in the building. Students were either pulled out during SDR time, or during a "Double Dip" time while the classroom teachers were teaching Science or Social Studies.

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 program.

In December, the F&P Benchmark assessment was administered to all students in grades K-4. All first grade students were also re-assessed in March. Substitute teachers and coverage was utilized to aid teachers in completing their assessments. Also, in January the reading specialists re-visited the new data in order to re-evaluate the lowest groups in K-4. At the end of April/beginning of May, the F&P assessment was given to all students in grades K-4 to gather end-of-year data. We also incorporated two additional assessments into the F&P this year, a Vocabulary and a Writing assessment. These assessments are given to students who are reading one year above grade level, in order to provide the teachers additional instructional information and teaching points.

In January, the reading specialists hosted a *Winter Reading "Fun" derland*. Parents and students in grades K-4 rotated through various stations, which included a quiz show with "Miss Quizzer," an activity to read instructions and make a fun snack, and an activity to learn about and take home a fun comprehension game. Around 60 parents and students came to participate in the fun evening event. In addition, the first and second grade parent workshop, the *Spring Fling*, was held in May. Around 15 parents attended and enjoyed lunch and an informative workshop. Fun and interactive activities were presented, and parents were given many materials in an effort to keep students actively learning over the summer. Parent evaluations indicated that the sessions were very worthwhile, and they appreciate the opportunity to attend parent workshops.

The reading specialists provided many professional development opportunities throughout this school year, during collaborative meetings and monthly morning meetings. The Next Step in Guided Reading by Jan Richardson was used as a resource to improve our approach to guided reading. Because of the schedule change, reading specialists were then able to follow up with teachers on an individual basis and work with them on their specific needs concerning guided reading. Reading specialists also provided professional development on anecdotal note-taking, and how to use data to make instructional decisions.

Currently, the reading specialists are looking at ways to provide teachers continued support with the changing curriculum and to plan for continued student

success and achievement during the 2014-15 school year. Our primary goal for next year is to provide support to the classroom teachers during the implementation of our new reading series, McGraw-Hill's *Wonders*. We hope to continue to work closely with the teachers, and to tailor our professional development to their specific needs.

Physical Education

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

In grades K-2 the students practiced their hand-eye and foot-eye coordination through individual and group activities that involved catching, kicking, throwing and dribbling. The activities also incorporated locomotor movements and manipulative skills. With continued repetitions, the students 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 this program every year.

The PTO provided all elementary students and staff with T-shirts for our annual track and field days. We went with a more generic theme this year compared to other years. Next year's field day will be in a different format to increase student participation.

In our ninth year of doing Jump Rope for Heart as a school wide event our students raised \$10,296.75. The event was a complete success. The students have raised over \$70,000 for the American Heart Association over the past nine years.

ANNUAL REPORT

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. Kindergarten classes concentrated on fairy tales, classic and current authors, and key story elements. The fourth graders began instruction in library and technology skills to prepare them to effectively 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 week was held in honor of Dr. Seuss's birthday, March 2. Special "Seuss" related clothes were worn daily around a Seuss theme. Students in the various Library classes shared facts about Dr. Seuss and his stories and made 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 "Reading Fiesta." 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.

Budget allocations were used to purchase books focusing on; biography, technology, history, and current fiction authors and also books requested by several groups of teachers to be used as part of their lesson plans. Other books that money was spent on were chosen from a survey taken among teachers and students. 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 27,000 materials were circulated this year.

One backroom 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-first 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 Steve Smith Award of Excellence at a Celebration Tea on May 21st in the library. Over 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 "Fizz, Boom, Read." Students will participate in various activities to win prizes and guest storytellers will present their favorite stories during the six-week program. 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. On June 26 the program is "It's Shocking" from the Whitaker Center, and on July 24, "Marian and Friends" will present a ventriloquist program. Last summer, 150 participants circulated approximately 880 books.

As the Elementary Librarian for the second year I continued the updating of the book and media collection and the reorganization of titles through more detailed spine labeling. This year a new Library Aide, Miss Friedman, was hired at the end of May.

14-15 Goals:

- -To continue the process of updating the collection and its labeling
- -To add iPads to the library collection of curriculum tools
- -To develop and put into use a Library classroom website on the district webpage
- -To purchase books and materials to go a long with the new reading/math curriculums

ANNUAL REPORT

Health Report

The 2013-2014 school year was a challenging and rewarding year. There was a significant increase in the number of student visits to the health room this past year. Some of the increase in numbers could be attributed to this being the first year of having all day kindergarten. There still has been an increase in the number of students with chronic conditions which take much more time to manage and work with that student when they come to the health room.

In March we received an email from InnerLink, Inc. which manages the HealtheTools for Schools documentation program, stating that the sponsorship funding will expire in August 2014. With receiving this information we found out that the district will now be charged a fee for the continued use of the program. Fortunately, talking briefly with Dr. Hotchkiss we are going to be able to continue with using this program for all of the health room documentation for all three buildings in the district.

Also during the week of March 10th-14th, the Elementary School celebrated "CATCH A RAINBOW" week. Along with a colorful bulletin board display, each day of the week was designated a specific color. With the help of Judy Sterling, the cafeteria offered a fruit or vegetable to match the color of the day. The "color" that was being served for the day was also offered to those students that packed their lunch. Parent volunteers came to school and helped distribute the "color of the day" to those students.

This year for our differentiated supervision project, Stephanie Battle and I updated the look of the Health Services section of the district website. Before the site just showed a few forms that we had available for parents to access. We now have added a brief definition of what the School Health Services include. We also added, biographical information about each of the nurses along with our contact information. Parents will now find more forms available to them that they would be able to print off instead of having to contact the health room and have one sent home with their child. They will also be able to view the immunization requirements for their child. Instead of doing another project for the 2014-2015 school year, I am going to opt for the traditional

evaluation process since there should be a new evaluation tool for districts to use for school nurses. I would like to become familiar with this tool/process the first year it is in use.

Guidance

The elementary school started the school year with the theme of "Getting to The CORE at BSES." This was the theme for the parent handbook folders sent home at the start of the year. The library bulletin board displayed "We are BERMUDIAN SPRINGS Elementary" and as each month went by the CORE words were added in an acrostic pattern, showing not only are we Bermudian but we are also all of those values.

This was year 2 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. We added our own spin on catching students being good. We called it our Apple Cap program. Teachers were armed with caps (from ice tea containers) that had apples painted in them. When they saw students doing good deeds they would hand them an apple cap. The students turned in the caps to Mrs, Myers, Miss Rotz or the counselor. The biggest reward is that we called home to let parents know their child was sent to the office for something positive!

Exciting plans are in the works for next year with CORE Essentials. We are changing up the CORE Kid lunch and have put much thought and time into next year's theme of "Our School Of Values". All of these plans have been left for the long-term sub to carry out.

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 became the new "IST". 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 to approximately 193 individual angels (students) and 12 entire families. Also I sent 30 families (104 kids) to Toys for Tots for a total of 340 children helped. The counselor also worked with families to help send children to a summer camps, "Camp Ladore" sponsored by the Salvation Army, and 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 (NOH). 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). I also reached out to this group during the beginning of the year when our district was dealing with many suicides. The district brought Kevin Hines-a young man who jumped from the Golden Gate bridge and survived- to speak to the high school students. He did an amazing job, but it came with a price tag. NOH gave a portion of money to that program and also allotted money for the high school to put towards suicide prevention resources for our students. So not only have they helped our families, but they helped our school as well!

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.

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. I created 3rd grade career lessons in which we started a career folder. 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's, a stressful time for all! At the elementary school the counselor was the testing coordinator. Because of testing falling very close to my due date, I worked closely with Miss Rotz, Assistant Principal so if a transition needed to take place there would be no concerns. 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 as well as planned a Pep Rally to celebrate the conclusion of testing.

Throughout 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.

Mrs. Salaga is the long-term sub replacing me for maternity leave during the end of this school year and the start of next year. Much time and planning went into this transition. I appreciate the district allowing her to spend 2 days with me to be able to go over programs and acclimate her to our building.

Child Study Team/CST

Bermudian Springs Elementary Child Study Team (CST) was in its inaugural year. It was developed from the ground up with new processes, procedures and forms. The program was based upon classroom teachers providing classroom based interventions. During the 2013-2014 school year, a total of forty-five students were referred to the CST (seventeen behavioral and twenty-eight 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 overview of the program during collaborative planning time. Ms. Tassin met with each grade level team to give an overview of disabilities that are commonly identified at the elementary level. She provided classroom based observations for students who were having difficulties in the general classroom environment. The Key Math 3 was purchased as a diagnostic tool for mathematics. It was used to provide baseline data, provide remediation and intervention in skills that are below grade level, and assess growth. Susan Tassin and Brooke Shambach attended the Association of School Psychologists for Pennsylvania

(ASPP) conference in November. It included presentations on threat assessments, written curriculum based measures and resiliency training.

Grows:

- ✓ It would be beneficial to have time within the Child Study Facilitator's contracted school day to meet with parents. Most parents request meetings prior to the start of the teacher work day.
- ✓ Increase communication with building administrators about specific meeting dates and times.
- ✓ Provide teachers with anecdotal forms to increase their understanding of expectations within the Child Study process.

Glows:

- ✓ Developed all new forms to create digital files for each student who was referred.
- ✓ Teaching staff stepped up to provide interventions within their classroom.
- Reading specialists were instrumental in assisting teachers with classroom based interventions and were a vital resource to the CST.

Ms. Tassin provided multiple classroom based observations to assist with behavioral referrals.

Jessica Miller

ANNUAL REPORT

<u>Art</u>

Art Curriculum K-4

Art education in our schools is the perfect opportunity to make cross-curricular connections while learning how to communicate and express in new ways. I will elaborate on this within my report. At the elementary level it is crucial to provide students an artistic outlet. It 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. When students behave & perform differently, I know it is because the art of learning is a totally different practice for my students, in the realm of *The Arts*. Art is different. Students will see, hear, think and function differently here than any other place or time. Through art, students are empowered to believe in themselves and use the skills they are given to find success and happiness. The key is to 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. People have been using, thinking and expressing through art for thousands of years. Art is an integral part of life. Art is all around us.

By giving my students a well-rounded, rich art education through vivid example, thorough knowledge and hands-on work in a creative well-structured environment I know they will have a lasting impression of what possibilities await them. 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.

BSES art units are cross-curricular and educationally stimulating. 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 students learned about culture: 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. To celebrate the arts and aptitude of our students every month of the school year a new and amazing art display was created in our school. Each display showcased the talent of our students through art lessons and artwork from the weekly art classes. At the end of each month when the artwork was returned to the students, each student was presented an *Awesome Artist Achievement Certificate* acknowledging and honoring them for their artwork and creativity. Throughout the school year every student's artwork was given a place in the spotlight *at least* one time and every student was honored for being a fine artist with a certificate, honoring them for their artistic talent & effort when their artwork was on display. By the end of the school year 1,200 certificates were awarded to our students. 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.

Art Honors & Special Events

In November 2013 I was asked by Miss Rotz to create a "sleigh" for the upcoming Christmas celebration and to transform an ordinary custodial supply cart into the fashionable mode of transportation for Mr. and Mrs.Claus. This was a fun way to help celebrate school spirit and community. I hope the sleigh props can used for many years to come.

During the entire month of March 2014 BSES celebrated *National Student Art Awareness Month* through *Art in Action*. Every student in our school as well as many faculty, staff, parents, aides, volunteers & former students created individual "paintbrushes" to represent themselves *as artists*. All paintbrushes 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 primary colors of paint the students spent their 45-minute creative time expressing themselves with line, shape, color, pattern & symbols. Students worked within the guidelines of being neat, complete & appropriate for a social school setting, considering their audience & what "public art" means. Students who were painting reported feeling very proud of their work especially when younger students passed by admiring & commenting on "the artists painting." This *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*.

Third grade artist Isaac Talkington 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. Additionally, Vivian, Sylvia & Hailey Lamo all participated in The Adams County Arts Councils' *Recyclable Art Contest* and took home top honors in April. I am so thankful for the many cool people whom I have had the privilege to meet and work with over the years. There are many fantastic families in our district & I am glad to have been able to grow with them, supporting them & their multiple children through creative endeavors.

In June 2014 several 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.

Art & Technology

Within the realm of Differentiated Supervision this year I created The BSES Art Website. I am thankful for Mindy Eaton and the tech department for their assistance in making this possible. I am extremely proud of the website as 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. I am proud to offer this to my students & our community. Very few school districts offer such an all-inclusive resource & showcase for its elementary art program.

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 2013 & art bids were completed in December 2013 for the 2014-2015 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 vasts 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. Thompson who dedicated every Wednesday afternoon to the art room October-April, and other volunteers who came in periodically through the year: Mrs. Shank, Mrs. Harris, Mrs. Riley, Mrs. Kuhn, Mrs. Speelman and Mrs. Bechtel.

I also had the opportunity to work with several local college students who were either Art Ed majors or Elementary Ed majors from Messiah and Shippensburg Universities. Their goal was united: they 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."

I also appreciated and enjoyed working with several former students this year as Art Peer Tutors from the middle school. They were very helpful and inspiring to the younger students. I hope this special program can continue in the future.

