BERMUDIAN SPRINGS SCHOOL DISTRICT SUPERINTENDENT'S ANNUAL REPORT

TO THE BOARD
OF
SCHOOL DIRECTORS

2012 - 2013



Submitted by

Dr. Shane D. Hotchkiss, Superintendent

Bermudian Springs School District York Springs, Pennsylvania 17372

Annual Report 2012-2013

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CENTRAL OFFICE ANNUAL REPORT 2012 - 2013

Celebration! For me the end of a school year is a time to celebrate the accomplishments of our students and staff at every grade and in every discipline. From the class of 2013 to the class of 2025, our current Kindergarten class, we have reason to celebrate another year of outstanding accomplishments. I am very pleased to be in a community that values education and helps us to provide a quality experience for our elementary, middle, and high school students.

Certainly at the top of our celebration list should be the graduating class of 2013. They join a long line of Bermudian Springs alumni who are passionate about our school district and are loyal to community. The information contained in this report is an overview of the organizational and educational activities and accomplishments achieved during the 2012-13 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 the school district had another stellar year in providing the best learning opportunities for our students.

Retirements

The Board of Directors approved a retirement Memorandum of Understanding (MOU) at its February board meeting. As a result 11 professional staff members, 5 support staff members, and 1 administrator tendered their retirement letter to the District. In addition, we received 3 letters of resignation from professional staff members. Thus, we were charged with hiring for 20 positions while losing more than 575 years of experience from our school district. Fortunately, we were able to post our positions earlier enough in the spring months that resulted in more than 600 applicants for our positions, which resulted in some wonderful candidates being offered positions for the 2013-14 school year.

We certainly wish all of our retirees and staff members who are leaving our District well as the embark upon their next phase lives and careers.

School Improvement Initiatives

Our Middle and High Schools successfully completed each of their school improvement plans. The overarching goal of the Middle School plan is to increase achievement in mathematics and reading. As a result the Middle School utilized a math coach, Mr. Cicioni, during the 2012-13 school year that worked directly with all math teachers. In addition, a homework lab was offered routinely throughout the year and supports were provided to our

students. Finally, extensive training was provided to our MS reading specialists as we transition to a literacy coaching model. As the building looks forward to the 2013-14 school year plans to increase the use of technology and software programs aimed at improvement achievement are already in the early stages of implementation.

The High School also revised their school improvement plan that primarily focuses in on approving student achievement in mathematics, literature, and biology. The school year did see our high school staff to begin utilizing the Classroom Diagnostic Tool (CDT) provided by the Pennsylvania Department of Education. The CDT's are a series of assessments that teachers can utilized to adjust their instruction based on student performance. One of the best features is that it is free! In addition, the Mathematics and English Departments focused on aligning our high school curriculum to the PA Common Core curriculum. As we move into the 2013-14 school year our departments plan to implement our newly aligned curriculum and to prepare common assessments for our students.

Programs & Achievements

New for the 2012-13 school year was the completion of a "Principal Briefing." Each of our building administrative teams was asked to analyze the student performance data on the PSSA exams, 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 exams, the data presented in this paragraphs represents the achievement of the 2011-2012 school year. The Elementary School achieved Adequate Yearly Progress (AYP) for the eighth consecutive year, while the District, Middle School, and High School were placed on a warning status. In reading, the state required that 81% of students reach the proficient level or above and in mathematics the benchmark was set at 78%. All students and our subgroups made AYP at the elementary level. This accomplishment is something that we should all be proud of! Our Middle School met 20 of the 21 targets in both reading and math. The only group that did not make AYP was our IEP subgroup in reading. As a result the building was placed on warning status. At the high school level we met 6 out of 10 targets. "All" students and our "white non-Hispanic" subgroups did not make AYP in reading or math, thus the building was placed on warning status. Once again, we were able to achieve the AYP benchmarks established for attendance, participation, as well as graduation.

The need to continue improvements in student achievement as required by No Child Left Behind (NCLB) was addressed by implementing, continuing or improving a number of programs during the year. Of notable

importance was the expansion of our reading intervention groups at the elementary school, math and literacy coaching at the middle school and curriculum improvements at the high school level. The building School Improvement Teams at the Middle and High schools worked diligently to improve the school improvement plans and integrate our new student performance data. As a result, each of buildings will experience significant instructional enhancements during the 2013-14 school year.

The need to focus on examining data will be a yearly process and we have already begun the discussions for next year as we await the release of the Spring 201 PSSA and Keystone Exam results. In addition, we will continue to hone our programs that are already in place which will enhance student achievement such as; our new Full-Day Kindergarten program, tutoring programs, implementation of Read 180 program, child study team process, a high school academic review team, Plato, Study Island, and Renaissance Learning software program and the implementation of newly approved School Improvement Plans at the middle and high schools.

Committees

During the 2012-13 school year, the following district-wide committees met to address the many initiatives undertaken in the district.

Curriculum Council (Met four times this school year: November 7, January 16, March 27, and May 21).

The major focus of the Curriculum Council this year was to review the new district English/Language Arts, Biology, and Math Frameworks provided by the district curriculum writing team. The curriculum writing team worked throughout the school year to create frameworks aligned to the new Pennsylvania Common Core Standards. The Council also made recommendations for changing the distinguished honor roll requirements for the middle and high school for the 2013-2014 school year. They also reviewed recommendations from the high school for the addition of Keystone Prep courses to help students succeed on the new Keystone end of course exams.

Differentiated Supervision (Met on October 18 and March 17)

This committee reviews and discusses the options for professional growth of teachers through our differentiated supervision options. This year, we focused on monitoring the new addition of Book Talks to the options. Once again this became a popular option especially across all buildings. In addition, this committee reviewed the preliminary information regarding the proposed Teacher Effectiveness Tool that the state is developing as an evaluation tool for all professional staff.

Professional Development Committee (Met on September 13, December 11, February 5 and May 2)

The professional development committee spent time on planning for the county-wide in-service days that were held on October 8th and January 21st. The committee reviewed session surveys and was successful in planning for the October in-service that included many opportunities for all professional staff members. The goal was to ensure we targeted the needs of our staff and provided choices based on previous feedback. The committee also planned and made recommendations for another very successful January in-service program that aligned with staff needs as well as school and district goals. We will continue our efforts on Depth of Knowledge to increase rigor, the next

phase of curriculum writing to the Pennsylvania Common Core, and training on the new Teacher Effectiveness Tool.

Wellness Committee (Met September 25, December 4, February 5, and April 4)

The committee worked throughout the school year to provide information to all staff on "living a healthy life." They also planned, coordinated, and volunteered during a district-wide healthy event. This year, several district staff members participated in a multi-phasic screening that was offered in partnership with our health care provider. The committee will continue to work on providing information and wellness activities for all staff.

School Health Council (Met on October 25 and March 13)

The focus of this committee is to continue to discuss nutrition options for our students both in the cafeteria and across the buildings. Our Food Service Director has been a welcome addition to this committee and keeps us apprised on any new regulations or procedures. This year all schools across the country were impacted with new school lunch guidelines. This committee discussed the impact of those guidelines on our food offerings across the district. In addition, we discussed the district BMI statistics and also our need to update several board policies.

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 27, December 13, April 18, and May 15).

The main goal of this committee is to plan and facilitate the Staff Recognition and Retirement Night. Our culminating event was the banquet which was held on May 20th where we honored our retirees and years of service of present employees. This year the committee decided that the event needed to be moved off campus, thus we held our recognition night at the East Berlin VFW. As a result of our retirement incentive we recognized more than 20 retirees and welcomed more than 230 guests to our event. This was the largest Staff Recognition Banquet in the history of Bermudian Springs. It was a wonderful celebration for all of our retirees!

Technology Committee (Met on October 10 and January 9)

The committee spent some time this year discussing our implementation of the Bring Your Own Technology initiative. Phase 1 and Phase 2 of the project were completed and we will be opening up a pilot phase in the Fall of 2014 for our professional staff and then for our students. The committee also spent a lot of time discussing the fallout out from our network crash in April 2012 and the issues we are still experiencing. Finally, the committee discussed our long-term technology plan for the district as we will be completing our Strategic Plan in the fall of 2013. The consensus of the committee is to move to a 1:1 initiative at the high school level and to provide our MS and ES as much mobile technology as possible.

Dr. Karen Jackson

Director of Special Education 2012-2013

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 2012-2013 reflect a combined effort of regular and special education teachers alike, who work hard and put forth consistent effort to help students achieve success in the classroom.

Adams County Consortium

In the second 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. Students who 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. Parent meetings were conducted in each of the neighboring schools to
welcome the families to the Adams County Consortium, introduce them to the new
teachers and make transportation arrangements. The consortium programs provide
specialized instruction in the core content areas, as well as the related services needed to
support academic growth. 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 would have
been enrolled in Lincoln Intermediate Unit programs, has dropped considerably. The
Adams County Consortium is providing comprehensive support services to students, in

the local community, at a reasonable cost to our districts. As Upper Adams and Fairfield have continued to expand their programs to the secondary level, the addition of new classrooms makes it possible to continue to transfer the remaining LIU#12 students to the Adams County Consortium classrooms. Next year, incoming kindergarten and some secondary students will be added to the rosters, in Fairfield and Upper Adams school districts, reducing our district's expenditures to educate these children.

Special Education Plan (Approved!)

The Pennsylvania Department of Education requires each school district to submit a Special Education Plan every three years as part of the district's Comprehensive Plan. This year the district's Special Education Plan was prepared and sent to the Bureau of Special Education for review. The Special Education Plan has been approved by the Department of Education and will become a part of the Comprehensive Plan when it is submitted next year. This approval marks the completion of a long planning process that will steer the implementation of the special education program, for the next three years. The Special Education Plan will be distributed to major stake holders as soon as official written notification of approval is received from the Pennsylvania Department of Education.

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 first Keystone exams and PSSA state assessments. Students at the high school who scored below basic were

given a review packet to help them prepare for the Keystone exams. These review packets were completed with the learning support teachers during resource time in the learning support classroom.

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. Although most students scored below basic on grade level curriculum, our eighth grade learning support teacher did an excellent analysis of the student scores, compared and cross referenced core standards to identify goals for each student. Next year, a student achievement goal will be developed for each student in reading and math and with a cross reference with a core content standard to monitor student achievement.

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

Last year, in order to improve the accuracy of our student data for state 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, the Lincoln Intermediate Unit changed to a new reporting system, IEP Writer, to track special education students enrolled in out of district programs. In order to continue to use the MMS Database for PIMS reporting and complete our state reporting for special education students, it was necessary to input the student data for 189 students

to be reported this year in IEP Writer. 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. The tracking of individual students, takes many hours of scrutiny and cross checking in order to ensure that accurate student data was being maintained and recorded in the correct format.

IEP Writer

While the IEP Writer software program, developed by Leader Services, has enabled our district to keep accurate records for child accounting and the reporting of special education students; the challenge of using IEP Writer to complete annual special education paperwork at the building level has been difficult. Teachers were provided with training on the IEP Writer by a Leader Services consultant during district in-service. There has been a definite learning curve for teachers who worked to complete their annual Individual Education Programs (IEPs) and Reevaluation Reports using the program. While initial implementation of the program is going to take some time and sustained effort to learn the new software, the benefits of storing student information over time on a web-based software program is yet to be realized. Future benefits include, being able to share information with the professional staff and service providers through a secure site, monitoring the completion and progress of annual IEP paperwork, and transferring information from school to school when students enroll and withdraw.

Gifted Education

Gifted seminar sessions at the elementary school offered a different unit of study every marking period. Mrs. Sarah Smith, gifted education teacher, worked with regular education teachers in the elementary school to provide our gifted students with

challenging coursework in science and social studies. Course compacting was offered several times during the year in the third and fourth grades. Students were given course study guides and the material to be covered in a unit to study in advance of instruction.. A pretest was given and if the student met the criteria and tested out of the curriculum that was to be covered an alternative assignment was arranged for the student to complete when their classmates were involved in daily lessons.