Teamwork

The Special teachers at BSES attended weekly "team meetings" this year. We learned about what else was happening in the building & to collaborate on several areas including developing the testing schedules. The meetings were mostly administrative led & directed.

Professional Development & Continuing Education

I participated in all district in-services, professional development & Act 48 sessions. The most significant of these include: October 2013 when I attended a workshop for The Adams County Arts Teachers. All visual art teachers K-12 gathered at Gettysburg School District to discuss our art programs, lessons, create art, share ideas and learn about the Nicaragua Delegation (ND). The ND is a special art opportunity & outreach program with artists in Nicaragua. It is helped through Gettysburg College,

with art teachers from Adams County exchanging with artists in Nicaragua. I would love to participate in this very special opportunity in the future & bring this multi-cultural experience to our school. I also network with the Adams County Arts Teachers throughout the school year to share & gather information to support & enrich our programs. Additionally, I met with the other visual & performance arts teachers in our district in January 2014. 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 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. 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 2 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 2013-2014 school year presented many challenges, changes and adventures. We were able to participate in several new art adventures while continuing

our daily art routine of motivation, exploration, expression, inventiveness and scholarship. I appreciate the school board's support & understanding as I used all of my sick, personal & went into unpaid leave to care for my husband since his serious injury in September 2013. This was a major challenge for my husband, 3 year old son and I to deal with but we are much stronger for it as we continue to work through it. Everyone in the elementary building was very kind & supportive through the past 9 distressing months. I am very blessed to have had the opportunity to work with such a great group of people. The 4th grade students unbeknownst to me created the *Pennies for Kenny* fund to help our family. This was an amazing work of heart that meant so much to us & we so greatly appreciate. In turn, Kenny visited the classrooms in his wheelchair back in the fall to say thank you. This spring I accompanied Kenny as he *walked* into the classrooms and we presented faculty, staff, administration & every 4th grade student a white-pine tree sapling as a way to say thank you and to keep that cycle of generosity, citizenship & love growing.

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*!

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 attended the National Conference of the National Association for Music Education in Nashville, TN 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 *Camival 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 also played recorders this year. They continued to refine their rhythmic and melodic skills from third grade. 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 two part songs. On their recorders, students played folk songs from the United States, Canada, and Korea. They were also introduced to the genre of jazz, and aurally identified similarities and differences between jazz and other genres of music.

Fourth graders were able to audition for the 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. These include alignment, breathing, choral vowels, consonant formation, and part singing. Vocal ensemble was featured in the fourth grade Holiday Concert, and also performed 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 an animal theme. The fourth graders performed two holiday concerts in December. The following week, the Vocal Ensemble traveled to Harrisburg to perform a concert in the State Capitol rotunda. The third graders performed a concert in March to celebrate Music In Our Schools Month. One highlight of this concert was a performance by Christian Swartzbaugh on tuba (Mrs. Swartzbaugh's son). The year ended with the Kindergarten May Day concert and the fourth grade Vocal Ensemble Spring Concert.

This October we were honored to host Dr. Brent Talbot, a music professor from Gettysburg College, as an Artist in Residence for gamelan. Gamelan is an Indonesian percussion instrument from the island of Bali, and Dr. Talbot brought an entire ensembles worth of instruments to our school for three weeks. He began the residency with an assembly to introduce the instruments, the music, and the culture of Bali with live demonstrations and pictures from his trips to Bali. The third graders then became the core group with whom Dr. Talbot worked. Each class studied the gamelan and learned their own song as well as a group movement game that involved rhythmic chanting. While the instrument was housed in the music room, each grade level was able to experience playing the instruments with their respective music teacher. The third graders performed what they worked on in a daytime assembly for the student body, and at the October PTO Family Night. Our students collaborated with the members of Gettysburg College's gamelan ensemble both to inform the community about this style of music and to perform what they had worked on in class. This unique musical experience greatly impacted all students at our school, and will be a vivid memory for years to come.

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

ANNUAL REPORT

Instrumental Music

This year saw a change in the instructional time with the 4th grade students due to the change in the master schedule. Students came for lessons at noon during each cycle day and then proceeded to lunch. An advantage to having lessons at this time was students did not miss instructional time. The disadvantage was that the lesson groups were larger than previous years. In order to provide adequate instruction for two of the larger classes Mrs. Bielen came down from the middle school to assist. This enabled the classes to not only meet the same expectations in the past, but exceed them. This year the 4th grade band had an excellent performance at the PSSA pep rally after only one full band rehearsal. This is the earliest that the band has performed together in recent memory. The band concluded the year with their annual concert on May 23.

Dental Hygiene Services-44 days per year

The following services and classroom presentations were conducted during the 2013/2014 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, Dental health lesson emphasizing healthy food choices in relationship to maintaining good oral hygiene, a puppet (Danny the Dental Dinosaur) helped with delivery of toothbrush instruction, toothbrushes and toothpaste were distributed to each student.

First Grade: Smile Checks(Oral Health Evaluation) with parental permission that serves as a follow-up to kindergarten for those children who did not receive dental care since entry to school, A PPT presentation emphasizing the importance of dental check-ups as a student grows, each child took home a tooth-brushing chart for tracking. The dental puppet was re-introduced for demonstrating tooth-brushing and introducing dental floss use. Brushes and toothpaste were distributed.

Second Grade: Identification of the types of teeth in relationship to the primary and permanent dentitions, emphasis in the lesson stressed maintaining the dentition for a life-time, website used for lesson from the National Institute of Health (Program called Open Wide Trek Inside), Tooth-brushing and flossing demonstration with puppet.

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, Opened-ended questions in relationship to developing refusal skills for smokeless tobacco use.

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, A PPT presentation showing the harmful effects of drinking excessive soda and sports drinks was shown.

Seventh Grade: Oral health evaluation of those who did not return the Family Dentist Report, distribution of a newsletter emphasizing cariogenic foods in relationship to daily food intake with a description of drinks often consumed by teenagers which cause the most amount of damage to tooth enamel's structure.

Eighth Grade: Review of oral hygiene habits with discussion of the hazards of smokeless tobacco, a pre-test was given prior to the presentation of a video called "SPIT THIS", An open-ended discussion about the ethics of tobacco sales and the nature of the societal acceptance of the addictive drug nicotine continued following the video.

Ninth-Twelfth Grade: A Dental Health Newsletter informing students about the affects of Xylitol (a five carbon sugar) in helping manage gum disease and tooth decay was distributed.

I also co-ordinated the Mobile Dentists of Smile PA for the Elementary and MS students. A total of 56 children were served.

The School Dentists served 2 children in our district this year for emergency care and a local Hanover Dentist and Orthodontist gave free services to a 7th grade MS student.

The School Based Sealant Program served 25 children to date with placement of 30 sealants. An additional \$5,000 dollars of grant money will be utilized to continue services with the acquisition of more equipment and supplies.

Goals for school year 2014-2015:

1. Acquisition of appropriate Dental Health App for I-PAD classroom use.

English as a Second Language (ESL)

Prior to beginning of the 2013-2014 school year, 19 Kindergarten students were screened to determine their language proficiency. An additional 6 students were screened after the school year began, and 3 students were re-evaluated throughout the year. Of the 22 Kindergarten students screened, 8 qualified for English Second Language (ESL) services. Two students exited the ESL program this year and began their first year of monitoring. One previously monitored student was re-evaluated and determined to need re-entry into the ESL program. A total of 35 students received ESL services during this school year, and an additional 30 students were monitored. A total of 22 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 download many new language learning and educational apps. Some of these new apps focused on the areas of vocabulary, phonics, letter formation, letter naming, number recognition, phonics, blends, and sentence formation. Some of our classroom favorites we discovered this year were Audioboo; which allows our students to record themselves reading, Educreations; an application that allows us to make and record interactive lessons, and Dragonfire; an app that will type in text anything you read aloud. We also have begun to use the i-pads throughout the classroom to read articles and books digitally, highlight, and then record ourselves reading. The addition of these applications as well as the i-Pad training offered at the Elementary School this year has proved an invaluable resource for our English Language Learners.

Additionally this year, the ESL program worked with the reading specialists to address our Spanish speaking parents concern about the lack of reading materials available and provided in their home language. Through the use of ESL funds, we were able to address this concern by purchasing 3 copies of 55 books in Spanish to pair with our recently purchased Guided Reading Books levels A-J. With the addition of these books to our guided reading library, all teachers of grades K-4 are now able to locate

books with a Spanish pair, read the book in English, and then send the book home in both English and Spanish for our parents to work alongside their child in the same text to build their literacy skills in their home language.

Likewise, the ESL program has continued to utilize the Smart board this year in our classroom even accessing and downloading new notebooks and activities to accompany lessons from Smart Exchange a recently discovered smart board sharing website.

Furthermore, to better address our ELL's needs this year, two additional small intensive language/reading groups were run 20 minutes daily to provide intensive support to our K-2 students struggling with the foundations of the English language. Likewise, push-in support was available for some of our teachers on an as needed basis for the duration of the school year.

In February, thirty-two ELLs were assessed using the WIDA-ACCESS language proficiency test and we anticipate the results during the summer. Additionally, we once again were notified that out students met the AMAO goals.

All students participated in our traditional Cinco de Mayo showcase project. This year our projects focused on the culture and traditions of Mexico. Each grade level completed a project (weaving, sombreros, piñatas, and folk art) demonstrating Mexican culture and traditions. Following the completion of the projects they were displayed in the showcase and students completed a book or activity that outlined important traditions, celebrations, and information about the Mexican culture.

I have greatly appreciated the opportunity this year to attend professional development workshops. Especially valuable, was the English Language Learners & the Common Core, and Preventing Long-term ELLs by Margarita Caledron. Both sessions provided me with extensive resources, research, and best practices to integrate back into the ESL classroom throughout the year and to share with my ESL teachers. I look forward to hosting a professional development course this summer for Bermudian Springs teachers entitled Teaming up for ELLs, which will denote the best practices, accommodations, modifications, and instruction that should be taking place to best service our ELLs.

ANNUAL REPORT MIDDLE SCHOOL

Middle School Principal

Wade Hunt

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 a wonderful school.

School Improvement Plan

Many of the middle school goals this year revolved around our ongoing school improvement plan. The overarching goal of our plan was and 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, we wrote and submitted a school improvement plan which included an application for school improvement monies. We were awarded a school improvement grant in the amount of \$50,000 to help implementation of our plan. The primary expenditures for our school improvement budget was to add new technology in the form of (2) mobile computer labs, a lab of IPAD's and two wireless printers. We purchased a two year agreement license for Renaissance Learning (STAR math and reading and the Accelerated Reader component). We were provided with nine hours of professional development to implement Renaissance Learning. We continued with our math coaching initiative and funded several web based resources – IXL math for special education students and Mathalicious (website) for our eighth grade teachers. We were also able to continue with our homework lab time after school from October till March this year.

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 November 25th this year. He followed through with continuing professional development in which he worked with all of our math teachers on the following: examined common core released items from a website from Vermont, examined Depth of Knowledge levels of

questions, continued discussions on how to incorporate more student writing in the math classroom, lesson differentiation, common assessment development and scoring and collaboration time for teachers to write quality lesson plans incorporating the items discussed during the day of professional development.

Homework Lab – We offered time, each Tuesday and Thursday, from October to March for students to be allowed to use the computer lab or have direct tutoring. We staffed the lab with middle school teachers. We had an average attendance of 10 students at each after school session. This was the second 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.

Learning Focused Schools

This was the sixth year implementing Learning Focused Schools strategies across the district. All of our teachers are fully trained in LFS strategies. Team time continues to be utilized to reflect on LFS implementation and to provide support and assistance to teachers. Grade level team meetings provided a forum where all core teachers had an opportunity to discuss the strategies with peers.

Technology

We were able to infuse new technology into the middle school this year, namely two mobile computer labs of laptops, 30 total, and a cart of 30 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.

2014 - 2015 Goals

My goals for the 2014-2015 school year will be to:

- Ensure implementation of our school improvement and Title I plan.
- 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
- K 12 to better assist with our higher ability math students who are
 exempting math classes at their current grade level and being placed into
 a higher grade level of mathematics. Refining our process of placing
 students into higher levels of math would be a worthwhile endeavor. 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.
- Investigate the possibility of opening up a computer lab or making our laptops available to the community after school hours.

MIDDLE SCHOOL Mark R. Fleming

Assistant Middle School Principal

Discipline

Office referrals were documented as described below.

Grade	Pink Slips	Bus Referrals	Total	Avg. Day
5 th	25	11	36	0.20
6 th	85	25	110	0.61
7 th	65	15	80	0.44
8 th	134	22	156	0.87
Total	309	73	382	2.12

Attendance

The average daily attendance for the year in the middle school was 95.16%. The totals for each grade level are 5th – 95.67%, 6th – 95.27%, 7th – 95.10%, and 8th – 94.61%. 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. Sergeant Brian Lahr, United States Marine Corps, 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.

ANNUAL REPORT MIDDLE SCHOOL

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 and are given a Bermudian Springs T-shirt as a welcome gift.

Peer Tutor Program

Approximately 45 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 their younger peers.

7th Grade Girls & 7th Grade Boys Conference

Our 7th grade girls participated in the 10th annual daylong conference at Gettysburg College along with nearly 700 Adams County 7th grade students. The day's activities included a keynote speaker, workshops, and peer interactions. 7th Grade boys also attended the 6th annual boys' conference on leadership at Gettysburg High School. Mrs. Umbaugh conducted 2 sessions on "healthy relationships" to approximately 100 girls from the county and also served on the planning committee for both the boys and girls conference.

Classroom Counseling

Classroom counseling was administered to 5th grade classes during the school year. Topics included: middle school transition, getting along with others, and gossip and rumors. Also, small group organization sessions were offered to numerous students. 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

Thirty-five 5th – 8th grade students participated in the middle schools new program called re:connect. This program is a continuation of the elementary Core Essentials. Each month these middle school students wrote and read announcements that dealt with that month's value along with creating skits, posters and holding a Fall Festival. Other activities the group got involved in were re:connect week, a canned food drive, door decorating contest, a dance, re:connect rewards and a bake sale during parent/teacher conferences.

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 re:connect members visited the elementary school to discuss their experiences with the fourth graders. 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 also created for the upcoming fourth graders.

Ninth Grade Orientation

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 the elective teachers about the classes offered and to see examples of their projects, and to learn how the scheduling procedures in the high school are conducted. Eighth grade students were introduced to the high school through a guided tour of the building at the end of the school year. The 8th graders started out in the cafeteria where they also got to navigate through the food court and buy their lunch. One student even made the comment that they are never packing their lunch again. A thank you to Judy Sterling for coming up with this idea. Once lunch was finished, the 8th graders were divided up into four groups to tour the building and to walk through each elective area.

This process definitely helped the 8th graders feel less anxious about coming over to the 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. Testing included STAR, CDT's, Pennsylvania Assessment Tests in Grades 5 - 8, a PSSA Writing Test in grades 5 & 8, PSSA Science Test grade 8, and a Keystone in Algebra I.

Student Assistance Team

Counselors facilitated SAP team meetings. Participants included teachers, administrators, and counselors. Intervention was implemented for 13 students. Students in need were given the opportunity to meet with a mental health counselor from Adams/Hanover Counseling Services. The SAP Counselor met with 13 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 Dr. Hunt. 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.

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. Honor Roll assemblies and parties were also held at the end of the 1st, 2nd and 3rd marking periods. These parties were made possible by the support of administration, PTO and teacher volunteers and food donations from Utz and Snyder's.

Parent Conferences

The 1st and 3rd marking period format for conferences provided parents with the opportunity to meet with teachers informally and have personal conferences in teacher classrooms.

Goals 2014-2015

<u>Individual Counseling</u> - Be available to students, parents, and staff regarding individual concerns.

<u>Testing</u> - Administer PA assessment tests in grades 5-8 and Keystone testing in grade 8 for those students completing Algebra 1B.

Small group counseling-Continue small group counseling sessions dealing with divorce issues and teen issues.

<u>Bully Prevention/Character Education</u>-Promote an anti-bullying atmosphere throughout the school and utilize re:connect members to teach coping strategies to students in need. Promote diversity through the "Core Essential Values" program.

<u>Peer Tutors</u> -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.

<u>Career Exploration</u> –Promote career exploration through: interest inventories, classroom lessons, career fairs, and field trips, as well as to plan and implement a career day for our 8th grade students.

Reward and Recognition programs- The counseling office will continue this program that rewards and recognizes students for academic successes in school.

<u>BizTown</u>-The counseling office will implement this new program into the 6th grade curriculum that promotes citizenship, financial responsibility and career opportunities. At the end of the program, the 6th grade students will travel to BizTown to spend the day working and running the city.

ANNUAL REPORT MIDDLE 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 Chris King Christy Chladny Bonnie Mummert Lynne Miller

This year, we again supplemented the Houghton Mifflin program with a variety of materials to "plug the holes" of the existing program. Some teachers participated in the *Gettysburg Times* Design an Ad Contest. One student in each of the classes who participated won the Design an Ad contest.

The STAR Reading test was given this year, and the results were utilized to facilitate instruction. The START Reading test gave each student a zone of proximal development. This zone was used when choosing books to read throughout the year.

A common assessment was also utilized in all language arts classrooms this year. This common assessment was placed in each student's writing folder which will move with them throughout their middle school career.

Mrs. Small and Mrs. Myers worked with small groups and leveled readers.

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 and commenced 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

Brad Fry Tanya Harbold Melissa Deitz

During September, in recognition of the Congregational Medal of Honor winners convening in Gettysburg this year, we had the opportunity to have three recipients visit our school for an assembly. We focused numerous lessons identifying the characteristics and qualifications of Congressional Medal of Honors recipients. We also focused on the character traits of bravery, honor, responsibility, and citizenship in regards to this high honor.

We worked through explorers, colonization, 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 studied.

The 5th grade students visited Gettysburg National Military Park on a special grant commemorating the 150th anniversary of the battle. We toured the museum observing the displays, watching a movie, and viewing the Cyclorama. For about two hours, we had a bus tour with our own personalized tour guide who directed and educated us on various sites of the battle. Then, we visited the Wills' House and had a walking tour of downtown Gettysburg. This extended day field trip was free to the students since it was obtained by a grant.

Incorporating reading skills into our social studies class continues to be emphasized. Several chapter books focusing on the Revolutionary War and the Civil War have been purchased to add rigor to these two topics beyond the textbook. In the

near future, we wish to purchase some other chapter books regarding the topics we teach.

Math

Brad Fry Lynne Miller 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.

ANNUAL REPORT MIDDLE SCHOOL

Grade 6

English Language Arts

Amy Miller Deborah Hill Kelsey Lahr

The 6th grade ELA goals are centered towards meeting all PA Common Core Standards. To meet this goal the students read a variety of grade appropriate literature and informational text. An emphasis was placed upon exposing our students to more nonfiction text. With a focus on textual evidence to support, reading prompts were used with each assessment. These open-ended responses allowed students to make connections between texts and use supporting details. The STAR assessment was implemented this year to allow better means to access student data. The students took the exam four times this year with growth noted in areas that met state standards. The students also participated in a new 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 sixth grade team is excited and looking forward to the new Pearson Common Core Literature series for next year. This series should better enable us to support students in becoming college and career ready.

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.

Science Anthony Pepoli

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 an active teacher website with weblinks allowing students to preview and review content throughout the entire year.

Students in grade six were divided into two separate teams. Mrs. Smith taught 5 sections and Mr. Pepoli taught 2 sections. Class was 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 2014-2015

- 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.
- 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 Jim Robinson

The social studies course content this year included the natural and cultural characteristics of Canada and Latin America. Debates, design-a-flag, and archaeological digs were product assessments utilized this year. LFS strategies such as graphic organizers, summarizing strategies, and collaborative pairs were incorporated in lessons. Web Quests were utilized throughout the year as extra credit options to help differentiate instruction. As a result of additional instruction time this year, extensive projects such as a "Constitutional Convention" in the fall and a student-generated "Carmen Sandiego" game show in the spring were implemented. The primary goals for 2014-2015 will be to draft student learning objectives enhance differentiated instruction with varied project choices for students.

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 given additional instructional time this year. 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 2013-2014:

- 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 and teacher effectiveness

Grade 7

Donna Senft

English Language Arts

Short stories and non-fiction pieces were read and literary elements were extensively taught this year. We once again read *A Christmas Carol* and learned about Victorian England and Charles Dickens. This year we also read *The Outsiders* by S.E. Hinton which students really enjoyed. Besides giving us a chance to review many literary devices we discussed over the course of the year, Hinton's novel also has many good lessons (themes) for students to consider.

As always, students wrote to inform, explain, entertain and persuade. All classes participated in the Patriot's Pen essay contest, writing an essay expressing their opinions on this year's theme.

Renaissance Learning, an educational software company that creates reading assessments, really helped target students who have trouble reading and pinpointed specific areas of concern. Requiring everyone to reach a point goal each marking period by taking and passing an AR book test encouraged students to read, not only for pleasure, but for a sense of accomplishment as well. I have never before witnessed so many students talking enthusiastically about the many good books they were reading. I feel Renaissance Learning, the AR book tests and time to read in class all contributed to a heightened interest in reading for seventh graders.

New textbooks have been ordered which will reflect Pennsylvania's Common Core standards. The goal for next year will be to become familiar with material in this very thick book.

English Language Arts

David Neff

I continued to work with stories in various genres that allowed students to work on their comprehension, vocabulary, oral, and silent reading skills. I worked to strengthen the students' knowledge of the parts of speech by teaching areas of grammar using the English textbook. Students were asked to write in various formats, including writing a biography of a fellow class mate. The Accelerated Reader program took the place of book reports that I had used in the past.

Next year, I plan to continue what I started this year but add more grammar units, along with more writing activities. A new reading series textbook has been ordered for next year that aligns with the state standards.

Science Danyelle Kaiser
Tracy Smith

The 7th grade science department added Mrs. Tracy Smith as a teacher for the 2013-2014 school year. Mrs. Smith teaches both 6th and 7th grade science. She has been a great addition to the team.

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. We had several students receive awards and one group of students who for the first time ever in Bermudian's history of attending the fair were called back for a second day interview for consideration of grand champion! This was a very exciting experience for both the students and the 7th and 8th grade teaching team. The students were 7th graders: George W. Sebright, Ethan Mechling, and Cole King. They did a fabulous project on whether or not semantic cell count in a cow's milk affects the amount of cheese the milk will produce. They interviewed beautifully and we are all very proud of their efforts!

7th Grade students continued their year by exploring classification and completing a leaf collection and classification project as well as by dissecting worms and frogs later in the year—always a highlight for students! Students did several other labs throughout the year exploring the use of scientific processes and tools, especially the microscope.

As we continue into the 2014-2015 school year, we will continue our efforts to incorporate even more hands-on and lab activities which has been an on-going goal.

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 that are learned in two summer courses;
- Re-aligning the curriculum to better address the needs of PA Common Core and an earlier start of classes; and
- Continue to set high, academic standards for our bright students (they all are bright, given the right environment)!!
- Expand the archaeological DIG to include all 7th grade classes.

Algebra 1A Catherine Orleski

The goal of Algebra 1A is to get through at least ½ 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 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.

Pre-Algebra

Pre-Algebra 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 prepare my students for their state assessments over the next two years as the state switches to the common core standards. I am looking forward to utilizing a new textbook and set of resources to help my students achieve proficiency on the state test.

Mathematics/Pre-Algebra

Ryan Murphy

This year, the focus of the 7th grade Mathematics/Pre-Algebra curriculum was on preparing students for Algebra 1A 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.

The Pre-Algebra classes spent the year on many of the same topics as the Mathematics classes. In addition to the topics discussed in the Mathematics report, the Pre-Algebra students spent time learning all concepts of the coordinate system and graphed relations and points. They also spent time with Least Common Denominator with their fraction units and ended by studying inequalities.

Next school year, I will be overhauling my curriculum for both Pre Algebra and Mathematics both in content and order with Mrs. Orleski to continue our attempt to best prepare our students for PSSA proficiency. I will look for more/better teaching techniques to introduce more variety into my classroom. I will also be further looking at

the common core standards to include some new topics in my instruction. Finally, I will be working in concordance with Mrs. Orleski to produce common assessments for Pre-Algebra across the 7th grade.

Algebra 1A

In Algebra 1A class, we followed the given order for the first half of the Algebra1 curriculum. We covered six units involving data analysis, real numbers, equations, inequalities, and functions. These units have given students a great base for proceeding into their topics for Algebra 1 in 8th grade.

<u>Professional</u>

Next school year, I will again be overhauling my curriculum to transition from two different classes of General Mathematics and Pre-Algebra to Math 7. I will be working on increasing the rigor for the lower students while still trying to meet them where they are. I will also be working in concordance with Mrs. Orleski to develop analyzing tools for the common assessments that were created this year, as well as editing those assessments to better meet what we want to do as a 7th grade math team. I will look for more/better teaching techniques to introduce more variety into my classroom. I will also be further looking at the common core standards to include some new topics in my instruction.

ANNUAL REPORT MIDDLE SCHOOL

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 at least an expository essay, an argumentative 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 and in the Design-An-Ad Contest in the local paper.

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 or *The Pearl* by John Steinbeck as their major novel focusing on literary analysis. All students also read the play *The Diary of Anne Frank* by Albert Hackett and Francis Goodrich out of the literature book, focusing on tolerance and literary analysis. All students also had the opportunity to participate in Accelerated Reader where they read several novels of their choosing on their level and took brief online assessments.

From a professional standpoint, we both collaborated on units throughout the spring of 2014 including the drama unit on *The Diary of Anne Frank* and also during the career research report. 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.

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 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. Students seemed to struggle with retaining information from year to year. Next year we will work on ways to help students better retain their basic science knowledge. With a review of 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 part of discussions held later in the school year. This vocabulary review allowed all students to have some background knowledge of different topics being discussed. I plan on continuing with the word of the week to help prepare students and expand their science vocabulary. I would like to start using PSSA type questions as an opening activity a couple of days in the cycle next school year. I believe this will benefit the students by helping them prepare for the science PSSAs as well as preparing them for that day's lesson. By using this different method, students will be better prepared for the types of questions along with vocabulary they will be exposed to on the test. This will also give an opportunity to show students some helpful techniques if they have trouble answering a particular question.