In seminar at the middle school gifted students were given a choice between two units of study offered in the gifted program for each marking period. Classes were held with multi-age groups, during a different period each day so that "core classes wouldn't be missed frequently. Creative writing, the Chesapeake Bay Study, Literature study, Ancient Egypt, foreign language options, Stock Market Game and a public debate unit were examples of the wide variety of enrichment topics that were offered.

At the high school monthly symposiums grew in popularity with the gifted students. Attendance at the sessions, held for approximately 90 minutes, increased as the year progressed. Topics were student generated based on their interests, with a tie and extension to our high school curriculum.

Elementary School Principal

The 2012-13 school year was full of a variety of emotions and challenges. Everything from the excitement of attending the National Principal of the Year festivities in Washington D.C. in October, to the sadness saying goodbye to a staff that you have carefully developed over 24 years and students who are equally remarkable. This year was a school year that will stand out as one of the most if not the most memorable of my entire career.

Attending the Principal of the Year events in Washington D.C. was a truly remarkable and unforgettable experience that my wife and I will cherish forever. Special thanks go out again to Dr. Hotchkiss for nominating me and to the fabulous staff, students, school board, and community that I have had the privilege to work with over the years. I do not see that award as an individual honor, but rather a community effort, and one that needed celebrated by all. While at the conference in Pittsburgh, I took advantage of a PIL course revolving around 21st Century Learning, which was extremely thought provoking and will serve me well as I move into my new role.

Data driven instruction continued to advance this year with the addition of biweekly morning data meetings in grades one and two, to add to our third and fourth grade meetings. These meetings held before school and conducted by our reading specialists have enhanced our faculty's sophistication in collecting and teaching to reading data. We continued to tweak the building schedule to create the maximum amount of intervention time for all grades.

For many years our teachers have been conducting guided reading lessons where students are grouped by ability to receive differentiated instruction. This year we began the process to expand this practice to our math lessons at the elementary school. While we are still not nearly at the sophistication level of our guided reading lessons, we have made great strides and our students will hopefully reap the benefits of more individualized math instruction.

Technology continues to be at the forefront at the elementary school. With the addition of a second – thirty station iPad cart donated by our PTO the availability of these valuable teaching tools was doubled. With the promise of an additional cart for next year, bringing our total to ninety, the possibilities are very exciting. Our teachers continue to find new and creative ways to utilize these iPads including 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.

Certainly staffing challenges took center stage this year with seven maternity leaves to cover, secretarial changes, and then the retirement wave of six teachers and four support staff, created by the memorandum of understanding with the school board. The school district's offering of the retirement incentive had a huge impact on the elementary school, with the retirement of the following: Jean Yiengst (K), Kay Helm (1st), Mark Herzing (4th), Carolyn Lehn (music), Linda Green (ESL), and Diana Fasnacht (IST). In addition the loss of support staff – Sarah Gembe (kdg. aide), Charlie Gembe (Cust./Maint.), Ann Diener (cafeteria), Roxey Sauble (sec.) as well as the resignations of Nicolena Bryden (K) and Traci Black (rdg. spec.) are significant as well. We lose over 275 years of experience and some high impact teachers. This along with filling four positions at the high school 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.

Another impact of the MOU was the retirement of Mr. Brown at the high school and the subsequent offer for me to transfer to the high school. This was an extremely difficult decision to make. I always saw myself retiring from the school district as elementary principal, but the offer was intriguing and after twenty four years at the elementary school, I felt I had more to offer the school district and welcome this huge challenge. I truly appreciate the support that Dr. Hotchkiss, the school board, and the high school faculty have given me in this transition. While I have much to learn about the operation of the high school, I feel that I also already have a great deal of knowledge about the direction in which I need to lead the H.S. students and faculty. Next year will be truly exciting and an entirely different experience working with H.S. aged students. I can't wait!

Elementary School Assistant Principal

We love AESOP!!!!!!

I know this is an unusual way to begin a report but I have to thank the School Board and central office for purchasing the program. It is an efficient system that afforded teachers an opportunity to manage their own absences. It also reduced the workload in the office with regards to documentation. Mr. Fleming is to be commended for his leadership with this initiative. He answered all questions regardless of time of day. My staff reported that he was very supportive when they asked questions. My feeling is the implementation was very successful.

Another great alignment occurred at central office that impacted the elementary school bus discipline referrals. I believe that the hiring of Mr. Todd Staub as the Director of Data and Transportation greatly improved the communication between not only district bus drivers and the assistant principals but also between parents. I have collected data to support my claim. During the school year 2011-2012 there were 275 referrals and this year the end of year bus referrals was only 216. This is a total reduction of 59 students. This is incredible! Mr. Staub and I addressed bus problems collaboratively and with the students' safety in mind. I believe he clearly articulated his message of support.

The Book Study Differentiated Supervision plans have provided an additional layer of professional development. We have read with the fourth grade teachers the current research on bully prevention. There have been various groups of K-2 teachers reading about autism and the reading specialists have been reading about CORE. As we begin to prepare for next year, many teachers will be returning to the Clinical Supervision model according to the tenets of the program.

Throughout the year and as part of the Curriculum Council, we have a new standards based report card for first grade. We also utilized the new Literacy Section to the Kindergarten report card that is standards based. Excellent dialogue ensued about standards based teaching and assessment. We have begun to prepare grade two for their report card revisions. Their task may prove to be even harder with the possible

elimination of grades. At present, grade 2 has developed their ELA and Math curriculum frameworks and feel better prepared to start working on their report card.

The year ended with a surprise offer of becoming the new elementary principal. Mr. Stroup and I worked very hard to make sure that the elementary building stayed the course while he worked with Mr. Brown at the high school. I look forward with anticipation to the opportunity afforded me.

On a personal note I want to make mention of the generous giving our faculty and staff give in the prevention of cancer. For the past 5 years the "special teachers" at Bermudian Springs Elementary have hosted a Fall Celebration to benefit the Pa Breast Cancer Coalition. During their lunch break the building is invited to a wonderful buffet of sweet and savory treats provided by the "special teachers". Health related materials and free gifts are available from the Women's Imaging Center of Hanover Hospital. This year the group raised \$140.00. Kelly Hoffman recently completed her second event for the Leukemia and Lymphoma Society's Team in Training program. She completed a century bicycle ride, while also raising \$4,175 for the Society. She has completed two endurance events for Team in Training and has raised more than \$7,500 in less than two years. During the weekend of October 12th through 14th, Sarah Wadsworth, first grade teacher, participated in the Susan G. Komen 3-Day for the Cure by walking 60 miles around Washington, D.C. To prepare, Sarah spent numerous hours completing training walks and scheduled several fundraising events, including the Casual for the Cure casual day held at the elementary school. The faculty and staff were invited to give a donation to dress down for a special casual day. Sarah was very appreciative of the support given by everyone at Bermudian, as she was able to raise close to \$300. Overall, her team raised close to \$12,000! And last but not least, I have been personally involved with Berm's Best Lunch Ladies Relay for Life Team. This amazing group of individuals raised \$10,000. I have been pleased to be personally involved with them.

ELEMENTARY SCHOOL
Megan Aiello
Lindsay Bishop
Danica Boyer
Nicolena Bryden
Maurisa Fasick
A. Jean Yiengst

Kindergarten

LFS plans for math and reading were revised to meet the new Common Core standards. Extended Day Kindergarten continued to supplement targeted students. Early Reading Intervention was implemented in all kindergarten and EDK classrooms. Phonemic Awareness Assessments, ERI assessments and Fountas and Pinnell Benchmark Assessments were utilized in planning appropriate reading instruction. Math checklists were administered to provide teachers with the student data necessary to meet instructional needs. A variety of special events were coordinated to further enhance all areas of the kindergarten curriculum. Full day kindergarten was approved for next year!

The First Six Weeks of School by Paula Denton and Roxann Kriete was again implemented by all kindergarten teachers. The first few weeks of school were spent getting to know each other, establishing and practicing classroom expectations, and introducing the materials used throughout the year. This provided students and teachers with a better foundation for a successful learning environment. It also provided a smooth transition in laying the framework for our Daily Five centers as well.

We continue to utilize Houghton's Emergent Reader Survey as a screening device for placement in the EDK program during the first weeks of school. The assessment focuses on letter identification and phonemic awareness skills. It is also administered mid-year and year-end as well with the addition of concepts of print and sight words to track student progress.

Kindergarten teachers continued to revise our reading LFS plans in coordination with the Common Core standards. Our reading instruction was supplemented with small groups in which ERI, guided reading, and word work was focused on. Our Early Reading Intervention kits were used daily by the teacher and aide in both AM and PM classes. All students completed ERI at the re-teach, regular, or accelerated pace before moving on to guided reading groups. All EDK students received ERI in their EDK class. This intervention provided all students with phonemic and handwriting

practice. This year we had many students who accelerated through the program and began guided reading much sooner than the previous year.

In addition to utilizing ERI, the EDK program provided daily practices with all phonemic skills, listening and reading comprehension skills, as well as letter and word study. Early in the year, the EDK units mimic those taught in the regular kindergarten classes including concepts of print, character and setting, problem and solution, and sequencing story events. By mid-year, the daily shared reading LFS plans are more focused on themes as they relate to early reading comprehension skills. By year end, EDK teachers were able to incorporate word work on initial letter blends and creating word families.

We applied strategies from *Talking, Drawing, and Writing* by Martha Horn and Mary Ellen Giacobbe as an introduction to kid writing in September. We began focusing on telling stories by having all students bring in a few objects from home that related to a summer experience that they could tell the class about. We then moved to drawing detailed pictures to tell our stories. Labels were added next to parts of our picture to begin making letter-sound connections. All of these steps were completed before moving to using sentences to tell a story. Throughout our daily kid writing, students were able to apply their mastery of letter-sound relationships, concepts of print, and knowledge of high frequency words throughout the year. Mini-lessons were taught to introduce sight words and conventions of writing using student work as examples.

Our math instruction changed greatly this year in correlation with the Common Core standards. We were able to provide more in-depth instruction on numbers to 20 and other concepts that need to be mastered at this level rather than simply introducing numerous abstract concepts. We revised LFS plans as we provided the students with more concrete experiences for mastery. The team administered thorough assessments at the beginning of the year, mid-year, and year-end to track student progress with revised assessments that mirror the Common Core Standards. Some teachers incorporated Math Days into their schedule each cycle which provided an extended timeframe for math instruction. Students were provided additional practice with the math concepts taught during arrival work throughout the rest of the cycle.

Four units of study were implemented from Science Companion. The first month of school focused on 'Growing and Changing'. During this time, students learn about themselves and their body. The unit culminated with learning about the five senses.

Our field trip to King's Gap Environmental Education Center introduced our 'Fall Collections' unit through observation and discussion of the changing seasons as related to the five senses. Throughout the fall months, students were engaged in making collections and exploring nature. 'All About Animals' in the winter consists of identifying characteristics of animals and their habitats before moving into caring for pets. Over the spring months, 'Dirt, Sand, and Water' provided students with hands on experiences and exploration.

The homework system implemented during the 2009-2010 school year continues to be highly motivating for students and appreciated by parents. Kindergarten students were given a homework bag to take home each Friday. These bags included family activities and all materials needed. The activities incorporated all areas of our curriculum, including reading, writing, math and science.

Data Days were utilized to create academic goals for the students in both Language Arts and Math. The data collected allowed our team to better accommodate the needs of the students in our classes. Instruction was adapted in hopes of successfully accomplishing the goals set forth.

A variety of additional programs and materials further supplemented our curriculum. Our team will take part in the "Here I Come, Kindergarten!" Nights this summer at the East Berlin Library. Our annual May Day concert was held with great success. The dental hygienist presented proper dental care and good food choice lessons for the students. We also participated in Track and Field, the Race for Education, and planetarium shows at the high school.

2013-2014 Goals:

The kindergarten team is excited for three new teachers to join the team for full day kindergarten implementation. We have a few goals for the upcoming year in addition to planning and implementing a full-day curriculum. For reading, we will be trained in guided reading since our end of the year goal will be to have students reading at a level D. We hope to incorporate more non-fiction texts both whole group and small group. We will also be creating new ERI benchmarks to determine when and how students can test out of the program. We will be receiving training in Words Their Way to implement during our Language Arts block next year.