We continued science fair projects 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 Grand Champion nominees, 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. Also, we had the honor of having Civil War author and expert, Mrs. Diana Loski, as a guest speaker in March. Next year, we are looking forward to implementing primary sources in our lessons.

Mariele Q. Sipe

This school year, I have continued to revise units and lessons to better align with the PA Common Core Standards. I have aimed to incorporate different levels of questioning in lessons, focusing on the depth of knowledge to help students reach a deeper level of understanding. In all of my classes, I have aimed to promote learning through discussion. A foundational skill that students learn through engaging in discussion is how to explain and justify their reasoning and conclusions based on specific evidence. Many times, students will ask questions that allow the class to build on the lesson. I truly believe that many of the class discussions that occurred this year enabled students to understand concepts at a deeper level, especially since it is a peer explaining something in their own words. The classroom discourse also allowed me opportunities to step out of the central, mediating role, and allow students to take more control. I have seen students challenge each other's thinking and "piggy back" off of what others have said. Moments like this are magical and rare, but of great value as students are truly showing that they are deepening their level of understanding. I also used discussions to show students that there is often more than one correct response or approach in mathematics. Once again, I used composition books with all classes this year to complete writing prompts for each unit. The writing prompts served as a

springboard for discussions and aided in the increase of student engagement and participation.

Students in the Algebra IA course this year covered Units 1-6 (textbook references – Chapters 1-5 & 12), which introduced and included the following topics: basic algebraic concepts, functions and their graphs, equations, inequalities, and graphing and writing linear equations. Lastly, the 8th grade Algebra standards also incorporate a Geometry Unit. The students who were in the Algebra IB course covered Units 1-5 (textbook references – Chapters 6-8, 10-11) and the Geometry Unit. The topics that we studied include 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.

A main focus this year has been to prepare all of my students for the PSSA and, specifically, the Algebra IB classes, for the end-of-course exam, the Keystone. I believe that my students were prepared to take and succeed on these standardized tests. Similar to last year, I used several resources to gather practice problems and materials, including the Standards Aligned System (SAS), the results from the CDT's (Classroom Diagnostic Tools), and results from the STAR Assessment.

This year, I worked collaboratively with a team of colleagues to create common assessments for Algebra IA. For each test, we used the same format to implement consistency – along with sections addressing the core concepts, there is a vocabulary portion, a cumulative section, and a writing portion. As a team, we decided that we needed to strive to incorporate more word problems that were meaningful and relevant to students' own interests and lives. In response to this, each assessment includes a "writing section" at the end. These portions 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.

Some additions to this school year include the use of Remind 101 for homework assignments. I found this to be very useful and plan to use it again next year. Both parents and students appreciated the reminders! Also, this school year, each student had a math folder in which essential items (resources such as unit tests, STAR results, CDT results, etc) were placed and stored. Students were able to access these folders at any time and I used them as a reference to guide conversations with students and discussions with parents at our spring conferences. These folders are going to the High School to inform teachers of students' progress in learning throughout their 8th grade Algebra experience.

Pre-Algebra/Algebra 1A

Sandy Matter-Smithson

During the 2013-2014 school year there were two major changes that influenced my mathematics teaching. The first was the continued implementation inspired by meeting with the math coach, Steve Cicioni. The second was the creation and use of six common assessments in Algebra 1A.

The emphasis of Mr. Cicioni's math coaching was writing in the mathematics classroom. He wanted us as teachers to get students to write everyday because if the students write about what they learn, they will remember it for longer and have a deeper understanding of it. He taught a method of writing in mathematics that is specific to mathematics in a way that is attainable for even my lower-ability students. Writing about mathematics was something that I was able to incorporate into my instruction immediately, sometimes with good results. This school year, I started the students immediately with writing in mathematics and continued this throughout the year. I even created a category in my grade book wherein 10% of all of my students' grades were taken from mathematics writing and problem solving.

The four mathematics teachers in seventh and eighth grades met together on numerous occasions prior to this school year and throughout the year to create a common assessment for our Algebra 1A classes. Altogether, we created six unit tests and a final examination. This, I believe, increased the rigor of my mathematics instruction. We have already begun to meet as a group to revise the original

assessments that we have created so that the results can be entered into performance tracker. From performance tracker we can analyze patterns in our data and individual students' areas of need.

The two major changes that impacted my mathematics teaching, writing in mathematics and common assessments, will be on-going areas of focus in the next school year as a look for new and better writing prompts and revise and analyze data from the common assessments.

FLEX Diane E. Motter

All 8th grade students that participated in the FLEX program received two marking periods of instruction in foreign language. They had one marking period of French and one of Spanish. I was able to cover nine units from the textbook in both of the languages.

One highlight of the year was National Foreign Language Week which was held the first week in March. Each day during that week students appeared on Eagle Eye News speaking another language that they spoke at home or were in the process of learning.

Another highlight was food day. After studying the food unit in the language, students prepared dishes from the countries were the language was spoken and brought in the food to share with their classmates. All students created a family album using pictures of their own family or pictures from magazines to create an imaginary family. The albums were labeled in the target language. This project was in lieu of an exam on the family unit. My goal for next year will be to continue to incorporate as much language as possible into ninety days of instruction.

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. I feel that the webinars that I participated in this year will help me fill in a few of the things I am missing. I hope to incorporate some of those things into

2014-2015 school year. I also worked with the 6th and 7th grade learning support students this year. I hope I was a help to these teachers.

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 need further training in 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.

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 and developing the new SLO's that we were trained on this year.

I spoke to Dr. Hunt about my concerns with keeping the sewing machines in working order and where we are headed with this section of my program. We came up with some great ideas that I am looking forward to incorporating next year. I am also looking at trying to bring in some new materials at the high school level for relationships from the Dibble Institute. I did one of their webinars this year and hope to complete a few more. Over the summer I will be looking into the labeling of genetic modified foods since there is legislation currently being considered. I hope to include that into the middle school curriculum in the nutrition section next year. 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.

ANNUAL REPORT MIDDLE SCHOOL

Learning Support

5th Grade Aimee Miller

I served as the 5th grade learning support teacher for the 2013-2014 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.

In Language Arts I taught using the new Read 180 program. This program consists of 4 components, whole group instruction, small group instruction, computer software and independent reading time. Read 180 allows the students to work at their own pace, on their own reading level, while making it convenient for me to differentiate instruction during small group time. The first stage of the program consists of a 3 week introduction period and nine workshops, or units. As a class we completed the 3 week introduction to the program and 4 workshops. Next year, in 6th grade, they will finish the last 5 workshops to stage A. The theme in workshops 1 was Fires out of Control and the focus was main idea and details and writing an expository paragraph. Workshops 2's theme was Coming to America. The focus was sequencing and writing a narrative paragraph. During workshop 3 we focused on story elements and wrote a literary response, the theme was Bud, Not Buddy. The final workshop was Bullies Beware, we focused on summarizing and writing an expository summary. Other topics covered were identifying sentence fragments, proper punctuation and capitalization, run-on sentences, correct word order, verb tense and using commas. Ten vocabulary words also accompanied each workshop. I enjoyed teaching the program and was able to see growth in my students.

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 Study Island program. I used this to try to bridge the gap in material from the 4th grade Every Day Math program and

the fifth grade standards. I would introduce a fifth grade skill, teach a lesson, and create an assignment for them to complete on Study Island. 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.

6th Grade Jessica Seighman

During the 2013-2014 school year, I was the Learning Support teacher for the sixth grade team. I taught a replacement Math class that was adjusted to the instructional levels of my students. I taught the Everyday Math grade 6 to my math class. We finished the first book in the program and all but one chapter in the second book. I taught directly from the manual. I also implemented many hands-on materials and supplemental activities to help deepen understanding. Most lessons took two days to teach because of the pace that was required for the students to make meaningful progress in the program. I also used daily timed multiplication tests to help the students master their basic facts. I pulled all of the important skill words from each unit to add to my interactive Word Wall. This helped my students review important words for their tests. In addition, I used a variety of PSSA prep materials to supplement certain skills assessed on the PSSA tests. When given appropriate modifications, the students could complete the PSSA review activities.

I use the program Read 180 to teach my replacement Language Arts class.

Read 180 is a research-based reading intervention program designed to raise the reading levels and test scores of struggling readers. As part of this program, students begin the lesson with whole group instruction. During the whole group time, I provided instruction in reading, writing, and vocabulary. Students then break into three small

groups that rotate among three areas. The first area is small group instruction with me. During this time I teach, reinforce, and practice skills using the rBook and RDI books provided with the program. The next area is the instructional software delivered via the computer. This is where the students work independently and receive intensive individualized skills practice including a word zone, spelling zone and reading zone.

The last area the students rotate to is the independent reading time. This is where students build fluency and reading comprehension skills through independent reading of read 180 paperbacks. These books are on their reading level allowing for easy differentiation. I pulled all of the important skill and target words from each unit to add to my interactive Word Wall. I used a variety of PSSA prep materials during the year, to supplement certain skills assessed on the PSSA tests. With the additional time this year, I was able to include lessons from the 6th grade English book. This helped my students learn more grammar and language skills. When given appropriate modifications, the students could complete the PSSA review activities. We also implemented the Renaissance Reading program this year in my language arts class. This used the students' AR levels to have them reading based on their individual reading abilities. My students made huge gains in their reading levels this year.

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

7th Grade Michele Murren

During the 2013-2014 school years, I served as the Learning Support Teacher for the seventh grade team. I taught my own Reading, Spelling, English and replacement Math classes that were modified and adapted to the instructional levels of my students. My group completed work in the READ 180 Reading program and made exceptional, personal gains. We had a weekly spelling focus using a list important sight words that my students used to expand their understanding and usage of words. My math students 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 all students and I will be excited to see their performance results on the actual PSSA.

My other responsibilities 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. With the cooperation of numerous local agencies and volunteer presenters, we were able to offer a two-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 may have the opportunity to team teach inclusively for one of the reading groups as we will both be using the same materials. New math and Language Arts materials will make for an exciting return to the 2014-2015 school year! I am grateful that Dr. Hunt has allowed input from me when trying to generate student schedules so we can assure we are doing everything we can to have these students experience an optimal learning experience. I'm happy to say that my SLO's for the 2014-2015 are already in progress.

8th Grade

Tara Foster

During the 2013-2014 school year, I was the eighth grade learning support teacher. Overall, my schedule was the same as it was the previous year. 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 exciting new addition to our school that I enjoyed in my classroom was the implementation of the Accelerated Reading program. This program assesses students' reading levels and gives them a reading zone to select independent reading books. The students are each given a goal based on their reading zone and how many minutes a day they read. They take quizzes on the computer on the books they read to

accumulate points. This program was very motivating both school wide and in my own classroom. It was a great complement to the Read 180 program we currently use in learning support. I am very excited to continue this program next year!

This was my third year in the book study for differentiated supervision. I read "Differentiating Reading Instruction" with another learning support teacher. I implemented journal activities incorporated with students Accelerated Reader novels. Students also worked on building their vocabulary by logging and using context clues to help define unknown words. I plan to try to continue using these journals next year.

Next year, I will be returning to the traditional teacher evaluation model and using the Teachscape process.

Reading Specialists

Marilee Durbin Julie Small

7th & 8th Grade

This year, our building adopted 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:

- Researching STAR and AR manuals to implement the program
- Enrolling current students into classrooms
- Training on how to effectively us the program through Webinars
- Administrating the programs
- Facilitating two trainings for faculty
- In-class modeling of the STAR Testing and AR procedures to students
- Presenting STAR and AR to the School Board
- Presenting STAR and AR to the PTO
- Organizing the process of leveling the books in the library
- Creating a differentiated reading library for teachers

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.

Together, the reading specialists created a PSSA assembly to show the students that the school personnel were behind them, and encourage them to fully apply themselves on the test. This year's theme was Go For the GOLD. The assembly had videos created through iMovie, teachers verses students games, and a visit from our own gold medal winner, Tristan Sponseller.

5th & 6th Grade

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 differentiate. She reinforced the 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.

Health and Physical Education

Kelly Reider Tom Flaherty Neil Bixler

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

Physical accomplishments included 36 girls and 32 boys earning 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 are currently keeping with two order sessions each year, one to be done about half way through the school year (close to December/January) and another at the end of the school year to prepare for the next 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 at 36%, which is a 4% decrease from last year. The breakdown of those percentages had our fifth and sixth grade students at 36%,

which is a 10% decrease from last year. Overweight/obese percentages had the seventh and eighth grade students at 35%. We continue to push physical activity as an extremely important lifestyle choice, but it is eventually up to the student to decide. As a district, is seems as if most of the physical education/health department are gearing their SLOs (student learning objectives) towards continuing the downward trend for our overweight/obese rates.

Classroom teachers and students continue to use the library on a daily basis. Around 19,400 students used the library (up about 25% from last year). Print sources continue to be an asset to learning and to research. Over 10,475 fiction titles, 2,850 nonfiction titles, and 190 reference books were borrowed this year. Print sources continue to be an integral part of instruction.

Students and teachers forge ahead into the 21st century with an increase use of technology. Often, students utilize all the computers in the library to complete research, create word documents, develop power point presentations, use the library wiki, search Destiny for books, and access their student drives. Students now have access 24/7 to Destiny, to the library wiki, and to the school's purchased databases. This allows flexibility and allows learning to occur at home or even on family vacations.

Students and teachers use Destiny, the school's card catalog system. Students and teachers can search district-wide for books, check fines, submit holds, create wish lists, 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 21st century learner.

Students are learning to use more technology when completing research.

Databases (including Power Library and local libraries' databases) and around 150 eBooks afford students the opportunity to use quality sources. The librarian and classroom teachers will continue to collaborate to achieve success in meeting the Common Core Standards for each grade level and for the library.

Fifth graders were introduced to the middle school library at the beginning of the year. They continue to work on their library skills in their library MOD. Students are introduced to Destiny, print and non-print resources, such as dictionaries, newspapers, and databases. They learn to develop a Works Cited page to give credit to resources used during research.

In sixth grade, students were introduced to the local library through a presentation of databases and through visiting the Adams County Bookmobile. Various

classes also worked with the librarian in learning how to cite sources and create a Works Cited page.

Seventh and eighth grade students continue to use the library to complete book reports, science projects, and various research projects. The librarian's goal is to continue to support class projects and encourage all students to become more proficient in analyzing websites and using the best possible resources to meet research standards. All students continue to prepare for high school classes by using and being exposed the school's adopted MLA format and become proficient in using the school's databases.

The school's fall and spring Scholastic Book Fairs were great successes. The library continued a book swap for all students. The library also continued a poster sale at the end of the year. All profits went toward purchasing more books for the library. The library staff is grateful for the support of the PTO in helping purchase books.

At the end of the year, the library staff reorganized the fiction section by combining paperbacks and hardbacks. The library is now organized into three main areas: fiction, biographies, and nonfiction. The new organization should benefit students as they locate books in the library.

Annual Report

Middle School

Foreign Language Seminar

Diane E. Motter

The students enrolled in the Foreign Language Seminar Program studied Spanish I Spanish II, French I or French II this year. Spanish I students began using our online textbook. We were able to complete four 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 and II students began using a new text. We were able to cover seven chapters in the book. Next year's text will be more project and conversation oriented for both levels of French.

ANNUAL REPORT MIDDLE SCHOOL

Music Department

Band Laura Bielen

Performances

The 2013-2014 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 on June 2nd. Finally, both the 5th, 6th, 7th and 8th grade bands had the opportunity to work with Collegiate band director Dr. Russell McCutcheon, Director of Bands at Gettysburg College. Several students also traveled to Gettysburg 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 2014-2015 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.

MODS

Technology Education

Scott Chronister

Highlights of the 2013 - 2014 school year

The middle school technology education room floor was painted. The 8th grade technology education elective class had great success with building cutting boards and furniture grade projects. The 8th grade appreciation video was also changed by utilizing movie clips in the video.

New activities or changes in curriculum implemented this year

The Technology Education program implemented the same curriculum this year. In 5th grade students worked on web pages, bridges and power points. In 6th grade students worked on Maglev trains, windmills, and learned about energy as well as designing a dream house on Google sketch up 14. In seventh grade students created a company, prototype, and an advertisement. This year 8th graders were allowed to be a part of an 8th grade elective course held during resource. The students were able to choose between technology education and art. In the elective class students built cutting boards and furniture grade projects, and worked on small projects around the school.

Individual or class achievements (contests)

In 5th grade the strongest bridge held its own weight 3,400 times itself. In 6th grade the windmill that produced the most energy was .776 volts a new school record. Also in 6th grade the fastest Maglev train was .76 seconds.

Fulfillment of last year's goals

The room was improved with some new equipment and tools. New hammers were bought with the PTO money. The technology education room floor was painted.

Goals for 2013 - 2014

- 1. To get new computers with new software such as Photoshop to be able to align more with technology education classes in the high school.
- 2. Room improvement (new equipment, and new tools.)
- 3. To download CAD onto all the computers in the technology education room.
- 4. Look into setting up a TSA chapter or being a part of Science Olympiad.

ART Levato Shaw

Highlights of the 2013-20014 school year

I think the highlight of my year was working with the group of eighth grade elective students. This is one of the best groups I have ever taught. These students actually ASK for homework assignments for a class that isn't even graded. It has been really exciting to work with them. There are quite a few of them that are extremely talented. I had to begin drawing again to keep ahead of them and that was very good for me personally. I also wanted to do something special for them so Ms. Jones and I planned a trip to New York City. Since we have not gone yet it is difficult to say how it will go but it certainly was a new challenge for me to try and organize and plan this type of activity. Working with Ms. Jones as a mentor was another great experience for me. She went from being aloof and independent to being close and willing to ask for and take advice. It was rewarding to see a new teacher face challenges and fall in love with the profession and the students.

New Activities or changes in curriculum implemented this year.

Giving homework assignments in the elective class was new this year and it was met with a great response from most of the students as previously mentioned. We also had a curriculum change in the class. This is the first year we did individual acrylic paintings which proved very successful. Being a mentor was a totally new experience for me. If we learn from our mistakes Amanda and I will be much smarter next year as we did make several mistakes during the process. Organizing the New York City trip was also new, yet fulfilling.

Individual or class achievements

Twenty-nine 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 were able to have more this year because one entry was a compilation of student art cards. Approximately 48 pieces of student work were displayed in the administration office during the year. All students from the first three marking period Mods had work displayed at the Practical Arts Show. The art elective class worked on acrylic painting and ceramic containers. Several of my students entered shows outside

of school and at this writing one had won first place in the recycling show. The other shows have not yet been judged.

Fulfillment of last year's goals

I have partially accomplished my goal of eliminating unused or unusable art supplies. There was a box of acrylic paints that have been sitting for years and by having the eighth grade students make acrylic paintings this year we did a good job of using them up. We also framed all of the painting with some pre-Shaw frames that were in the storage closet and some frames that were donated by Dr. Hartzel. I used up several packs of really old paper as scrap paper instead of using newspaper to cover tables. I took photos of lots of examples of old projects I had done. I threw out the samples that are no longer needed. I felt I made a nice dent in the amount of unused and collected items that were taking up space. Unfortunately the painting projects were put aside in order to do the acrylic paintings.

Goals for 2014-2015

I am giving priority to completely finishing the bathroom and hallway painting project. Another goal I have is to get all the photos I have taken as the school photographer on an external hard drive. And my last goal is to be a distinguished teacher next year.

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. The color printer, which broke down last year in early October could not be fixed and has not been replaced.

Computer Mod was taught to 6th and 7th grades only, which freed the labs for all students during resource time and was used for study Island enrichment, research and taking Accelerated Reading Quizzes. The Impero monitoring software was used daily to supervise students until there was a licensing issue in December. From December until the end of the year, Impero was not available. Impero 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. The 6th and 7th grade classes also 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.

ANNUAL REPORT MIDDLE SCHOOL

English as a Second Language (ESL)

Joann Riley

The ESL classes for both the middle and high school students were housed in the middle school again this year. Based on WIDA language proficiency test scores, PSSA or Keystone exams, and student grades, 5 students were exited from ESL services at the beginning of the year. After exiting those students, we had 19 students remaining in middle school classes and 18 students in the high school classes.

Key areas of focus in the middle school and high school ESL classes are literacy across all content areas as well as increasing academic vocabulary. Reading and writing as well as vocabulary development is incorporated throughout the year.

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 theme approach works well. Within a 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 theme, 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.

Students' use of technology in the classroom was expanded this year. Students used both the classroom computers and the IPAD's to do research, writing, and projects. A number of free or low-cost apps have been purchased for the classroom IPAD's. Students have used apps to do reading, for class projects, and to complete presentations. As well, students use apps to review and practice previously taught skills.

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.

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 provide information regarding best practices for teaching ELLs. Not only is it valuable for my own classroom, but I can then share the information with other teachers in the district.

ANNUAL REPORT Roger Stroup

2013-2014

My transfer to the high school from the elementary school did not come without a great deal of trepidation on my part. In hind sight I am very pleased that I agreed to the move. I have greatly enjoyed the new challenges of working with the high school staff and students.

My year did not start off so well with the unenviable experience of dealing with student/parent suicide. I was most pleased however with how both the staff, students and the Bermudian community rose to the challenge of supporting one another and an atmosphere of caring and "looking out" for each other was developed at the high school.

While the beginning of the year served as the low point of the year, there were many high points that followed. Certainly one of the advantages of being a high school principal is you get to see the end result of the educational experience of our students at Bermudian Springs. You get to see our students compete and perform at the highest level. Attending district playoff games in multiple sports, watching a state champion being awarded, as well as seeing outstanding performances at our musical and concerts as well were certainly highlights that I will never forget. The Medal of Honor festivities coordinated by the social studies department was another experience that had a huge impact on our students as they welcomed our distinguished visitors. Watching our fledgling robotics program take off and be successful under Mr. Lowas' guidance was also a source of pride. And of course graduation night and saying goodbye to an outstanding class of seniors was also very bittersweet.

The challenges this year were many: implementing Teachscape, creating and developing new courses, of course crazy winter weather, and learning the master scheduling system. New teachers Mr. Kline, Mr. Weigle, Mrs. Rose, and Miss Wool are already having a positive impact on our school. The challenges for 14-15 will be to continue to develop new courses that will meet the needs of our students as well as preparing out students for the challenges of the Keystone exams.

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. With NCLB, attendance and graduation rate have become an important issue. The average daily attendance for the high school during the 2013-2014 school year was 94.36 percent. The following table discloses the attendance rate by month and class:

2013-2014 Attendance

	Grade 9	Grade 10	Grade 11	Grade 12	Monthly Avg	
August	97.03	96.74	95.83	98.62	97.05	
September	94.07	94.14	93.53	95.18	94.23	
October	94.60	93.92	93.67	94.13	94.08	
November	94.44	93.06	93.81	92.34	93.41	
December	95.58	91.99	94.58	92.04	93.54	
January	93.49	94.31	93.95	93.46	93.80	
February	93.59	93.50	92.06	92.24	92.84	
March	93.38	93.95	93.10	92.63	93.26	
April	94.19	93.64	93.14	93.17	93.53	
Мау	95.54	95.24	94.11	93.09	94.49	
June	99.32	99.69	97.84	0	98.95	
Grade Avg.	95.02	94.56	94.15	93.69	94.36	

Attendance Patterns

As shown for the past five years.

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Seniors	91.91%	93.18%	93.11%	92.84%	93.69%
Juniors	93.06%	94.54%	93.52%	94.83%	94.15%
Sophomores	93.46%	95.17%	93.52%	94.23%	94.56%
Freshmen	93.56%	94.76%	94.53%	95.16%	95.02%
TOTALS	92.97%	94.41%	93.67%	94.27%	94.36%

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 2013-2014 school year was 26. Some of these reportable incidents include tobacco and drug/alcohol policy violations. There were 21 cases of tobacco violations this school year, a decrease of 1 incident. There were 3 drug/alcohol policy violations, a decrease of 1 from last year.

Referrals by Grade Level

Grade	9th	10th	11th	12th	Total	
AUG	1	0	2	0	3	
SEPT	18	11	8	4	41	
ОСТ	38	23	12	7	80	
NOV	15	19	8	3	45	
DEC	11	4	5	3	23	
JAN	N 15		12	8	51	
FEB	19	10	9	5	43	
MAR	15	13	5	9	42	
APR	18	14	12	6	50	
MAY	14	18	10	2	44	
JUN	0	0	0	0	0	
Totals	164	128	83	47	422	
AVG/DAY	.91	.71	.46	.26	2.34	

After School Detention (# of occurrences)

	Aug/ Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May/ June	Totals
9th Grade	3	7	2	5	4	3	3	3	.0	30
10th Grade	3	3	5	1	4	5	6	1	1	29
11th Grade	3	3	3	5	6	5	2	3	3	33
12th Grade	0	8	4	4	1	3	2	1	0	23
Totals	9	21	14	15	15	16	13	8	4	115

In-School Suspension (# of occurrences)

	Aug/ Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May/ June	Totals
9th Grade	2	7	3	4	6	4	4	7	8	45
10th Grade	0	4	4	2	3	2	5	4	8	32
11th Grade	4	1	0	3	1	2	2	7	2	22
12th Grade	1	3	0	1	3	1,	2	6	1	18
Totals	7_	15	7	10	13	9	13	24	19	117

Out of School Suspension (# of occurrences)

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

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 2012-2013 school year to the 2013-2014 school year.

	2012-2013	2013-2014	Difference	% Change
STAP	112	117	+5	4% increase
oss	8	10	+2	25% increase
ASD	152	115	-37	24% 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	0	0		
10th Grade	2	57		
11th Grade	1	50		
12th Grade	0	0		
Totals	2	107		

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 2013-2014 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 1 senior, will be returning to the alternative education program at the start of the 2014-2015 school year.

Alternative Education Referrals

Grades	<u>7th</u>	<u>8</u> th	<u>9th</u>	10 th	11 th	12 th	TOTAL
Behavioral	0	0	1	0	1	0	2
Transitional	0	0	0	0	0	0	0
Policy Violation	0	0	0	0	1	1	2
TOTAL	0	0	1	0	2	1	4

Dropout Rate

During the 2013-2014 school year 5 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, six 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 John Wardle

Agriculture Education

This year's goal was 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 continually 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 aquaculture, 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. Ten students completed the work study program and worked an average of 710 hours throughout the school year.

Eight 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. 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. The new construction has given us more room we must be resourceful to use it effectively.