We are very excited about our new Developmental Center Room that will be set up over the summer with help from the PTO. We have already received many donations and have big plans for this room next school year.

Finally, we will also be revising our homework bags next year. With the implementation of the Common Core, we found that several math activities were inappropriate. We will be adding new activities and materials to the rotation throughout the year to align with our updated full-day curriculum.

ANNUAL REPORT

ELEMENTARY SCHOOL
Tara Cornwall
Kheila Dunkerly
Kay Helm
Beth Lockhart
Caitlin Pohlman (LTS)
Autumn Proctor
Jessica Smith
Sarah Wadsworth

First Grade

We are concluding another eventful year! This year we were joined by three new team members: Kheila Dunkerly, Beth Lockhart, and Autumn Proctor. All three have been a wonderful addition to our team! Kheila has previous experience teaching both Kindergarten and first grade in Maryland and Virginia. Kheila is very knowledgeable about the new shifts with curriculum. Beth has been with our district many years in Kindergarten, and we are blessed with her wisdom and compassion for teaching. This is Autumn's first year of teaching. Autumn graduated from Penn State Harrisburg, where she was the recipient of the Student Teacher of the Year Award. Additionally, the first grade team was joined by long-term substitute Caitlin Pohlman. Caitlin was the substitute for Tara Cornwall's maternity leave. Caitlin was a great addition for many months. She is very creative and a hard worker. Our team is very pleased that Caitlin will be joining the Bermudian family next school year with a permanent position!

This year we continued to implement parts of the Houghton Mifflin Reading series, as well as integrated areas from Comprehension Connections and the Comprehension Toolkit. Reading in first grade involves both decoding and comprehension strategies. Our reading series and comprehension resources allowed our classes to become successful readers! We have also continued to use the Fountas and Pinnell Reading Assessment and Words Their Way Spelling Inventory to monitor reading and spelling progress throughout the year. This data is used to individualize students' instruction and continue with a differentiated approach to learning. These assessments are also used to identify students for the replacement guided reading and intervention groups.

First grade has continued to implement the Everyday Math curriculum. We found additional resources such as tens frames, math mats, and other games to integrate with the Everyday Math to develop number sense and in-depth teaching of many concepts.

Our math data day goals were selected based upon students' progress with the use of the Everyday Math checklists.

This was the first year our team implemented our new standards based report cards. The transition was successful with both the teachers and families. Creating benchmarks allows grading to be uniform throughout the team. Our in-depth instructional progress form is used to share student progress with parents when students are not meeting expectations. Additionally, the first grade team has been meeting to develop curriculum maps and outlines for next year shifting to align to the Pennsylvania Common Core Standards. Our math report card will need to be revised based upon changes seen with this shift in our curriculum.

Another shift seen in first grade was the implementation of the CORE Essentials program. Mrs. Dana Padfield and her committee worked hard to transition from the PATH's program to CORE Essentials. CORE Essentials is a value-based program where each month focuses on a new value. The first grade students enjoyed learning about new values each month, along with a special animal and color. Our students enjoyed special lunch times in the cafeteria when they were able to watch CORE Essential music videos and have CORE Kid lunch with dressing up in the color of the month. Additionally, Mrs. Padfield presented several guidance lessons about friendship: making S'more friends and having heart talks. Mrs. Padfield's lessons and the CORE Essentials program help the first grade students strive to become better citizens and problem solvers!

Again, the High School Student Council and National Honor Society worked with us. They read stories and did crafts during various times throughout the year. The high school students continue to volunteer at the elementary level. Peer tutors from the Middle School and third and fourth grades are utilized by the teachers for reinforcement of skills.

Many school activities continued such as: Read Across America, the Scholastic Book Fair, Track and Field Day, and Race for Education.

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 with an ocean theme. Each class learned a song about a specific ocean animal and the final

performance was enjoyed by many families and friends. 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 look forward to seeing how our curriculum will be impacted with the shifts to the alignment with the Common Core Standards. More training and common team planning time are vital for a successful implementation. Lastly, the first grade team is losing a long-time member, Kay Helm. Kay has been a part of the first grade team for 36 years at Bermudian. She is a wonderful teacher, a great role model for others, and shows true compassion for teaching. Kay will be deeply missed not only by the first grade team but also by many others in our building!

ELEMENTARY SCHOOL
Tori Berwager
Lindsay Feeser
Lori King
Robin Sherman
Lora Sisock
William Smith

Second Grade

This year we continue to utilize our learning focused plans to guide our instruction. We have plans for Science, Social Studies, Math, and English which are used daily in each classroom. The PowerPoints and graphic organizers continue to be useful tools.

Our new intervention this year focused on Word Study. The reading specialists were on a twelve day rotation and came into our classrooms to provide instruction and support. 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, not a predetermined 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 Mrs. Berwager and Mrs. Feeser were given professional development time to regroup all of the students based on their progress. We will continue to use this intervention next year. However, we will change the time period from twelve days to ten days.

A major project for us included report card reconstruction. We began developing a standards based report card to be utilized in the 2014-15 school year. It is still under construction as we work to create assessments to match the standards. The team is working to make sure that it is standards based, but also written in a format that provides a clear understanding of each student's progress for the parents. Currently, the rough draft is developed and continues to be modified.

A vast amount of time has been dedicated to curriculum writing and the unpacking of the Common Core Standards. Mrs. Sherman attended the summer sessions for math and continues to work in the development of our math goals. The current goal is to focus on the standards while still using the Everyday Math Program as

a tool for delivering instruction. As a team, we worked with Miss Hoffman in the unpacking of the standards to create a curriculum map for ELA. We worked in the mornings, after school, and on weekends to research how we can create a balanced literacy program that meets the standards, while using the resources we have available.

For our first math data day, we worked on increasing students' achievement when counting money both under and over \$1. For reading, our first goal stated that 80% of a specific focus group will achieve at least 75% mastery of a short vowel and diagraphs list. We gave a pretest prior to determining this group. Remediation lessons were developed centering on word building activities. The students were responsible for graphing the results of these assessments. Our second math data day goal focused on telling time. Our second reading data day goal was that 80% of second grade students will achieve at least 75% mastery of reading comprehension questions. 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 skills twice a week for two weeks. 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. Again, students graphed their results. We then used these same Read Naturally probes to develop reading fluency. Students read the stories, reread with partners, and listened to readings. For our final math data day goal, we worked on double digit subtraction with and without trading. Our final reading data day goal focused on demonstrating competency in language mechanics. In years past, we've focused on this goal in preparation for the Terra Nova exams. However, this is the first year that second grade did not administer the Terra Nova exams. We only administered the InView (IQ) part of the test. This information will be useful to students going through the Instructional Support Process and for gifted screening.

We still use practices from the Daily 5, but do not have as much time to conference with our students because of the time given to our interventions. We will use the basics from the Daily 5 as we move forward next year. We also plan to add more literacy stations to hold the students accountable during this independent time in our classrooms.

Mrs. Feesers completed a book study, with a focus on autism. Mrs. Sisock, Mrs. Berwager, Mrs. Sherman, and Mr. Smith worked collaboratively in a book study on

The Café Book. Throughout the year, we read chapters of the book and met to discuss them. We also incorporated instructional strategies from the book into our reading instruction. We tried some of the techniques and strategies discussed in our book as we progressed through the year. Mrs. King needed to participate in the traditional evaluation model.

Mrs. Berwager and Mrs. Sisock have worked diligently with Mrs. Green this year to provide ESL instruction to our many students. Mrs. Feeser worked with students and Mrs. Smith to meet the needs of several gifted children. Mrs. King worked in an inclusion/mainstreamed setting with Mrs. Schwalm to provide supported instruction to those identified as needing an Individualized Education Program. Many new students were added to the Special Education roster this year.

As a team, we have begun to read the book, <u>Comprehension Connections</u>. First grade began using this book as part of their teaching this year, and we feel that we can review and build on their instruction next year. We will be using the strategies in this book to meet the standards and add to our curriculum for next year.

ANNUAL REPORT

ELEMENTARY SCHOOL
Allison Davis
Michael Doutrich
Rebecca Fowler
Claudia Helman
Karen Hutchison
Summer
Langeheine
Amanda Miller
Westly Welty

Third Grade

Curriculum Writing 2012-2013

The 3rd Grade Team has worked together in order to develop a rigorous, Common Core-aligned curriculum for the 2013-2014 school year and beyond. We began this process over the summer, when representatives from our team met with Dr. Hartzell for an introduction to the depth of the Common Core State Standards. Once we became familiar with the newly-adopted standards, we divided our efforts into reading and math teams. From there, each team started working on a framework that outlined the concepts, key vocabulary, and competencies from each standard. Both reading and math teams used the inservice day on October 8th, 2012 to share progress with other team members and to elicit feedback from them regarding the development of the frameworks. Once the reading and math frameworks were completed, curriculum maps outlining the scope and sequence of instruction were developed with consideration for placing PSSA eligible content before the 2013-2014 testing date on March 17th, 2014. As we move forward to the 2013-2014 school year, we will use our frameworks to develop rigorous, meaningful assessments that reflect the Core Standards. Once these are completed, we will pool together our resources to create lesson plans that will aim to meet our students' varied needs and guide them towards mastery of the standards.

Reading—Houghton Mifflin Year 7

Similar to last year, the seventh year of the program continued to run smoothly. Power Points focusing on vocabulary and reading skills were utilized for every story. 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 non-fiction texts.

Reading Assessments

Fountas and Pinnell reading assessments were administered in the fall and spring (to all students) and winter (to on- or below-grade level students). Based on the data, the 3rd grade team was able to plan and design specific lessons to meet the needs of the students better. Noticeable areas to work on included non-fiction comprehension, as well as "beyond the text" and "about the text" related questions (refer to chart below).

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.

LFS and Nonfiction

Last, the 3rd grade team reorganized and realigned the reading curriculum based on several factors.

1. Utilization of additional non-fiction pieces

Based on PA State Standards, teacher created EATS lesson plans were utilized to teach text features and text structures. Students were required to identity text features, comprehend within and beyond the text, and recognize the purpose behind each nonfiction piece. Cause and effect, sequence of events, problem and solution, and compare and contrast were also taught using teacher created EATS plans and materials.

2. Removing certain stories in place of non-fiction pieces

Team members examined the current reading series to identify excessively repetitive strategies and skills taught throughout the year. After identifying these areas, fiction stories were removed to be replaced with non-fiction texts.

- 3. Teaching by reading strategies and skills and not themes/stories
 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.
- 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 3rd graders, reading specialists used data to inform student grouping and teacher instruction. All students were given equal instructional time in the genres of fiction and non-fiction. These groups met for daily reading instruction, with one day a cycle dedicated to Study Island, a web- and standards-based program.

The biggest change in our intervention period for the 2012-2013 school year was our approach to instruction in the genre of fiction. Instead of Literature Circles, which had been used the previous school year, we switched to Great Books. This switch led to more structured teacher/student interactions during the intervention period. Fiction texts read during Great Books were rigorous and required students to think critically and engage in classroom discussions in order to uncover the deeper themes the stories presented.

Regarding non-fiction instruction, we continued to use the Read for Real texts. Along with engaging our 3rd graders in reading interesting non-fiction passages, Read for Real also employs the use of the Gradual Release of Responsibility. Each unit consists of 3 non-fiction passages. Upon reading the first passage, the teacher demonstrates how to use a graphic organizer to successfully summarize the text. After the second passage, the students use the graphic organizer with teacher support as

needed. Finally, after the third passage, students are required to use the graphic organizer to summarize the text independently.

Writing

Continuing this year, several classrooms utilized EATS lesson plans based on the 6 + 1 Traits of Writing. A unit was used to teach and practice each trait, and the 4-square graphic organizer was a tool used throughout the year.