To develop successful young adults with an appreciation for agriculture, the following goals have been set for the 2014-2015 school year:

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

ART Kim Robinson

The 2013-2014 school year provided opportunities for public recognition for the Art department. In December, we displayed the work of 35 art students at a special exhibit called, "In the Making" 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 four in the district) and Art from the Heart (providing twenty art kits to Safe Home in Hanover).

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, *Kelsey Weaver* was selected as 1st Place winner in the local VFW's Patriotic Art competition. Kelsey represented the East Berlin VFW and received a \$100 cash prize. Her artwork as well as the entries from Adam Cashman (Mercersburg, \$100), Rachel Crane (Greencastle, \$50), Kyle LoConte (Chambersburg, \$100), Jackie Carroll (West York, \$100), and Marcos Showaker (Susquehanna, \$100) entered district competition. Kelsey was also selected the district winner.

In March, the *Gettysburg Times* featured the award winning ads of art students **McKenzie Long** (Grand Prize), and **Adam Cashman** (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 "6th Annual Souper Bowl Challenge." Homerooms brought in canned food items and competed against each other for the top homeroom prize. Ms. Rapp's homeroom collected over 200 cans! Overall, the school made a donation of 1000 cans to the food pantry in York Springs (which serves members of our district).

To celebrate <u>Youth Art Month</u> 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. **Adam Cashman** 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: Best of Show-Adam Cashman, 1st Place – Zachary Sanni, 2nd Place – Brooke Zehr, 3rd Place – Cameron Sanders, 4th Place – Lisa Dowe.

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, ceramics, drawings, and many other media were represented and show the students efforts to meet the PA State Standards for the Visual Arts.

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 117 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 9,186 visitors have browsed our site this school year bringing our total site visits to 126,700! We are currently ranked #2 in the state of Pennsylvania for all high schools participating and #16 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. With the implementation of new AP Art classes next year, new and exciting revisions to projects will take place.

BUSINESS

Larry Fahnestock Deb 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 English, Business Concepts, 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 Productivity Applications I (word processing and presentation software) and Web Development utilizing the Microsoft Expression Web software were taught by Mr. Fahnestock. Mr. Fahnestock also taught Life Skills Business, a required freshman class. Accounting II, Productivity Applications II (spreadsheet and database software), Multimedia, and other elective offerings were not taught due to low enrollment. 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 15 students enrolled, 10 were exempt from the final exam with several maintaining a high "A" average throughout the year. There were similar exemption results for Productivity Applications 1 and Web Development.

The enrollment in Diversified Occupations decreased slightly for the year. The student of the year was Kayla Reever who was employed at Cross Keys Brethren Home Community as a Dietary Aide. Kayla is enrolled at Pennsylvania College of Health Sciences in Lancaster to prepare for a career as a registered nurse. Another noteworthy achievement this year was that all ten students qualified to take the NOCTI Exam for "21st Century Career Readiness" achieved a Proficient rating.

Enough students have enrolled for in Business Law for 2014-15 which will be added to Mr. Fahnestock's schedule next year. A request for textbooks and support materials has been submitted. Web development will not be offer next year due to low enrollment.

Because Mrs. Tate will be retiring in the next two years, Mr. Fahnestock is enrolling at Penn State in the Fall 2014 to add the Workforce Education certification to his teaching certificate so the program can continue uninterrupted.

ENGLISH DEPARTMENT

Rachel Bort Heather Dengler Tiffany Dorris Lori Overmoyer Melissa-Ann Pero Marti Sload

The English department continued to emphasize the LFS strategies on a departmental level. Our goal was to raise student achievement on standardized tests and overall classroom success. We will continue to work toward a higher level 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 Research Manual and other helpful writing resources and tools on the Library Wikispace. 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 students scored an exceptional 84.2. 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 the classroom as well. 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 "non-proficient on Keystones benefitted this year from participation in Keystone Prep classes which bolstered their skills and readied them for retakes.

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 2014-15 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. In addition a Family and Consumer Science Internship was added to the course list.

During the fall semester Mrs. Stough had a student teacher from IUP. Miss Jenna Nicholson proved to be an excellent teacher and an asset to our program during her student teaching. She was very dedicated to planning lessons and educating the students.

Mrs. Stough and Mrs. Richwine both taught Life Skills again this year, 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 half of the year and with Mr. Fahnestock, the Business teacher, the other half of the year. In the FCS portion of the course we covered career choices and selection, family living, relationships, comparison shopping and life styles.

The Family Living course again took the students on a journey through adult life by means of a simulation project. As in the past the 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 and 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 students all voiced their opinions indicating that they feel this class would be an excellent require course for all seniors.

The Fashion Design course was offered as an elective choice for students again this year. The 8 students in the course spent the semester learning about clothing construction through projects based on the state standard of recycling, reducing and reusing resources. They created "Turbie towels" out of old bath towels and purses out of a pair of old blue jeans. The students also explored the methods of dying fabric and attempted to dye their own project through tie dying.

The Homes and Interiors course did not fit into the master schedule this year. So no classes were taught for this course.

Culinary I is an introductory course in food preparation. 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.

The Culinary II course introduced students to the basics of food preservation. Once again, the Sweet Pepper Jam that the students prepared to learn how to process foods in a hot water bath was a big hit with the students. Students prepared beef jerky, corn chips, fruit leather and granola to learn the principles of food dehydration. 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 cake unit. Students learned to bake a variety of types of cakes. Once the students had mastered baking they learned how to add a filling to a cake or cupcake. They also completed a short unit in cake decorating where they learned to decorate their cupcakes. 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 of the cupcakes as well.

The Child Care/Nursery School program once again, enrolled 16 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. Lane Flemmens. Miss Lane proved to be a valuable resource for the students. 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. With the help of Wolf's bus lines, a trip was planned to the Crayola Factory. This experience allowed students to experience working with toddlers in a new setting, learn organizational skills and plan for entertaining preschoolers on a long bus ride. In an effort to help the CCNS students become job ready, they created portfolios for the tenth 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 approved courses were put into place this year. The new FCS internship became a reality this year and three students completed internships. Tristan Sponseller and Tanya Peters completed internships with They worked each morning with the students in Miss Lane's the LIU preschool. morning class. Both students were commended by Miss Lane for their work with her children. Leah Challenger completed her internship under the directorship of Mrs. Autumn Zaminski in our elementary school. Leah also proved to be a valuable part of Mrs. Zaminski's classroom. Both Tristan and Leah will be pursuing careers as elementary teachers. This was a non-paid opportunity for students to receive work related skills.

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 a several community service activities. Once again, the club members were able to provide cookies (150 plus 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 member participated in the Powder Puff football game by selling baked goods to help student council raise their donation. Our club was a little larger this year and the students in the club were more involved in the activities than they have been in the past few years.

Mrs. Stough worked to incorporate more opportunities for students to use technology in their daily lessons. Students used the computers, printers, iPads, ActiveInspire 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 is also being used by the CCNS students as a communication link. In addition Google Docs has been utilized to collect student work and to give tests. The use of Google Docs allows students to have access to the feedback on their assignments as soon as Mrs. Stough grades it (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 Fashion Design 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 are receiving 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 to cut down on the need to make copies (which use both paper and copier time). Student 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 the 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. In addition to Google Docs, Mrs. Stough also used "Remind 101" with her classes, club and home room. 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. They especially liked the words of encouragement they received before each day of Keystone testing. Parents were also encouraged to sign up to receive the "Remind 101" 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 101" 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 due to the fact that school would be closed for the day, on a two hour delay or dismissing early for the day. Using "Remind 101" was like having our own little "Global Connect."

As a department, we continued to work on our adopted anchors and common core. Activities dealing with measurements, order of operations and computations Math

anchors, are used to help students succeed in mastering these skills. Students in culinary classes spent time internalizing equivalents and abbreviations related to food preparation. They also worked through computations to manipulate recipes to reduce or enlarge the amount of their finished product. We are still working on new ways to implement the reading anchors into our lessons and will take this into consideration when working through the new curriculum.

The following goals have been set for the 2014-2015 school year:

- To continue to work to successfully integrate LFS strategies into the curriculum and daily lessons.
- To continue to instruct students using the technologically advanced techniques and equipment that will aid them to gain marketable skills making them desirable candidates for jobs offered by perspective employers.
- To continue to increase the department's involvement in community relations and community service projects
- 4) To integrate technology into daily lesson plans.
- To implement the NOCTI test for those students completing our newly approved program of study
- To increase the number of students enrolled and completers in 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 Lane 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

The 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 Wendy Cutright

The 2013-2014 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. We did take our annual trip to the National Gallery of Art in Washington D.C., which the students enjoyed immensely. The seniors in particular had been looking forward to the trip and a guided tour in French for the past two years.

Goals for 2013-2014 year include continuing improvement of multi-media and technology in the classroom. Unfortunately, the Writing Center is rarely available. In fact, I was able to use it only **twice** this entire school year. A second goal for 2014-2015 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

During the 2013-2014 school year, the Spanish department emphasized the practical use of Spanish as well as the appreciation and respect of other cultures and traditions. I situated students in 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 typical dresses from a country. They compared and contrasted social, political, and economical situation of these countries versus The United States.

A city made with cardboard was created with streets, parks, fountains, traffic signs and buildings. Our friend Lola (a doll) was moved all over the city asking and giving directions. Students also were provided with a survival vocabulary to help them to move around in a foreign country.

We celebrated important holidays like "El dia de los muertos " or day of the dead by making an altar similar to the one that Mexican make. " Cinco de mayo " was another important date for the Spanish students. We made posters to educate other students in school about the facts and significance of this day. We also had our cinco de mayo picnic with typical Mexican food.

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

My goals for the 2014-2015 are going to be very similar to last year's goal. I will continue to promote the 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.

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 47% of our graduating class continuing their education at a 4 year institute, 30% going on to a 2-year post-secondary program, 5% 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 workshops were devoted to career and college planning, stimulating the desire to perform better in their other classes as well as to begin research of important life decisions.

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, and the PSAT/NMSQT.

Parent participation in our programs was good again this year at our financial aid night. Our college planning night had its best turnout from parents in 10 years. Also, this year's College Fair was extremely well-attended as our school had the highest percentage of its student body attend of the schools in Adams County. Eighth grade scheduling night had a great turnout as well, where students and teachers had an opportunity to view displays from elective teachers and get many questions answered.

The Learning for Life program was continued this school year. One counselor and four students attend monthly lessons at Gettysburg High School, team building activities across the county, and an end of year luncheon at the Tech Prep in Gettysburg. The students also each meet with a mentor regularly from the local business community. We already have three new candidates who have received their applications to participate starting next school year. We hope to continue involving more Bermudian students as the years continue.

The counselors are continually involved in various committees at Bermudian High School such as the Student Assistance Team, Strategic Plan, 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. Forms and instructions for Shadow Day and college tours have recently been added. Additionally, instructions to access CHOICES, links to NCAA rules and regulations, and other information are included. This site has provided yet another way for the counselors to prepare Bermudian Springs HS students for success both in high school and in their futures.

Finally, this year was a trying year for our students and staff alike. Dealing with suicides in the community and our student body was an unexpected tragedy that demanded a lot of the counselors' attention all year long. Throughout the entire school year, counselors met with students affected by the events, as well as students who now came forward with their own concerns for themselves or peers. One of the highlights of the year was the assembly by Kevin Hines, who is a nationally acclaimed speaker who shared his own struggle with mental health issues and his own attempted suicide. It was a tremendous learning experience for our students and staff. The most powerful part was

upon hearing Kevin's story, some students courageously stood up and shared their own stories in front of the entire student body at the conclusion of the assembly.

HEALTH AND PHYSICAL EDUCATION

Brian Oswald Trisha Rapp

Our continued main objective for this year was to focus on integrating our assigned components during data days and the implementation of LFS lesson plans. This year the teacher effectiveness tool was added for more specific structure focusing on four different domains. During lessons throughout the year our focus was on LFS lesson plan structure. We provided unit essential questions, lesson essential questions, vocabulary and detailed lesson plans. LFS lesson plans have helped us to stay organized and on task throughout the year.

Technology in our health and physical education classroom continues to enhance the program immensely. Technology has allowed for large group instruction at maximum participation. This year Ms. Rapp again implemented Zumba, Pilates and Yoga allowing students to see a large screen image and steps where the sound system allowed each student to hear instructions. This same system was used during fitness testing to allow students to keep track of the number of lengths they completed during the pacer test. The health program has utilized technology in a similar manner, however having internet in our classrooms allows for interactions on many interactive educational websites, such as choosemyplate.gov, cdc.gov, healthykids.org, foodsafety.gov, fda.gov, drugabuse.gov, youtube.com (for mini clips) and many more. Powerpoint presentations continue to bring life to the overall health experience, keeping students visually on track and interested about the days lesson.

Along with technology, the Health and Physical Education Department has continued to successfully incorporate upper level courses into the curriculum for 5 consecutive years. Advanced Physical Conditioning utilized the Bigger Faster Stronger program for seniors and juniors who elected to take the class. The course consisted primarily of 6 core weight training exercises that were done every week and other skill and conditioning activities when time and schedule permitted. CHS health (College in the High School Health) was not implemented this year due to low enrollment. Ms. Rapp took the opportunity to convert the face to face classroom into a possible online course opening more doors for students.

Professional development is key to continuing our education and further building a better health and physical education program here at Bermudian Springs High School. Through consistent requested monitoring of mentors the CHS health class was able to meet the required standards for 5 consecutive years. Professional development

continued through several visits to the college observing HACC's Health courses and attending a detailed orientation for professors. This experience has built a stronger college level class here at Bermudian Springs preparing high school seniors for their college futures.

The school uniforms continue to be a great addition to building a better program. The uniforms have improved school unity, safety, appropriate dress, and a way for substitutes to identify each student.

Mr. Oswald hosted the Hoops for Heart tournament again this year. The event was well attended by 27 participants and we were able to donate \$651 to the American Heart Association. Our hopes for the program were to increase knowledge and awareness about heart disease while playing basketball.

Our GOALS for 2014-2015:

We plan to continue working on focusing on our LFS lesson plans and incorporating the PA HPE standards. We will work on learning and incorporating the four domains of the teacher effectiveness model and Student Learning Objectives. We strive to grow and improve as a Health and Physical Education Department. To do this we would like to attend our State HPE conference later this year. Our goals are to continue incorporating technology, combat obesity and to create a solid academic curriculum with upper level classes advancing students academic learning and understanding of Health and Physical Education. Obesity is becoming an epidemic which we plan to incorporate more cardiovascular conditioning to improve the overall fitness level of each student. We hope that each student will understand that their heart is a muscle and that exercising in their target heart range for 20-30 minutes minimum each day is crucial to strengthening that particular muscle. Because of this disturbing trend, we would like to explore ways to create more opportunities to meet with students in PE class.

HEALTH SERVICES

Stephanie Battle, RN,CSN

Last year I made it a goal to create a more in-depth Health Services portion of the district website. This year, the elementary school nurse and I worked with the technology department to do just that. The district website now has a detailed description of what Health Services are for the parents to read. There are also pictures and biographical information on the entire district nurses by building.

The district website also has links for parents to access all health room forms for students. There is information regarding all of the required immunization for school age

children as well. The goal of this project was to create a more easy and effective way for parents to learn about health services and print out forms needed for his or her child for the school year. All of the forms for the parents on the district website are also available for download in Spanish. The new website went online in April of this school year.

This year I also had the opportunity to help the Interact Club with a program designed to help families in the district who had a financial need. It was informally called "The Duffel Bag Program." I assisted in identifying students and his or her family's that were in need of help. The Interact students shopped for food and other non perishable items to be distributed in black bags. I then contact the students and the families for pick up. The process was very discreet and had lots of positive feedback from the families that received them.

LIBRARY MEDIA CENTER

Holly Reitzel

Classroom teachers and students continue to use the library on a daily basis. Around 26,900 students used the library, library classroom, conference room, and work room. All four areas continue to be an integral part of the high school. 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. Through Access PA, our library loan program continues to thrive. Almost ninety books were loaned to other libraries and 69 books were borrowed for our students. Over 1,050 fiction titles, 1,645 nonfiction titles, and 460 reference books were borrowed this year. 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' wikis, 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.

Around nine thousand dollars worth of databases were purchased for the high school this year 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 free databases. Students are taught to access these databases at school and at home by linking to the library's wiki from the school's home web page. The library's various wiki pages enhance research by providing links to databases, research hints, book blogs, ebooks, online books, search engines, technology tools, MLA and APA formatting, and more. Students are also encouraged to register for a free local library card and a free Philadelphia card to access use of their 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. Currently we are replacing barcodes, updating images, and titles to prepare for the purchase and use of an inventory scanner and to make the visual presentation of information better to users of Destiny.

MATHEMATICS

Andy Balas Wendy Rose Allison Yorks Michelle Zimmerman

So we began the beginning of the school year learning about our Algebra I Keystone Exam results. While we weren't disappointed in the results, we realized that there was definitely room for improvement. In order to improve these scores, Keystone Preparation courses were put into place for those students who scored basic or below basic on their first round of testing to prepare them for their second round of testing during the December testing period. Andy Balas and Wendy Rose were the teachers assigned to the Keystone Preparation courses. They would meet with a group of students twice during a six day cycle. Time was spent taking the CDT's in order to determine student's strengths and weaknesses so they could create lessons geared towards improving their student's weaknesses. The use of CDT's was also used with the Algebra IB students in order to determine their strengths and weaknesses so Wendy Rose could focus on more specific topics closer to the testing window. This was completed twice during the school year; the first time being in mid-September for both the Keystone Preparation and Algebra IB students and the second time being in

November for the Keystone Preparation students and mid-February for the Algebra IB students.

The beginning of this school year started with a new teacher in Algebra IB, Wendy Rose. When she gave the students the CDT test in the beginning of the year and halfway through the year, she was able to see growth with a majority of the students. The only topic covered on the Keystone Exams that all students were struggling with was Probability and Statistics. This is something that should've been covered in Algebra IA which for many of these students is in the middle school. However, since the students were struggling with these topics, Wendy took it upon herself to review/refresh students on this content right before the Algebra I Keystone test in May. One major surprise from our students was when Wendy offered a review the day before the exam; there were twenty-seven students who showed up to the review after school hours.

We are still in transition of our mathematics sequence from Algebra IB, Algebra II, and Geometry to Algebra IB, Geometry, and Algebra II. We have one more year before the transition of our sequence will be complete. Due to this new sequence, Allison Yorks will have to change her curriculum in her College Prep Algebra II classes to where she spends the first few weeks reviewing basic concepts from Algebra due to a majority of the students coming from Geometry instead of Algebra IB. Therefore, she is anticipating not being able to get through as much material with these students as she has in years past. Also, this was her second year of teaching Foundations Geometry which went a lot better the second time around. She was able to focus on incorporating more LFS into this class along with giving extra support to all students through the use of outlined notes. She plans to continue this in the upcoming school year.

Michelle Zimmerman mentioned in her end of the year review last year that she was worried about how it was going to be teaching freshmen since she hasn't done it in a very long time. However, she is happy to report that it went a lot better than she anticipated. She was able to cover the same amount of material, if not more, than in previous years due to the students she now has in her classes. One exciting thing that she was able to do with her students this year was to have a Geometry Flash Mob in the high school cafeteria. Check out the video on YouTube!!!

This school year Andy Balas started a new CHS Statistics course which had an outstanding enrollment of fifteen students where all fifteen earned four credits each in this course. So by adding this new course, our students are able to earn up to twelve college mathematics credits before graduating high school.

As a whole mathematics department, we are looking forward to the newest addition to our department...another full time mathematics teacher. With this new addition to our

department, it will allow for the rest of us to lighten our load when it comes to courses we teach along with the amount of students we teach each year. This couldn't have happened if we didn't have the support from our new administration that saw the need.

INSTRUMENTAL MUSIC

Derek Boyce

The 2013-2014 school year provided many great performance and educational opportunities for the bands at the high school, in addition to the musical opportunities provided in the electives of sound engineering and steel band. The Concert Band performed three outstanding concerts, with the spring concert focusing on music from different world cultures. For the first time since 1996 we had a student make the Pennsylvania All State Band. Max Kaufman, a 10th grader achieved this honor. The Steel Band once again performed at several events around Central Pennsylvania. For the first time the steel band performed Christmas concerts around the region. The steel bands also presented their yearly concert in the band room/cafeteria on May 20. 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 computer availability for the sound engineering classes.

The goal for the year was to continue teaching many different musical concepts and styles, especially multi-meter and modal music of modern composers, and several classics. The method utilized to learn these concepts was to play many various 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.

NATURAL AND SOCIAL SCIENCES

Shane Miller Ted Marines Kaela Piechowicz Carolyn Reever 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 and implementing more hands-on laboratory activities to supplement the curriculum. These activities provided an opportunity for students to study more laboratory safety, chemistry applications, and real chemical reactions.

Advanced Chemistry made its debut this 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 had a great time visiting college classrooms and talking to real scientists about future careers. 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 was selected to participate in a STEM grant this year through the Chester County Intermediate Unit and NASA. Concepts learned through this grant were incorporated into the classroom, and students were able to get a glimpse of how what they are learning relates to careers at NASA. This was the first of three years in the grant, and year two classes will begin to June. There are many great activities and lessons presented at the classes which are immediately placed into our chemistry curriculum.

For the first time, Bermudian Springs sent a team to the annual Science Olympiad competition. Students competed in events in Biology, Chemistry, Earth Science, Physics, and Engineering. We placed eleventh overall which is just outside of qualifying for states. This was a great accomplishment in our first year!

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 active inspire (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 content, sample question packet (adopted from the SAS website), and glossary were given to each student enrolled in Biology this past year. Mrs. Reever did a weekly review day beginning in early April, in preparation for Keystones and the aforementioned study packets were completed for a substantial part of the students' 4th marking period grade. 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 feel that we were much more focused on preparation for the Keystones using these strategies, than we were last year. We are anxious to see whether the performance on the Keystones improves with these additional efforts.

We have major concern over the students who perform poorly on the Keystones. This years' Keystone Prep course yielded approximately 15 more students from the total enrollment as proficient after the December retests. Some students were devoted to working through the Plato programs designed for Biology, while others were not all that motivated or successful. It is our hope that providing credit for the Plato based Keystone Preparation courses will increase the success rate. In the cases of Mrs. Piechowicz, Mr Miller, and Mrs. Reevers Keystone Prep classes, after the results came back in March from the December test date, Plato was no longer used. Rather, teacher led reviews were conducted using sample Keystone questions and instructing students on strategies for approaching these questions. Some of the students that failed Keystones, have now taken the tests three times, with the latest results not yet being received. We are not sure how to best address these students as they get further and further removed from course material.

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. Is there a way that we can **require** after school tutoring if a student is failing or close to failing? As one of the tutors, Mrs. Reever feels that students that are most in need of tutoring are generally not the ones that stay for help.

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

During the 2013-14 school year, Physics I Honors covered all of Linear Motion. We covered all of Rotational Kinematics and most of Rotational Dynamics. Traditionally, Physics I performed 8 to 10 labs depending upon time constraints. This year Physics I completed 15 labs. Several of the additional labs were due to covering more material than in the past, with the introduction of 3 new lab experiences.

Physics II Honors

Much like Physics I Honors accomplished this year, last year's Physics I Honors was able to complete most of Rotational Motion. We began the year by completing Rotational Dynamics. We then went on to Fluid Mechanics. The class was able to complete the Tarzan Swing Lab experience by the Christmas break. The class covered the normal 2 chapters of Electricity along with doing 8 lab experiments on the subject. With the additional time this year, we were able to cover a large majority of the Optics Unit. This included Reflection, Refraction, Thin Lenses and Mirrors. An new piece of optics lab equipment was put to use during this unit, 10 labs were performed with the new optics bench.

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. Another initiative of the department was to improve the overall climate of the building by focusing on character education. The entire department made it a priority to teach character development through the *Medal of Honor Character Education* program.

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. 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 appropriated balance between academics, extracurricular activities, and a working environment wherein everyone can rise to their own level of success.

We are focused on our mission and we find pleasure in working with our colleagues to make a difference in our school. Our guiding principles and core values remain unchanged. The staff continues the responsibility to maintain and model character education. Especially valuable this year was the *Medal of Honor* curriculum in various classes. Instilling selected traits is at the heart of character development. 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. The visitation to Bermudian Springs High School by four Medal of Honor recipients in September was a highlight for faculty and students alike. The messages they shared and the impact they made, can only hope to bolster everything we have developed in our classrooms. In today's world, with seemingly variable values and rapidly changing guiding principles: going beyond individual concerns to assist others, treating each other with respect and dignity, striving for higher standards and tolerating mistakes, embracing our citizenship, taking responsibility for our actions, embracing a positive attitude, being courageous, and appreciating diversity. Our Social Studies Department was proud to award a Medal of Worth this year to a student, Tristan Sponseller, who went above and beyond what is expected of a normal student.

Some of our concerns include the frequent loss of instructional time, and inequalities that exist between departments relating to number of students taught. The elimination of Geography at the middle school has impacted instruction in the high school. Students lack a basic understanding of places, cultures, beliefs, and an understanding of the world around them. The elimination of this course has had a negative impact on students at Bermudian Springs.

There have been many positive changes during the 2013-14 school year. We welcomed a new member to our staff, Micala Wool. She has brought a positive attitude and fresh perspective to our department. We also were pleased with the administrative support that we received from our new principal, Mr. Roger Stroup. As we move forward, our future appears very bright.

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

SPECIAL EDUCATION

Jackie Noerpel Holly Wallen Jarret Stehr Katherine McMaster Mark Moyer

During the 2013-2014 school year, the Special Education Department had a case load of 53 students. We were fortunate enough to be able to offer replacement English classes in every grade level, as well as replacement mathematics classes on two levels. Utilizing the five teachers to their greatest potential, we offered two replacement reading classes, as well as a replacement Government and Economics class. We were also involved in offering support in the form of 6 support periods per day. Our team was also involved in 16 inclusion classes ranging from ninth grade Earth and Space science to Plant Science and U.S. History. At the end of this year we graduated 13 seniors!

TECHNOLOGY EDUCATION

Greg Kline Jason Weigle

Computer-Aided Drafting and Design

This year the CADD classes began by discussing 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 a new course next year called "Product Innovation and Design". This course will focus on more creative, inquiry-based learning. They will be using their previously learned drafting skills in order to solve real-world technical problems. Enrollment for all CADD classes has gone up exponentially for next school year.