To introduce and practice the writing process, students wrote *Adventure Stories* as part of the Publishing Center Books. Each student edited, revised, and rewrote his or her writing pieces based on the glows and grows supplied by their classroom teacher. In order to keep our students engaged throughout <u>all</u> phases of the writing process, the final published story was handwritten by each student, instead of being typed by an adult. At the end of the year, each classroom picked the strongest piece and entered it into a grade-wide contest. All 3rd graders also read and created book reports based on biographies. These reports were presented in the form of speeches at "living wax museums" in each classroom.

We have changed the SWAT writing process in order to reflect the oncoming shift in writing curriculum brought on by the Common Core State Standards. This year, students were introduced to persuasive writing and required to respond to a persuasive writing prompt. Each student's prompt will be passed along to his/her 4th grade teacher. This will provide the 4th grade teacher with specific information on each child that will help inform writing instruction.

English

It was noted that the English curriculum should be streamlined to maximize effectiveness. This would involve aligning the content in the Houghton Mifflin series with our supplemental activities in a more developmental sequence. This year, Power Points with interactive practice were continued to be used matching to the current Reading story.

Words Their Way

The second year of using Words Their Way instead of the Houghton lists has continued to run well. 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.

Social Studies

With the use of LFS in several classrooms, the social studies curriculum continues to be reconstructed. We recreated a time line to address the following content based on standards: Natural Resources, Geography (landforms), Communities, Mexico, Native Americans, Jamestown and Colonial Times and narrowed down some former LFS lessons. The Social Studies standards are broad and wide, horizontally and vertically. The EATS addressed many standards within History, Geography, Economics, and Environmental Science.

At the same time, we had to actively research and implement updated material. Based on our current curriculum and text (resource), many of the statistics were outdated and obsolete. Guided reading books and Scholastic News were utilized to focus on specific themes within each unit. Supplemental activities were used to enhance and expand on concepts such as nonfiction pieces, theme days, mini field trips around the school, and interactive websites. Multimedia resources included Google Earth, videos, and simulations.

Science

The sixth year of the science program continued to have mixed feelings. As noted before, we felt that the modules (Life Cycles, Light, and the Solar System) were appropriate, but the content is lacking. The lessons do not go into great depth on any one topic, and they seem to be presented with no continuity. As a result, student journals were purchased which proved to be beneficial for solar systems and light.

We continued to utilize many supplemental materials to enhance the lessons and fill the holes in the program. Such materials included, PowerPoints to expand on concepts and content related leveled readers. In addition, our life cycle projects (chicks and butterflies) were student favorites and still met multiple state standards. Our field trip to the Appalachian Trail enhanced student knowledge of plant life cycles and ecology.

LFS for Science was used in all classrooms. Furthermore, several classes focused on teaching and applying the scientific method in greater detail. By doing so, students gained a scientific foundation to help organize, interpret, and draw conclusions from.

Social Studies/Science Sequence 2012-2013

In order to maximize instructional time, the team decided to devote the first half of the year to teaching Social Studies and the second half of the year to teaching Science exclusively. Ultimately, this resulted in mixed feelings from team members as some felt that this switch still did not provide ample time for each subject.

PATHS

The PATHS Program has been discontinued this year and replaced with The Core Essentials Program (see below).

Core Essentials

The Core Essentials Program was introduced this year by Mrs. Dana Padfield as a way 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. Each month, a themed lunch was held in the cafeteria where students were encouraged to wear a particular color representing the trait of the month. During the lunch, students sang along to a trait song and celebrated the "Core Kids" selected by each teacher that month.

Field Trips

This year the third grade went on four 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. We also attended the Harrisburg Symphony Orchestra, in conjunction with lessons taught during the students' music classes. Lastly, we hiked on the Appalachian Trail in the spring to support science.

Continuing this year, internal field trips were introduced and taught. In the spring, Smokey the Bear lessons were taught and ended with special guests, Smokey and a Park Ranger, visiting the school to give a presentation to students. Additionally, Mr.Deah visited our classrooms in order to share his knowledge of insects. His presentation provided visual support to our Life Cycles unit.

As we move forward into Common Core State Standards, our team will evaluate how well future field trips support the new curriculum. Once they have been evaluated, we will make the appropriate alterations to ensure that our field trips continue to enhance our teaching of the State Standards.

Math

Everyday Math continues to support state standards, but also goes well beyond the requirements of third graders. This makes it difficult to ensure students are proficient in all mastery level skills, as there as so many skills introduced. Checklists are used daily and are a reference for Friday Flexing. Friday flexing is designed to give teachers time to support students who are struggling with the week's skills. Students who have had successes are doing enrichment and fact practice. Quarterly updated checklists are standards driven. Math lessons are 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 "drive standards" are 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 continues to support weaknesses shown on the 4-Sight tests on a regular basis. In the beginning of spring, teachers created bulletin displays based on areas of need identified by the results of 4-Sight data. Teachers then invited others on the 3rd grade team to use these displays in order to teach to our students' areas of need.

Technology

With the addition of a second iPad cart to the building, the team was able to enrich all subject areas with a variety of apps and websites. Intervention groups also visited the computer lab once a cycle to practice reading skills on Study Island. Teachers continued to instruct students on basic computer skills and applications during their additional computer time once a cycle.

ANNUAL REPORT

ELEMENTARY SCHOOL
Miranda Kutz
Andrea Dowell
Mark Herzing
Amber Hunsinger
Alicia Llewellyn
Lori Smith
Bertha Wright

Fourth Grade

Highlights

- We said farewell to Mr. Herzing after 25 years of service to our district.
- We participated in the 4-H program, "Meet the Plants", hosted by Tanya Lamo.
- For the first time in many years, the 4th grade picnic was held on school grounds, hosted by the 4th grade parents, due to the early dismissal on the last day of school.

Staff

We continued to be a team of seven teachers, pairing off to teach the content areas of Science and Social Studies, with Mrs. Llewellyn's room 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, intervention groups were implemented by reading specialists, regular classroom teachers, special education teachers, and "specials" teachers. This allowed for students below, on, and above grade level to be working with peers on their own level on a variety of reading skills. Groups focused on the shared inquiry model of "Great Books" (training provided by Mr. Steve Smith) and "Read-for-Real" non-fiction stories. These groups were created through the use of F&P assessments, PSSA scores, 4-Sight, and Words Their Way. Groups were reassessed mid-year, with changes being made to those who needed to be transferred to a higher or lower group. Thursday meetings were held bi-weekly to discuss progress, "Great Books" strategies, and to look over data.

Mrs. Wright's classroom represented the full inclusion classrooms for fourth grade. Mrs. Shambach provided learning support services for the students in Mrs. Wright's, Miss Hunsinger's, Mrs. Llewellyn's, and Miss Kutz's classrooms. Mrs. Smith provided instruction to the fourth grade English Language Learners. Those who

qualified for services met with Mrs. Green for 45 minutes daily. Multiple classrooms provided part time instruction to emotional support students from Ms. Sponseller's room. Miss Kutz provided instruction to the fourth grade students in Seminar.

Curriculum

This year, we continued on with our Houghton Mifflin reading series, aided by LFS plans to incorporate skills that would be assessed on the PSSAs. Areas included, but were not limited to, 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 within the text, making inferences, drawing conclusions, finding the main idea and details, and summarizing. The computer program, Study Island, was used to practice these skills during computer time, intervention groups, and at home. Students also took the 4Sight exam twice to assess their progress, which was then monitored and discussed on Data Day. From Data Day, 4th grade teachers charted progress and came up with a plan to meet the needs of our students.

In math, we continued to focus on the skills needed to be taught prior to the PSSAs in the spring. We have addressed certain areas that are not taught in time, and continue our efforts to teach those skills in mini-lessons prior to the exams (i.e. elapsed time, data/charts, and fractions). 4th grade teachers continue to focus on identifying concerns found through homework and classroom observations to meet the needs of struggling students through the IST process, small group help, before/after school tutoring, and adapted assignments.

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 clips from United Streaming, trade books, and group learning to help students understand the content.

For the second year in a row, students completed their Publishing Center Stories on the topic of "Heroes". Teachers agree that this topic presents some fresh ideas and touching stories from the students. The 4th grade teachers and Mrs.Shambach spent a great deal of time working with students and editing stories for publication. Parents and librarian/aides did a wonderful job making these books into works of art! New this year,

students wrote in their finished books, rather than having them typed by the librarian/parents/aides.

Keyboarding continued to be taught/ used this year, and most students excelled very far into the program. With the help of Miss Rock and Mrs.Eaton, the teachers were able to track student progress which helps to steer some students in the right direction.

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 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 2013-2014 school year are as follows (in no particular order):

- Focus on vocabulary and have visual word/definition/picture cards available for each subject area.
- Continue writing and editing LFS plans in the area of Writing and Social Studies.
- Align our current curriculum to that of the new Common Core Standards.
- Continue to place high focus and awareness on Language Arts, Mathematics, Writing, and Science to prepare for the PSSAs in the spring.
- Monitor and address homework completion of all 4th graders.
- Assist our new team member who will be replacing Mr. Herzing.
- Mrs. Wright will host a student teacher from Messiah College during the spring semester.

ELEMENTARY SCHOOL
Traci Black
Julie Hermes
Kelly Hoffman
Shannon Myers

Reading/Title | Reading

The reading specialists welcomed a new member to the team, Shannon Myers. Shannon came to us with several years experience as a reading specialist in Maryland.

The reading specialists supported the kindergarten teachers with the beginning of the year assessments. The classroom teachers administered parts of the assessments while the reading specialists continued the regular classroom instruction. Then the reading specialists completed the assessments while the classroom teachers resumed regular instruction. Together, they analyzed assessment data and met with the Extended-Day Kindergarten (EDK) selection team to share assessment results and to recommend students for the EDK classrooms.

The new schedule from 2011-2012 was continued this year to accommodate guided reading and intervention groups in grades 1-4. As a result, teachers in grades 1-4 are teaching guided reading every day, in addition to an intervention or enrichment group every day. At the beginning of the school year, the Fountas and Pinnell Benchmark Assessment was administered to students in grades 1-4. Reading specialists and the Sweep team assisted the classroom teachers in completing the assessments. All students were also given a Words Their Way spelling inventory. Finally, reading specialists assessed additional students using the Houghton Mifflin Decoding Screening. These assessments were used to determine guided reading groups and intervention groups at the beginning of the year.

The reading specialists worked together to look at all of the available data to form intervention and enrichment groups for all students in grades 3 and 4. All data was recorded in a database to track and manipulate student data throughout the year. The reading specialists worked with below grade level students using Fountas and Pinnell's Leveled Literacy Intervention. Based on the Fountas and Pinnell data, it was determined that comprehension needed to be the focus of the rest of the intervention and enrichment groups. Great Books, which is a fiction, comprehension focused reading program, was selected as the intervention. Great Books uses shared inquiry to get students to cite evidence and to look deeper within the text. Students were placed

into groups based on their Fountas and Pinnell levels. Teachers were trained in Great Books in October. Retired librarian, Steve Smith, and Traci Black conducted the training with teachers in grades 2-4. Also, intervention teachers continue to use *Read For Real*, which is a non-fiction, comprehension focused program.

Guided reading groups in grades 1-2 also began at the beginning of October, with the reading specialists working with students who were reading below grade level. Intervention groups for low first- and second-grade students were also formed, and they began in late October. Second grade implemented Words Their Way word study during their intervention block. During this time, the reading specialists supported the teachers by pairing with second grade teachers. The students were grouped according to their results on the Words Their Way assessment and differentiated instruction occurred within the classrooms. Reading specialists worked with two groups, while the classroom teachers "double dipped" their lowest kids in guided reading and met with them for word study.

The reading specialists also organized and led bi-weekly data meetings for first through fourth grade teachers. The purpose of the meetings was to analyze current assessment data, discuss and make decisions about individual students, de-brief about intervention groups, and discuss any current curricular issues.

In December and January, the F&P Benchmark assessment was administered for the second time to students in grades 2-4 who were reading on or below grade level in the fall. All first grade students were given the F&P in January. Again, the Sweep team was utilized to streamline these processes. Also in January the reading specialists re-visited the new data in order to re-evaluate the lowest groups within first through fourth grade. The reading specialists began new groups, while the classroom teachers continued with their Great Books intervention. At the end of April, the F&P assessment was given to all students in grades 1-4 to gather end-of-year data. Kindergarten students were assessed at various times of the year based on ERI exit criteria. All Kindergartners were also assessed using the F&P in May.

The first grade parent workshop was offered in December with 11 parents attending. The workshop provided information to parents on reading and decoding strategies, the "chunk worm," and sight words. Also, in March, parents of the lowest first grade students were invited into school for an hour long session to increase collaboration between the home and school. During this session, the Instructional

Support Teacher prepared 3 easy tips for parents to use at home with their child to help with reading. In addition, Mrs. Fasnacht provided the parents with a list of online resources. Then, the parents met individually with either their child's reading specialist or classroom teacher. The reading specialists provided each child with a bag full of books and ways to practice at home. This included a "reading chart" as an incentive to read the books at home. In addition, the first and second grade parent workshops, "Race to Reading" and "Jumpstart Into Summer," were held in May. More than twenty 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 Title I 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 several professional development sessions throughout this school year. The first session, "Thinking Within, Beyond, and About the Text" was offered in December. During the January in-service, all teachers K-4 attended a session on text complexity. A follow-up to this session "Creating Text Dependent Questions" was offered in January. Finally, in March a session with two parts, "Comprehensive Framework for Literacy" and "Interactive Read Aloud" was offered. All teachers in first through fourth grade attended these sessions.

Currently, the reading specialists are looking at ways to provide teachers continued support on the changing curriculum and to plan for continued student success and achievement during the 2013-14 school year.

ANNUAL REPORT

Physical Education

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

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

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

The elementary physical education staff this year was teaching select health lessons periodically throughout the school year. Some of the health topics are about the food pyramid, drugs, and disease prevention. We plan to improve and expand to this program every year.

The PTO provided all elementary students and staff with T-shirts for our annual track and field days. We went with a more generic theme this year compared to other years. The rainy weather made for an interesting track and field days.

In our eighth year of doing Jump Rope for Heart as a school wide event our students raised just under \$5000. The event was a complete success. The students have raised over \$60,000 for the American Heart Association over the past nine years.

Library

Since one aspect of the Getting Results building plan focuses on reading comprehension, the theme of this year's primary library curriculum 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 and classic 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 which is an extremely effective tool for class presentation.

Second and fourth grade Intervention Groups were also incorporated into the weekly library schedule. These groups aimed at offering higher-level thinking skills through literature and also nonfiction selections. This year 12 second graders participated in the classes which met once during each cycle. Fourteen fourth graders met every day for their Intervention Enrichment Group.

In March, a special week was held in honor of Dr. Seuss Day, March 2. Special "Seuss" related clothes were worn daily around a Seuss theme. There was a favorite book contest for students in which 12 winners won *Cat in the Hat* books.

. Our annual book fair was held in April. This year's fair again featured a family night during parent-teacher conferences with costumed book characters and door prizes. Each child was given \$5 by the 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 biography, pet, and animal books which are used by several groups of teachers as part of their book report 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. Also a shelf of ebooks was started.

The back room was redesigned to house the teacher/librarian workroom. Die cuts and various apparatus are now housed there as well as the laminator.

In May a contest for students was held in honor of Children's Book Week.

Students had the chance to enter to win library poster prizes. There were 10 winners.

The Publishing Center completed its twentieth year. Approximately 690 student stories were bound into "published" books this year. Each homeroom submitted one book as a finalist in the Publishing Center Awards of Excellence Contest. Each finalist's book was judged by a panel of three judges, using rubrics based on the district writing curriculum. The highest-scoring book on each grade level was presented the Award of Excellence at a Celebration Tea on May 29th in the library. Over 100 guests were in attendance.

The summer reading program will be held each Tuesday evening and Thursday morning for eight weeks over the summer hiatus. In conjunction with the summer school program, the theme this year is "Constructing Good Reading Habits." Students will participate in various activities to win prizes and guest storytellers will present their favorite stories during the eight-week program. Summer school students will also participate. In addition, we will be partnering with the East Berlin public library to present two assembly programs in the elementary school gym for our summer library participants as well as the public library participants. On June 20 the Peter Wood Magic show with Elmo will be here and on July 11 the Ray Owen Music show with Cookie Monster will be performing. Last summer, 197 participants circulated approximately 1,217 books.

As the Elementary Librarian this year, I replaced Mr. Smith who retired last year. I moved down from the middle school after 25 years there. Mrs. Mummert, my Library Aide, was a new addition this year also, moving over from the kitchen.

13-14 Goals:

- -To update the Library curriculum to include the new core standards from the state
- -To continue to weed the shelves of outdated materials
- -To continue reorganizing book shelves

Health Report

This year seemed to be exceptionally busy in the health room with student visits even though the numbers of students seen for illness and injuries are comparable to the previous school year. The difference in how busy the health room seemed to be this year could be contributed the increase of students with special/chronic health conditions and bathroom issues. Much more time is spent with the case management aspect of nursing with these students instead of the typical first-aid care and treatment that is done in the health room.

The nursing staff was anticipating having to use this school year to explore new options for computer programs to use in the health rooms for documentation. At the end of last school year, we were told that the program we were currently using, HealtheTools for Schools, was not going to be free. Shortly after the start of the year we were very relieved to find out that the grant through Highmark to continue HealtheTools would continue for another five years. Meaning that with signing a new "contract", Bermudian Springs will be using this program until 2018.

In January the district experienced the bus accident on Route 94. It was a new and different experience actually being at the scene of the accident. Thankfully there were no major injuries and much of the care that was done was emotional support for the students involved. I look forward to possibly participating in a mock drill that the Hampton Fire Company is thinking of conducting sometime this summer.

This year for our differentiated supervision project, Stephanie Battle and I updated our Forms book and Health Services Manual. There were many forms that needed very minor revisions. We did create a new Incident Report which replaced our Student Accident Report. This form we can now use of any serious incident, including faculty and staff members. We are also awaiting final approval of the revised Board Policy 210.1 to now allow students to carry and self-administer epinephrine auto-injector and our new Anaphylaxis Management Form for severe allergies. We recently met with Dr. Hotchkiss to review the policy and make the necessary changes. We are anticipating approval to occur in July so that we may start using the new form for next school year.

ANNUAL REPORT

Guidance

The elementary school started the school year with the theme of "Getting to The CORE at BSES." This saying was displayed at the library bulletin board. The bulletin board displayed each month's value. As the months went by pictures of the CORE Kids each month were added. This was also the theme for the parent handbook folders sent home at the start of the year.

CORE Essentials was implemented this school year. During the meet the teacher nights parents viewed a power point along with a short video to give them background on the 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 respect, the animal the wolf, and the color yellow. 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. Also 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 Mr. Stroup, Mrs, Myers, 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!

I collected pre and post data through a survey from both the teachers and students. Here are the results:

Teacher results:

Max of 44 points

Before/after scores

22/30

24/38

22/32

25/37

26/35

26/33

27/34

28/33

32/35

27/30

Teachers gave a lot of positive feedback and the program was well received. Some additional comments form teachers were are follows:

- -The big 3 is easy for kids to understand and FOLLOW, the values are the ones the kids understand
- -We love the morning announcements, to learn about the value, animal and color

-This program is very "kid friendly"

-I love our CORE Kid Lunch-a day to celebrate our students and unify the school by all wearing the same color (color of the month)

Students:

Max of 19 points

Before/after scores (class average-added up each student's score and divided by # of students)

1st 8.6/10.8 2nd 7.4/10.8

2nd 7.4/10.8 3rd 9.2/9.2

4th 8.3/9.9

- -you make me feel special
- -it gets people to be friends
- -I love the videos
- -getting to go up front is fun
- -I like the animals
- -it's fun being CORE Kid
- -I like learning about the animals
- -I like to treat others right
- -I like CORE it helps people get along better
- -It gives you a goal to be a CORE Kid

As you can see from the data the CORE program had a positive effect on our school and we are excited to use it next year!

This was the 7th year that the elementary school participated in "No Place For Hate". The school held a number of activities to promote diversity and acceptance. One of those examples was "Mix It Up Lunch". Also we made friendship bracelets. Each grade level got their students together in places such as the cafeteria and outside pavilion. Student picked out colored beads that went along with our CORE Essentials program. They helped each other string beads and tie their bracelets, along with making friendship posters and cards.

Many teachers continue to play The Good Behavior Game. 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.

There were 52 IST referrals this year. For each IST referral a parent interview was conducted to gain background information, help parents feel comfortable with the process, answer questions and provide support for parents.

The Angel Tree Project had another successful year helping provide gifts, food, and necessities at Christmas time to approximately 230 individual angles (students) and 15 entire families. Also I sent 35 families (125 kids) to Toys for Tots for a total of 395 children helped. The counselor also worked with families to help send children to a summer camp "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). This year we extended to the middle school and they also handed out bags. This same church also has been wonderful with helping our families in need through a program called Neighborhoods of Hope. Keeping the families name confidential I contact them and explain the need, and often they went above and beyond to help. (gas gift cards, food gift cards, home needs, clothing etc).. The counselor also had a station at kindergarten registration.

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 attended several trainings with Mike Thompson from PDE. He is overseeing and guiding us in creating, writing, and implementing a comprehensive K-12 counseling curriculum.

PSSA's, a stressful time for all, was even more stressful when the state did an unannounced visit to the middle school! At the elementary school the counselor was the testing coordinator, 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, along with planned a Pep Rally in which we surprised administration by flash mobbing them with a dance.

In April I was sent for a 2 day trainer to trainer on child abuse mandatory reporting. I am currently working with the superintendent and assistant superintendant to come up with a plan to train all faculty and staff by December 2013, upholding PDE's recommendation. A daunting task that I look forward to tackling in the fall of next year.

Sadly, Sue Flesner, the counselor prior to me that worked at Bermudian for 20 plus years (I am unsure of the exact # but thought it was 28), passed away in January. Sue was a wonderful mentor and friend. I enjoyed hearing of her adventures to far away places and sharing of ideas materials for working with children. A teacher and I are working on getting a picture and plaque made to hang outside the counseling office in memory of her and the work she did for Bermudian.

My committee was given ½ professional day to work on planning for next year and reviewing the impact of CORE Essentials. I am very appreciative of the support and time to allow the committee to work on this.

Instructional Support Team/IST

IST at the elementary school has had a successful year with continued intensive involvement with parents, students, and staff. This school year 52 students were referred to this remedial process for academic and/or behavioral concerns. Academic or behavioral plans were developed based on the needs expressed by the teacher and/or parent. For each student family interviews were conducted by school counselor, summary meetings were held, instructional strategies recommended, and follow-up plans were conducted. The principals and I meet with each kindergarten teacher mid year to review testing data and discuss academic/behavioral challenges.

The <u>Peer Tutoring Program</u> continues to be a very rewarding activity for many students grades 4 th-9th. This year 49 middle school/high schools students and 6 fourth grade students had the opportunity to tutor in the elementary school. The peer tutors who remained with the program the entire school year were invited to a luncheon and presented with a peer tutor shirt.

I conducted two parent-training sessions during the month of September.

Twenty eight parent volunteers attended the <u>Kid Writing Training Workshops</u>. The purpose of the training is for parents to gain knowledge and skills for proper implementation of the emergent writing program. These parents left the workshop with ideas, materials, and strategies to help foster emergent writers when volunteering in the classroom and helping their child at home.

Once again, this school year I have served on the <u>Adams County United Way</u>. Ready to <u>Learn Committee</u>. The purpose is to increase the awareness of the school environment for incoming kindergarten students and families for the fall of 2013 throughout Adams County.

Our Bermudian Springs community engagement group, <u>Community Partners</u>, a collection of district, local representatives from childcare centers, Head Start, and LIU preschool staff, meet once a year. This year's meeting Mrs. Black, reading specialist, explained in detail the Common Core Standards to the attendees. Traci's presentation also included suggestions for the classroom teacher.