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 has seen vast improvements in the screen printing areas. The product being produced has become more professional in appearance and the process has become streamlined. For the first time students had the opportunity to work with vinyl which was used to create signs, posters, decals, and vehicle lettering. Enrollment for the graphic design course next year is significantly higher than in years past.

Technology Education

The Technology Education course changed drastically this year in what was covered throughout the course and the projects that were completed. The students learned all of the safety rules for the classroom, machines, and tools in the shop classes. Then they learned how to use the machines and tools in the wood shop in order to prepare them to build a project. The students learned how to design a project and develop a complete set of plans for that project. The completed plans included a Bill of Materials for the materials used, different drawings of the project, and a Plan of Procedure for the project in outline form. After the students completed an introductory project they completed several different styles of drawings in the drafting portion of the course. Later in the year they had the opportunity to pick an upper level project to construct which took them to the end of the school year.

Furniture Design and Construction

The Furniture Design and Construction course was very different this year from the past few years. The students started the year with a safety review and lessons on all of the machines and tools in the shop. After the machinery was covered they started to design the project they were choosing for the year. After the students completed a Bill of Materials for the materials used, different 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.

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.

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 2013 - 2014 athletic seasons.

FALL SEASON

Volleyball

- The varsity volley team had quality wins over perennial strong programs York Catholic, Hanover, Greencastle, and Littlestown.
- The varsity volleyball program qualified for the District 3 volleyball tournament.

Football

- The varsity football team opened its season with a 34-27 victory over New Oxford keeping the Liberty Plaque safe in our trophy case for another year.
- October 4, 2013 the varsity football team defeated Delone Catholic to tie the school record of 27 consecutive regular season wins. A new consecutive regular season winning streak record was set at 29 with a 43-6 win over Hanover October 18.
- The varsity football team, for the 4TH consecutive season, won at least one game in the District 3 tournament and reached at least the semi final round of the tournament.
- The senior members of the varsity football program completed their football careers with a league record of 29-1 and an overall record of 33-4.
- The varsity football team was selected for two sportsmanship awards. The first award came from the York-Adams Chapter of Football officials, 2ND consecutive season to receive this award, and the second came by a vote from the ten York-Adams Division 3 schools.

Field Hockey

- The varsity girls field hockey team completed its Division 3 schedule with a perfect 10-0 record to win their 7TH consecutive York-Adams Division 3 championship.
- The varsity field hockey program qualified for the District 3 field hockey tournament.

Cross Country

- Rachel Crane and Joseph Fletcher each placed at the Big Spring Invitational. Rachel completed the race with a 13TH place finish and Joe finished 26TH in his race.
- Rachel Crane placed the highest of all Bermudian Springs runners at the York-Adams Meet with a 9TH place finish.
- 2013 District 3 Cross Country Qualifiers: Rachel Crane, Hope Cuff, Madison Leer, Joshua Allison, Corey Bollinger, Joseph Fletcher, and Cody Inch

Cheerleading

- The Bermudian Springs varsity football cheerleaders had a great season this year cheering all of our Eagles to victory.
- Not only could you find our varsity cheerleaders on Friday nights cheering on our varsity football program, but you could also find them supporting all Eagle teams at the Red Rage sporting events.

- The varsity cheerleading program hosted "Eaglets Camp" for 3rd, 4th, 5th and 6th grade girls. The Eaglets cheered with the varsity squad at the York Tech varsity football game.
- The varsity cheerleaders also planned, organized, and performed at the first ever "Community Pep Rally".

Girls Tennis

- The varsity girls tennis team sent Maddie Sassani, Kimi Seifert, Michaela Shaffer, and Bryn Yurick to the York-Adams tennis tournament.
- The varsity girls tennis team also sent two doubles teams to the York-Adams tournament. Team 1: Kimi Seifert and partner Bryn Yurick Team 2: Lauren Brandenburg and partner Michaela Shaffer

Golf

- In York-Adams Division 3 play, Mason Wildasin placed 16TH of forty-six golfers to advance to the York-Adams League Tournament and District 3 qualifier.
- Alexis Rohrbaugh advanced to the district 3 qualifier where she placed 6TH to advance to the District 3 tournament.
- Alexis Rohrbaugh has now qualified for the York-Adams Golf tournament three times and the District 3 tournament twice.

Boys Soccer

- In what most describe as a family atmosphere, the senior high soccer team started and finished its season with 31 players.
- The varsity boy's soccer team had its first winning season since 2008.
- The varsity boy's soccer team kept its fans on the edges of their seats with overtime games against Biglerville, Delone Catholic, and Fairfield.
- Ivan Hernandez was selected as "Player of the Week" with his four goal performance against Fairfield.

Girls Soccer

- Defeating Adams County rivals, Littlestown and Biglerville, in overtime by scoring beautiful goals to seize victory.
- Overcoming season ending injuries and personal losses to come together to play "team" soccer.

WINTER SEASON

Girls Basketball

- Bermudian Springs participated in the Northern Tip-Off tournament. Gabby Emeigh was named to the "All Tournament Team".
- The varsity girls basketball team was crowned champions of the Bermudian Springs Holiday Tournament. Kara Thomason was named to the "All Tournament Team" and Shannon Kuhn was named the tournament MVP.
- The varsity girls basketball team qualified, for the first time, to participate in the York-Adams League Championship Tournament.

Cheerleading

 The varsity wrestling cheerleading squad cheered for and supported the wrestlers through an undefeated York-Adams schedule as well as into District III competition.

- The varsity basketball cheerleading squad cheered for and supported the boys basketball team throughout a York-Adams Division III Championship as well as throughout the postseason in both District III and P.I.A.A. competition.
- The winter cheerleaders teamed up to compete in the "Spring Grove Cheer Competition". The squad placed third in only their second year of participation in this event.
- A new tradition was started this winter by the cheerleaders. Near the holidays, the concept of "Joy Jars" was introduced to faculty and staff.

Boys Basketball

- The varsity boys basketball team was crowned champions of both their own Tip-off tournament and the New Oxford Holiday Tournament. Tournament MVP's were Alex Huntington and Austin Hartzell. All Tournament Team selections were Josh Stroup and Neil Murren.
- Bermudian Springs captured its first ever division championship by running the table with a record of 14-0 in York-Adams Division III play. In the regular season, the team went 22-1 for the most wins in school history and a birth in both the York-Adams Tournament and District III AAA play.
- The varsity boys basketball team defeated Lancaster Catholic and Boiling Springs in District III play. The Boiling Springs victory came in our basketball program's first ever appearance in Hershey's Giant Center. The team finished 4TH in District III AAA play. Neil Murren was selected to the District III first team and Alex Orwig received Honorable mention.
- The varsity boys basketball team also qualified for the P.I.A.A. AAA Basketball Tournament where they took on Holy Ghost Prep at Cheltenham High School.
- Finally, the varsity boys basketball team was awarded the Gretchen Wolf Swartz Sportsmanship Award by the York-Adams Chapter of basketball officials.

Wrestling

- The varsity wrestling team finished second at the Carlisle Tournament, champions of the Dale Bock Memorial Dual Tournament, champions of the Lancaster Catholic Dual Tournament, and 6TH at the Final Four Festival Dual Tournament.
- Austin Jackson and Briton Shelton amassed 100 career victories and were welcomed to the 100 Win Club.
- The varsity wrestling team ripped through York-Adams Division II competition with a record of 8-0 for a Division II title and a birth in District III team competition.
- Individually, Austin Claybaugh, Briton Shelton, Colton Dull, Tristan Sponseller, and Sam McCollum were all Section I AA Champions and led their team to a team Section I AA Chamionship. Briton Shelton, Tristan Sponseller, and Sam McCollum were all individually crowned District III Champions. Briton Shelton and Tristan Sponseller also added Southeast Regional Championships to their resume.
- Briton Shelton, Colton Dull, Tristan Sponseller, and Sam McCollum each represented Bermudian Springs at the P.I.A.A. AA wrestling tournament.
- Tristan Sponseller had a magical senior wrestling season:
 - 43 wins and zero losses
 - Set a new varsity wrestling school record with 183 career victories.
 - He is a Section I AA Champion, District III AA Champion, Southeast Regional AA Champion, and a P.I.A.A. AA State Champion
 - Post Season Tristan participated on the Pennsylvania All-Star Team in the Dapper Dan Wrestling Classic in Pittsburgh. He was also a member of the District III All-Star Team.

Tristan will continue his education and wrestling career at a Division I wrestling school in Lock Haven University.

SPRING SEASON

Baseball

- Exciting, 18-13, win over Hanover that had multiple lead changes and the two teams combined for 31 runs on 27 hits.
- Our Eagles out hit 2 time AAA State Champions West York in a 5-3 loss in what may have been there best played game of the 2014 season.
- The Eagles plated 12 runs in the 6TH inning to come from behind and defeat Kennard-Dale.
- The 2014 varsity baseball team achieved its first winning season since 2011-2012.

Softball

- Madison Feeser had a 2 RBI Double to give Bermudian the needed go ahead run in a 4-3 win over Harrisburg.
- Kaci Balzanna combined with MacKenzie Farley and Jackie Faircloth in a perfect relay from deep left center field to throw out the lead off hitter at third base in the bottom of the seventh inning at Littlestown, securing a 4-3 victory for the Lady Eagles.
- Molly Shuchart, Morgan Williams, Jackie Faircloth and Samantha Burda collected three hits each in a 15 hit 10-5 victory over Biglerville.
- Molly Shuchart went 4 for 4 with 4 runs scored and 3 RBI in a victory over Hanover.

Boys Tennis

- The varsity boys tennis team picked up seven wins in their regular season for the programs best record and first winning season.
- The boys tennis team finished in third place in York-Adams Division II.
- Bailey Hoak, Joe Kinsey, Tate Myers, Haoza Phutaemnin, and Luke Wilkins all qualified for the York-Adams Tennis Championships.
- Luke Wilkins and Haoza Phutaemnin place third at the York-Adams Doubles Tennis Championships earning their way to the District III Doubles Tournament.

Boys Track

- The varsity boys track team finished its season with a record of 3 wins and 4 losses. Three of their losses came from a combined total of eleven points.
- The following boys place in the top ten at the York-Adams Track Championships.
 - Trevor Grim 9TH 300 Hurdles
 Dustyn Lauver 2ND Discus

 - Dylan Lott 8TH 110 Hurdles

Girls Track

- The varsity girls track team had four freshmen, Grace Feeser, Olivia Feeser, Lottie Gingerich, and Tessa Ruppert earn their varsity letters.
- The following girls placed in the top ten at the York-Adams Track Championships.
 - Brittany Armstrong 7TH Pole Vault
 Rachel Crane 6TH 1600 and 1ST 800

 - Gabby Emeigh 4TH Discus
 - Tessa Ruppert 7TH Triple Jump

- The following members of the girls varsity track team qualified for the District III Track and Field competition: Brittany Armstrong, Rachel Crane, Gabby Emeigh, Abby Hoffman, and Madison Itterly
- Rachel Crane had a 2ND place finish in the 800M run at the District III meet to qualify for the P.I.A.A. Track and field Championships.
- Rachel Crane finished 7TH at the P.I.A.A. Track and Field Meet. She completed the 800M run in 2:18.23 breaking her personal record and the school record.

2013 - 2014 ATHLETIC RECORDS

VARSITY

Athletic Team	Won	Lost	Tie
Girls Cross Country	6	12	0
Boys Cross Country	3	15	0
Golf	7	26	0
Field Hockey	14	5	1
Football	8	2	0
Boys Soccer	8	6	2
Volleyball	12	6	0
Boys Basketball	22	5	0
Girls Basketball	10	12	0
Wrestling	21	6	0
Baseball	10	10	0
Softball	7	13	0
Girls Soccer	4	10	1
Boys Tennis	7	5	0
Girls Tennis	2	12	0
Girls Track	2	5	0
Boys Track	3	4	0
Varsity Programs	146	154	1

Varsity Programs	146	154	4

JUNIOR VARSITY

Field Hockey	7	2	4
Football	7	0	0
Volleyball	11	6	0
Boys Soccer	3	6	2
Boys Basketball	7	11	0
Girls Basketball	15	4	0
Baseball	11	6	1
Softball	4	7	0
Girls Soccer	1	8	2

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Jayvee Programs	66	50	9

JUNIOR HIGH

Field Hockey	16	0	0
Football	10	0	0
Boys Basketball	0	12	0
Girls Basketball	6	7	0
Wrestling	16	3	0
Boys Track	6	1	0
Girls Track	6	1	0
Volleyball	6	9	0

Varsity Middle Program	66	33	0

JAYVEE JUNIOR HIGH

Field Hockey	9	1	1
Football	12	2	2
Boys Basketball	5	9	0
Girls Basketball	7	6	0
Volleyball	13	2	0

	Jayvee Middle Programs	46	20	3
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Total Programs	324	257	16
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2013 - 2014 Student Participation

Grade	3 Sports	2 Sports	1 Sport	Total	Percent
Seniors	6	15	51	72	48%
Juniors	9	29	53	91	56%
Sophomores	10	26	45	81	50%
Freshmen	10	20	47	77	69%
Totals	25	90	196	321	51%