A kindergarten transition activity, <u>Playground Night</u> was a great evening! This event is a nice way for incoming kindergarten students experience some relaxed fun

times on school grounds before attending the sessions in August. Staff is present for casual interaction, parent resource materials are available, a clown gives car rides, health snacks are served, and each student receives a book. It is a fun evening for all those in attendance!

ANNUAL REPORT

Art

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. 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 a classroom teacher states: "I don't know why he does this in your room, he never does it in mine." 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. Look: 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. 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.

Art Honors

In September 2012 BSES students in grades 2-4 were invited to participate in the PSBA Leadership Contest and use their artwork to answer the question: What Does Public Education Mean to You? There were over 1,200 entries from across the state, of which BSES had 6 winners: 1 first place and 5 honorable mentions. Congratulations to Megan Holtzinger for her First Place artwork as well as Emilio Garcia, Vivian Lamo, Ella Bloom, Briella Riley and Emma Wine whose artwork earned Honorable Mentions. In addition to winning special certificates and cash prizes, the artists also received special recognition when their artwork was displayed at the Hershey Lodge during the PSBA Leadership conference, and the top winner's artwork was also featured in the official poster & essay contest book as well as a feature article in the Gettysburg Times Newspaper, November 2013.

Third grade artist Emilio Garcia had the opportunity to create a mural on the windows of the art room this spring 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.

At the end of the school year students who consistently earned an "outstanding" on every work of art they created since the start of the school year were awarded special certificates for their "Outstanding Artistry" as well as special artist's pencils to acknowledge their achievement.

Artwork & Beyond

Artwork was professionally displayed in the art room, hallways and art showcase throughout the year. Periodic art displays were also completed in the administrative board room and in the community. In September 2012 we started a new tradition to celebrate the arts and aptitude of our students. Every month a new and amazing art display was created in our school and/or community. 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 a small certificate acknowledging and honoring them for their artwork and creativity. Throughout the nine months of the school year every student's artwork was given a place in the spot light at least one time and every student was honored for being a fine artist. I received numerous messages from parents affirming how much this meant to both them and their child. I will continue this self-esteem building tradition in the future in place of just a single intensive art show in the spring. By creating smaller venues there is better opportunity to view and acknowledge individuals while maintaining the focus on quality rather than quantity.

In June 2013 several individual works of art will be selected as 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. I hope support of *The Arts* in our school including supplies, matting and framing costs necessary to operate a well-rounded art program can continue.

During the entire month of April 2013 was an enormous art show featuring "Folk Art" created by students K-4. This coincided with spring conferences, musical events and kindergarten registration. Due to a serious personal health problem I was on medical leave from January –April, 2013 and was unable to organize and display the show this year. The art show event this year was tackled by my substitute and former student teacher Jason Sload. This was quite an undertaking as Jason is just starting to become an artist & art educator. Jason did well and I greatly appreciate his efforts. It was also wonderful to have a few "seasoned" art parent volunteers who helped along the way. Volunteers are the key to our success!

Our annual art bids, art show, in addition to the plethora of art displays and opportunities we are involved in go well over and above the role of simply *teaching*. They take many months of preparation both in and out of school. The few volunteers we have in the art room did a beautiful job helping to prepare materials, matt, label and display artwork and at times work hands-on with students as needed in larger projects. Special thanks to Mrs. Sassani, Mrs. Shank, Mrs. Harris, Mrs. Riley, Mrs. Kuhn, Mrs. Speelman and Mrs. Larson. These amazing mothers and grandmothers came in sporadically during the year as their schedules allowed to be part of the creative process. Together, our goal was and is to maintain an emphasis on quality. The new

tradition of monthly art displays and certificates will help to maintain a worthwhile educationally stimulating and inspiring art education program at BSES. I hope to develop this further, extending to an on-line BSES Art gallery next year as part of a Differentiated Supervision project. I look forward to involving my parent volunteers in this new and exciting art forum.

Bev Miller continued to be an aide in the art room and office this year. Bev is a very important part of our school. She helps Mrs. Watts complete and disburse copy work in the office on a daily basis. With Bev's help many "behind the scenes" things can be done, allowing many areas of our school's educational programs to run efficiently. I greatly appreciate Bev's help in the capacity of art aide. With the multitude of duties that extend well beyond just "teaching" art, her help is crucial to the continued success of our art program. Over the years we have worked well together as a team to be sure things run smoothly in the art department for the well- being and educational success of all students.

A great perk this year: We were privileged to work with BSHS lab assistants. Senior Cheyenne Koller worked with us for 35 minutes every Day 4 with learning supports students in a 3rd grade art class. Cheyenne was a wonderful addition to our art team. Her gentle nature was an inspiration to the students during the creative process and I am very thankful she could join us. I hope we have the opportunity for lab assistants again next year.

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.

Art Enrichment

Small groups and individual students were invited to help in the art room between classes or during recess. I also provided students and parents in all grades lists of art opportunities in the community to further their art experience. I also offered "independent art study" for individual artists to work in the art room on an assigned masterpiece or art of their choice at the end of the day. I had great feedback from Mrs. Garcia and other parents whose children elected to try it. This new forum allowed for greater flexibility to work with more students in more diverse art avenues. I prefer it and hope it can continue.

Art & Technology

The projector system and airliner were used to bring video and imagery to my students. This tool allowed "virtual art" to be shared with a large group of students, including visits to a variety of on-line museums, and virtual tours of historically, artistically and architecturally significant spaces, exploration of artist web sites, making works of art large enough for everyone to see, the capability to draw and write directly on a work of art and much more. Because every student in the school experienced art in my classroom these tools allowed the wide world of art to be opened to several hundred young minds: enhancing their art experience and education. The digital camera was used to document student artwork, displays and special art events throughout the school year. I have plans for an on-line BSES Art Gallery next year.

Art Supplies

Art Supplies for the art classes and the entire elementary school were ordered, maintained and disbursed by Bev Miller and I. Art bids were completed in January 2013 for the 2013-2014 school year. We try to manage the elementary art supplies and bid process as efficiently as possible to cover supplies for all 36 elementary art classes (over 800 students grade K-4) as well as supplies for all 36 individual classroom teachers for use in their own class projects. Additionally, I met with a NASCO art supply representative to learn about new art products. I am excited about implementing them into next year's art lessons.

During the Fall 2012 in-service I spent time discussing the elementary supply process with my art colleagues and have come up with a few ideas to handle this according to how other districts and middle and high school teachers in our own district do it in their programs.

Continuing Education

Over the past year I have participated in several art workshops and events. I completed a very inspiring Book Study on famed American artist Georgia O'Keeffe and incorporated her theories of art, nature and education into several unique elementary art lessons. I also attended a hiking workshop for educators through the PA State Park system which allowed me to think outside the box and truly connect with nature through art. I shared this experience with students during several science-based art units, focusing on nature studies, journaling, documenting and expressing in the wild. This was particularly well received by 3rd and 4th graders linking to their experiences on the AT and Nixon Park. I am also a "working artist" which allows me to stay active and

proficient in the field of fine art. I was recently honored to be contacted by several art galleries to show my artwork. This is a very rewarding experience that I am able to share with my students. Several of them even attended "Mrs. Miller's art show" and met both my artwork and my family for the first time. It is always fun to see their expressions when they realize we as teachers really do have a life outside of school.

Summary & Goals

The 2012-2013 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. Even though I was away from teaching for three months I believe this was a successful school year. I missed the students but I am grateful to have been able to attend to my health and the healing process as needed.

Art education is a key part of a student's existence and expression. I am proud to be an artist and art teacher: to have the unique opportunity to bring art into the lives of young people. I am very passionate about what I do. Knowing that as humans we all thrive in a positive, supportive, creative environment I try to provide such an atmosphere for the students at BSES. It is a blessing that every day my students are ecstatic to walk into the doors of the art room. They buzz with energy and excitement to see, hear, feel and learn something new and different; to express themselves in a totally innovative and special way and know that it is OK to just to be yourself. I enjoy helping my students learn, laugh and live through art. Within the diverse approach to art education that I have established in the art program at BSES I know my students leave here feeling happy, successful and inspired. They have tools to help them be creative and successful in the journey of life. That is a gift: to open the door for them and then let them go, watch them soar! Thank you!

I appreciate being able to work with my colleagues to teach, guide and inspire children and *our future*. I will continue to do all I can in my space, time and area of expertise to inspire and teach. I will continually reach out to others to build and maintain a strong foundation for creative education. I am dedicated and excited to continually open doorways and broaden the horizons of my student's imaginations through art!

Vocal Music

In the Elementary School this year, many resources were utilized in the music classrooms, including the textbook series, Spotlight on Music, as well as folk music collections and various Orff and Kodaly resources. LFS teaching strategies were used in several grade levels. Both Mrs. Lehn and Mrs. Swartzbaugh attended the District 7 PMEA Professional Development Day in October. Mrs. Swartzbaugh also attended the State Music Educator's Professional Development Conference in April. 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. The music textbooks provided meaningful listening experiences as the children heard selections from *The Nutcracker* and *Carnival of the Animals* as well as many others. The students also listened to several excerpts from the radio show "From the Top" which features performances by exemplary student musicians.

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. From their texts, the students also heard various listening selections including segments from the radio show "From the Top". This lead to an addition to the curriculum where the students did an in depth study of the instruments of the band and orchestra in preparation for the Fourth Grade Instrumental program next year.

The fourth graders also played recorders again this year. They continued to refine their music skills from their third grade year both rhythmically and melodically. 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, 4/4 and 6/8 meter. They studied works by master composers including Bach and Handel. They worked on developing their part singing skills as they sang several rounds and two part songs. They covered various styles of music including a brief introduction to jazz, which included the students playing a beginning jazz piece on their recorders.

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 soldiers

CW5 Brian Miller and First Sergeant Mike Ayala and the First Grade Ocean's Concert in February. The Fourth Graders performed two holiday concerts in December and the Vocal Ensemble traveled to the State Capitol to give a performance as well. The Third Graders performed a concert in March to celebrate Music In Our Schools Month. One highlight of this concert was a performance by Gary Patterson a Bag Pipe player (grandfather of Alex Patterson). The year ended with the Kindergarten May Day concerts and the Fourth Grade Vocal Ensemble Spring Concert.

Dental Hygiene Services

The following services and classroom presentations were conducted during the 2012-13 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 private dental paper. Classroom tooth-brushing demonstration. Dental Health Lesson emphasizing healthy food choices in relationship to maintaining good oral hygiene. Toothbrushes and Colgate kit with toothbrush was given for home use.

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

Second Grade-Identification of the types of teeth with emphasis in maintaining the dentition for life.

Website used for lesson from the National Institute of Health. Program called Open Wide Trek Inside.

Children made a paper model of teeth. Tooth brushing and flossing demonstration.

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.

English as a Second Language (ESL)

Prior to beginning the 2012-2013 school year 23 kindergarten students were screened. An additional 5 kindergarten students were screened after the school year began, and 3 students were reevaluated. Of the 28 kindergarten students screened, 9 qualified for English Second Language (ESL) services. Two monitored students were reevaluated and one student was reentered into the ESL program. A total of 31 students received ESL services during this school year, and 56 students were monitored. Seven students withdrew and moved from the district and 11 Spanish speaking students moved into the district (however, none of the 11 qualified for ESL services).

Title III funds once again added a new dimension of technology to our ESL program when five iPads were purchased. Additionally, funds were allotted to purchase apps. To date the apps purchased have targeted letter formation, phonics, phonemic awareness and literacy. The iPads have been used to access Study Island and the Internet. Students have also used the camera function to take photographs of objects to enhance vocabulary development and study. Notebook software lessons, the projections and the document camera continue to be an integral part of delivering quality instruction to our English language learners (ELLs).

To better incorporate academic language into the ESL curricula this year additional mini-units/lessons were added in grades 1-4. An optional unit on senses was added to the first grade curriculum. Microscopy and animal classification were added to the second grade curriculum. The units on the moon and space, seeds, weather and natural disasters were expanded for third grade, and math interventions for elapsed time and place value, decimals and fractions as well as a unit on report writing was added to the fourth grade curriculum.

Once again all students participated in our traditional Cinco de May showcase project. This project includes creating a project, and this year our projects focused on patterns and symmetry. Following the completion of the projects they were displayed in the showcase and students published a book chronicling the experience. Multiple copies of our book have been circulated among students so that each student has had an opportunity to take the book home and share it with family members.

All 31 ELLs were assessed on the WIDA-ACCESS in February and we expect the results during the summer. Additionally, we once again were notified that out students met the AMAO goals.

I have greatly appreciated the opportunity to attend professional development workshops this year. Especially valuable was the 2012 WIDA Amplified ELD Standards Debut in Boston. The focus was on the WIDA ELD Standards and common core. I especially appreciated the sessions on advancing academic language and encouraging higher level thinking.

Gifted Seminar

During the 2011-2012 school year, sixteen BSES students, thirty-six BSMS students and twelve 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 participated in a seminar enrichment unit focused on other numbering systems including Roman numerals, binary, Mayan numeration, and American Sign Language for numbers 1-20 and basic math symbols. Each student also worked to develop an original, non-base ten numbering system with original symbols and organization.

Marking Period 2: Students studied Shakespeare's world including an investigation into several careers and jobs during the Elizabethan era and summarized the kind of work and products created by several different professions in a small flip book. Students also researched dress and clothing in the Elizabethan era using the iPad and created an outfit for a paper doll to show and explain the kind of clothes that would have been worn. As we moved to looking at some of Shakespeare's written work, students were able to understand and follow the complex plot lines of plays such as Romeo and Juliet and Hamlet. The students visited the FCS room in the middle school to cook an Elizabethan Christmas feast and also put on an adapted version of Hamlet to cap off this exciting unit!

Marking Period 3: The seminar students focused on a study of the Ming Dynasty during this marking period. Students studied the various technological, scientific, mathematic, literary, and architectural, achievements of the era. Some of the historical topics studied include the Ming treasure boats, the Great Wall of China, the Forbidden City, and the great Canal.

Marking Period 4- Students studied all about Caves throughout the fourth Marking Period. A highlight of this Unit was a Field Trip to Indian Echo Caverns in Hummelstown. During the duration of this unit, Students were able to participate in a long-term scientific inquiry project. By creating a hypothesis, students were able to think about which solution of baking soda dissolved in water created the best stalactite and or stalagmite. Each time seminar met, the students would journal about the changes that occurred to each solution. Students were also able to research about various types of cave formations in a group project. Through the use of iPads, students were able to research formations found in caves. Students were also able to learn about the various types animals which live in caves. Students created a bat with a partner. The bat had different facts that were written on note cards then suspended using yarn. Art was integrated into this unit through a student exploration of the Lascaux Cave Paintings found in France. Students were able to virtually tour the caverns and view the different primitive paintings that are found on the walls of the caverns. Finally, Students worked to create a "mini-museum" artifact and accompanying information.

A total of seven 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 worked through the Junior Great Books program and were exposed to classical works of literature, and engaged in meaningful discussion and analysis on that literature.

A total of six 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. Three gifted students were also serviced one to two times a week (depending on needs) to develop math skills at an advanced pace.

A total of eight 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.

Debate: Students worked in teams assigned to propose or oppose a statement to prepare for an organized, highly structured debates. Students rotated throughout the marking period into various research, leadership, and speaking roles for a total of four debates. Students selected by their peers then participated in a web debate competition with a gifted debate program from Exton, PA.

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.

Ancient Egypt: Students studied the history, art, religion, society, and mathematics of Ancient Egypt through an interdisciplinary unit that included many hands on projects. Students had the opportunity to build off of their background knowledge from their regular education science curriculum and further expand their understanding of the time period.

<u>Literature Study:</u> 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.

Chesapeake Bay: During this unit, students studied about the vast area which the Chesapeake Bay reaches. Students worked in a group to evaluate their understanding of the Chesapeake Bay prior to learning about the Bay. Students completed a Microsoft PowerPoint Presentation on various creatures that call the Chesapeake home. Although the weather was not ideal, Seminar Students participated in the Laurel Lake Field Trip. All students were able to perform a stream study, assess water quality, learn about the geographic features of the bay, and canoe on Laurel Lake. After the Field Trip, students worked to research one of the types of habitats found within the Chesapeake Bay. Finally, students worked to highlight one of many issues facing the bay.

Creative Writing: Students worked to either brainstorm a piece of Creative Writing, or continue adding to an existing written work. First, the students established writing goals for the marking period and selected an area for improvement. Then they followed a self-made schedule to work towards the completion of the story. Students had two conferences with the Gifted Teacher to determine progress towards goals. During a conference, the students would assess themselves and receive a score from the teacher. Many students worked towards creating a futuristic novel. Other students created works of historical fiction set in WW II. Finally, students discussed publishing their work on the website lulu.com which enables users to upload literary works. Individuals can then buy the various titles from the website.

High School:

<u>Symposiums</u>: 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. One Symposium was even led by a high school Junior. Topics for the school year included:

- School Nutrition
- Gun Control
- Development of the Space Program
- Conspiracy Theories

- A Q & A with the chairs of the county Republicans and Democrats focused on the November, 2012 elections
- Separation of Church and State

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.

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

Middle School Principal

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 2012 - 2013

Many of the middle school goals this year revolved around our school improvement plan. The overarching goal of our plan was and is to increase student achievement on math and reading. Our plan was started when we voluntarily took part in the 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 action steps in our plan during the 2012 – 2013 school year.

Math Coach – Mr. Cicioni worked directly with all of our math teachers for several days. He observed them in their classroom, provided personalized feedback for each teacher and developed a training protocol based upon our most pressing needs. He worked with all of our teachers in the following areas: 1) encouraging more writing in the math classroom, 2) experiential problem solving – having the students figure out the method best suited for them on how to solve problems – multiple methods of problem solving in the math classroom, 3) increasing the rigor in our math classes and 4) differentiation, meeting the needs of all of our students.

Homework Lab – We offered time, each Tuesday and Thursday, from February to April 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 17 students at

each after school session. We are planning on continuing to offer the homework lab during the 2013 – 2014 school year.

Literacy Coaches – Our reading specialists began the process of being trained as literacy coaches.

School Improvement Plan 2013 - 2014

We submitted a budget and it was approved for school improvement grant monies to be used during the 2013 – 2014 school year. The primary expenditures for our school improvement budget will be to add new technology in the form of (2) mobile computer labs, purchase of a math and reading assessment program, provide direct professional development to our reading and math teachers, to continue with our homework lab time after school and continue with our math coaching initiative. As part of our math coaching initiative, it was recommended that we begin to create common assessments. All of our math classes will be administering common assessments by the end of the 2013 – 2014 school year. Middle school math teachers have already written the common assessments for the first marking period of the 2013 – 2014 school year so that they can begin the year with the ability to pre- and post- assess with common assessments. The data from our common assessments will be used as a basis for follow up with our math coach and as discussion topics for data day and team meetings.

Reading Comprehension Assessments

We continued to provide individualized reading comprehension assessments to our middle school students. Students in fifth and sixth grades were administered the Fountas and Pinnell comprehension assessment this year. Students in seventh and eighth grade who demonstrated the need for additional reading supports were given SRI's (Scholastic Reading Inventory) and provided individualized reading assistance during class time and were pulled for individualized assistance. Teachers utilized the F & P and SRI data to selectively or flexibly group their students by ability to better meet the needs of all students in reading and Language Arts classes.

Reading Specialists

The middle school has two reading specialists dedicated to improving the reading comprehension abilities of all of our students but with a primary focus 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. In the past, 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'. A part of our school improvement plan during the 2012 – 2013 school year was to rework how our reading specialists are being utilized.

During this school year, Mrs. Small and Mrs. Durbin were trained as literacy coaches in the cognitive model utilizing a gradual release method. The goal for the 2013 – 2014 school year will be for Mrs. Small and Mrs. Durbin to work directly with all of the middle school language arts teachers and provide direct, pedagogically appropriate, classroom methodologies and reading strategies to improve instruction for all of our students. Mrs. Small will still provide intensive pull out direct instruction with our 5th and 6th graders who are struggling and reading below grade level. Mrs. Durbin will continue to work directly with our 7th and 8th graders who continue to read below grade level. We will continue to use our 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 2013 PSSA results. Our reading specialists planned and executed the second 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. The information was analyzed from our 4Sight and CDT benchmark assessments, F & P and SRI data, and PVAAS longitudinal data during data days. A team of teachers attended PVAAS training at the LIU this year. The 4Sight and prior PSSA data has been extracted and disaggregated to be shared with the staff so that we can continue to uncover the reasons why some of our students are not meeting proficiency on end of year exams. A

school improvement team of teachers was asked to determine reasons and develop a school improvement plan for our special education subgroup specifically but with a focus on increased achievement for all in reading and mathematics. The plan was developed and approved through the Intermediate Unit this year. We will continue to use the aforementioned data but we are also hoping to utilize Renaissance Learning data in reading and math during the 2013 – 2014 school year. Data analysis continues to be an integral part of the refinement of our school improvement plan and drives how we change our instruction.

Learning Focused Schools

This was the fifth 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

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 fifth year utilizing the online grading access and all teachers are trained and updating their grades on a weekly basis.

2013-2014 Goals

My goals for the 2013-2014 school year will be:

- To ensure implementation of our school improvement plan.
- To oversee the implementation of our school improvement budget that was approved in May 2012. Mr. Fleming will work directly with me on the implementation of this grant money.

- To continue analyzing data to drive decision making particularly PSSA, formative, diagnostic and benchmarked data from our new math and reading assessment program.
- To study the impact of the increased math time in 5th and 6th grade.
 Students in 5th and 6th grade will have a double period of math during the 2013 2014 school year. The final result of this will be determined by the amount of Everyday Math content is covered and when we receive our 2014 PSSA results.
- To examine and provide 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. Placing students into higher levels of math creates master schedule conflicts which need to be discussed and addressed. 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.
- To examine the impact of having our reading specialists trained as
 Literacy Coaches. How are they being used during the 2013 2014
 school year and how has their training impacted how they interact with our
 Language Arts teachers?
- To examine the impact of reducing the number of team meetings. We currently have two team meetings for each of our 5th and 6th grade teams.
 We will incorporate the teams so that each team of teachers meets only once each cycle in 5th grade and once each cycle in 6th grade.
- To work with Mrs. Umbaugh and incorporate the Core Essentials program in the middle school. This program was started at the Elementary School during the 2012 2013 school year. We would like to offer the same program to middle school students as they transition from the ES to the MS. The monthly traits will also be used to provide direction to our student of the month recognition.

Assistant Principal

Mark Fleming

Discipline

Office referrals were documented as described below.

Grade	Pink Slips	Bus Referrals	Total	Avg. Day
5 th	101	14	115	0.64
6 th	101	20	121	0.67
7 th	124	10	134	0.74
8 th	324	33	357	1.98
Total	650	77	727	4.04

Attendance

The average daily attendance for the year in the middle school was 94.75%. The totals for each grade level are 5th – 94.76%, 6th – 94.88%, 7th – 94.57%, and 8th – 94.79%. The middle school prides itself on encouraging students to become active learners. We believe the first step is for each student to attend school on a regular basis. This past year, the middle school continued to monitor student absences so that NCLB 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. Terrence McClain, Retired United States Army Colonel, was the guest speaker. The colors were presented by the East Berlin V.F.W. As always, many local veterans and parents attended the assembly.

Counseling

Jacqui Null Sherri Umbaugh

Individual Counseling

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

Peer Tutor Program

Approximately 55 students participate in our Peer Tutor program at the elementary school. The tutors work with students showing academic needs. Students work closely with elementary classroom teachers. Students should be commended for the time they give to their younger peers.

7th Grade Girls & 7th Grade Boys Conference

Our 7th grade girls participated in the 9th 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.

Peer Helpers Program

Twenty-three 7th grade students participated in the peer helping program. Students had training sessions learning to deal with helping others, decision making skills; self esteem, and bully prevention. Student programs focused on No Place for Hate and diversity during the first semester. Activities also include, Make a Connection day, Sock it to Drugs – crazy sock day, Mix it up at lunch day, and A No Place for Hate door decorating contest. Peer Helpers also sponsored a dance and were guides for orientations for the incoming 5th graders. Peer Helpers collected approximately 3,000 food items during our Feed a Friend marathon at the Christmas holiday. Students also volunteered to help with the Holiday House program sponsored by the elementary school PTO.

Fourth Grade Orientation

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

Ninth Grade Orientation

Eighth grade students were introduced to the high school through a guided tour of the High School building. During this tour students were able to ask questions of teachers and students. An evening orientation and scheduling meeting was held in March which provided parents and students the opportunity to meet the principal of the high school, hear from teachers about the classes offered, and learn how the scheduling procedures in the high school are conducted.

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 4-sight tests, Pennsylvania Assessment Tests in Grades 5-8, a PSSA Writing Test Grades 5 & 8, PSSA Science Test Grade 8, and an Algebra Keystone.

Student Assistance Team

Counselors facilitated SAP team meetings. Participants included teachers, administrators, and counselors. Intervention was implemented for 20 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 18 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.

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 2013-2014

<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.

<u>Small group counseling</u>-Continue small group counseling sessions dealing with divorce issues and teen issues. Also develop a group to help student's better focus in their classes so they have the tools to be more successful.

<u>Bully Prevention/Character Education</u>-Promote an anti-bullying atmosphere throughout the school and utilize peer helpers to teach coping strategies to students in need.

Promote diversity through the "Core Essential Values" program.

<u>Peer Helpers/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 students.

Reward and Recognition programs- Implement programs that reward and recognize students for academic and social successes in school.

Grade 5

General Information

This year again we were arranged into one three-teacher team and one four-teacher team. On each team, all teachers taught language arts. On the three-teacher team, one teacher taught math, science, and social studies. The four-teacher team had one teacher who taught each of the following: math, science, social studies and English. The students continue to be grouped heterogeneously for language arts.

Language Arts

Tanya Harbold
Bradly Fry
Chris King
Melissa Deitz
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. We participated in the *Gettysburg Times* Design an Ad Contest. One student in each class won the Design an Ad contest.

4Sight was given three times, and the results were utilized to facilitate instruction. We emphasized certain skills, like figurative language, inferences, and writing based on the results on these tests.

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

Science

Chris King Christy Chladny

In science, as in the past, 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. 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

Tanya Harbold Melissa Deitz

We started with the Overview Chapter and introduced the students to the concepts included in the textbook. We worked through explorers, colonization, the Revolutionary War, the establishment of the new government in the United States, westward movement, and the Civil War.

All 5th graders visited Valley Forge as part of their social studies curriculum. We began our exploration of the park at the visitors' center where the students watched a movie about the soldiers' experiences during their time at Valley Forge. The students then had a guided tour of the park with interpretive presenters. The tour included visiting the bunkers the soldiers built and lived in during the winter of 1777 and the home Washington used as his headquarters. They also toured two museums, one at Washington's headquarters and the other at the visitor center. We look forward to traveling to Valley Forge again.

Ms. Harbold and Mrs. Deitz worked together and separately to incorporate LFS principles into our units. Next year, we should be able to expand on those beginning stages. We were also able to utilize Discovery Learning videos and other media on the projector systems.

Math

Bradly Fry Lynne Miller

This was the eighth year of utilizing the Everyday Math curriculum. We continue to utilize more of the strategies and skills in our classroom instruction. Extension activities were also incorporated into lessons. Hands-on activities have been implemented into math units of instruction including measurement, fractions, and number trees. Our 42 minute math block resulted in curtailment of some of the extension activities. 4 Sight testing was conducted three times this year in preparation for PSSA Testing.

ANNUAL REPORT

Grade 6

Language Arts

Amy Miller Deb Hill Deb Waltemyer Kendra Gilliam

This year, all 6th grade language arts' goals were geared towards the PSSA and aligning our teaching to the state standards for reading and writing. This year we began the draft writing process of our curriculum that is geared towards the state standards. We continued to implement the Houghton Mifflin reading program with adjustments in the order in which we teach the program to meet the standards and prepare our students for the PSSA's. This series concentrates on six basic reading strategies: summarize, monitor/clarify, question, predict/infer/evaluate, phonics/decoding. Along with these strategies, there are skills that are emphasized such as compare/contrast, sequence of events, text organization, categorize/classify, cause/effect, story structure, main ideas, topics, supporting details, genres, fact/opinion, drawing conclusions, making inferences, judgments, and generalizations. Standards and strategies are incorporated into all lessons. There continues to be seven language arts groups.

The teachers found that the English program needed to be supplemented with added grammar activities. The 6th grade English curriculum is geared towards students becoming proficient writers. Activities in grammar are utilized to provide a base to improve the quality of student writing. After taking the 4 Sight test twice this year and testing the students with Fountas and Pinnell reading series, the sixth grade teachers worked with the anchors and standards to determine each student's weaknesses and needs. We added more vocabulary lessons and other skills as needed. We used the Leveled Reader books with the Houghton Mifflin reading program to practice necessary reading skills at varying ability levels afford each student an opportunity to learn and experience success while reading. Students have the opportunity to work independently, in cooperative pairs, in small groups, and as well as, whole group instruction throughout the year.

Goals for 2013-2014

- The overall goal for 2013-2014 will be to modify and enhance lessons through both differentiated instruction and learning focused techniques in order to achieve our state standards.
- 2. Our reading goal will be to continue supplementing the <u>Houghton</u> program to limit its weaknesses and differentiate our instruction as needed.
- The writing goal is to have students become accomplished writers on all types of writing pieces such as narrative, expository, persuasive, descriptive, and poetry.

Science Anthony Pepoli

The grade six science curriculum for the 2012-2013 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 textbook links, and an active teacher website with web links allowing students to preview and review content throughout the entire year enhancing instruction to a large extent.

Students in grade six were divided into two separate teams. Mrs. Smith taught 4 sections and Mr. Pepoli taught 3 sections. Classes were held every day for a 42 minute period.

Grade 6 content included but was not limited to: "The Nature of Science", Scientific Measurement (International System of Measurement a.k.a. Metric System), Astronomy, Geology and Hydrology. 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 2013-2014

- 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.
- Continue to implement technology to enhance teaching.
- Continue to inventory, update and replace the science equipment (lab equipment).
- Attend professional classes and workshops related to teaching techniques, class management and the changing face of education.
- Attend classes and workshops related to teaching meaningful and well designed lessons in the areas of science & technology.

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 2013-2014 will be to include higher depth of knowledge questions in unit plans and enhance differentiated instruction with varied project choices for students.

Mathematics

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.

Goals for 2013-2014:

- To incorporate the fundamental math skills in some of the lessons not covered by the Everyday Math Program.
- To analyze the 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 tests to fit the standards and prepare for the PSSAs.
- To plan and implement more activities to review for the PSSAs.

Grade 7

Language Arts Donna Senft

Students wrote to inform, explain, entertain and persuade this year. About a third of my students participated in the Patriot's Pen essay contest, writing an essay expressing their opinion on this year's theme. All classes researched a famous author, utilizing their skills in note-taking, paraphrasing, outlining, citing sources, and synthesizing information into a well-written report that reflects state writing standards.

Students were given creative options for book reports this year. They could create a commercial for their book or design a greeting card that one character would send to another. The card must contain a handwritten note that will somehow change the plot. A book talk or speech was also an option which gave students exposure to some good books their peers were reading. We will be using Renaissance Learning next year which will probably change the book report format.

Mrs. Durbin, our reading specialist visited my room several times this year. She supplemented my classroom lessons by using creative activities to develop reading strategies and test-taking strategies. Students also worked in groups to learn how to spot context clues in sentences, propaganda in the media, and plot development in literature.

Many short stories and non-fiction pieces were read and literary elements were extensively taught. We once again read the two act play A Christmas Carol and learned about Charles Dickens and Victorian England. This year we also read Wilson Rawls' Where the Red Fern Grows. Next year I plan to have students read a short adaptation of The Odyssey that will correspond with Mrs. McGlaughlin's history class.

Language Arts Mr. Neff

This was the second year that a language arts curriculum was implemented into the 7th grade curriculum. 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. I also had them write in various formats,

including writing a biography of a classmate. Finally, the students completed a research project of a biography of a famous figure in sports.

Next year, I plan to continue what I started this year but add more grammar units, along with more writing activities. I am also looking forward to the change in class makeup from homogeneous grouping to heterogeneous grouping.

Science Danyelle Kaiser

Seventh grade science began the year by revisiting the foundations of science including "Scientific Habits of Mind" and "Scientific Methods and Tools". Students collected leaf specimens and compiled them in a bound book for a leaf identification project that was completed later in the year. Students also were instructed in the planning stages of the annual science project which would be completed and due in the second marking period.

Marking periods two and three brought heavier content with the study of "Cells and Heredity". Students built cell models to learn the parts and functions of plant and animal cells. They used microscopes to practice their observation skills while examining differences among several types of cells, as well as individual cells throughout the cell cycle. They also played simulation games to help them understand how traits are passed down from parents to offspring. Classes discussed real-world applications of genetic technology such as genetically-modified foods and the pros/cons of such applications. Science projects were due during marking period two just prior to the holiday break.

Following the heavier content which was often more challenging for the majority of students, we lightened up the springtime with our study of "Life Over Time" where students completed a "Species Over Time" poster project which included researching an endangered or extinct species. We used the study of different species as a launch into our study of the "Diversity of Living Things". We spent the last several weeks of the school year learning about how scientists classify the diverse organisms in the world and the different groups and sub-groups which make up the classification system. During this time, students used their knowledge of classification to use a dichotomous key and identify the leaves they collected earlier in the year. They continued their study of diversity by learning characteristics of the six different kingdoms and a more detailed

look at, specifically, the animal kingdom, in which the culminating activities were dissections of both a worm and a frog—the highlight of most of the students' year!

Highlights...

- Several 7th and 8th grade students placing in our building science fair and a small group of them qualifying for the larger, more prestigious Capital Area Science & Engineering Fair (CASEF).
- Out of 10 projects taken to CASEF, our students took: 2 1st places, 4 2nd places and 3 3rd places, some special awards and an overall category award...
 an excellent job by all students and a proud science department!
- Several 7th and 8th grade students participated in our local Adams County Envirothon to show their knowledge and ability to learn about the categories of Aquatics, Wildlife, Soils, and Forestry. Students came home with the following awards: 3rd place in Wildlife, 2nd and 3rd places in Soils, and a 4th and 5th place in Forestry. All of our students who attended placed in one of these categories and took home an award.

Goals...

- Continue to work to align standards making sure all content is taught and there
 are no "holes" between grade levels and content taught prior to testing (ongoing).
- Prepare for and become knowledgeable about common core and the changes that will impact the science department during this transition.
- Continue to work closely with our HS colleagues in order to better support the future science instruction that our students will be receiving.
- Strengthen our science project and Envirothon projects and performances.

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. Mrs. Durbin, reading specialist, made a concerted effort to visit

our Reading & Writing classes, as well as our History classes, enabling better follow through for comprehension in the classroom.

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. Additional access to electronic devices is needed.

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 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)!!

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 reevaluate the effectiveness of my daily homework assignments and increase the amount of writing that I ask my students to complete.

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.

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.

Grade 8

Language Arts Nicole A. Bond

This year in 8th grade Language Arts, students completed three major writing assignments. These assignments consisted of a contest essay on public education, an open topic persuasive essay, and the Career Research Report (in collaboration with my student teacher). Students kept a portfolio of their work in the classroom to refer to for improvement, and the writing folder was sent to the high school at the end of the year. Several students won accolades this year in the VFW Patriot's Pen contest, a poetry contest from Martin Library, and the Legion writing contest in the spring.

Students studied various literature pieces including a selection of poetry and American stories with a focus on theme from the Prentice Hall Literature book. Students read *The Hobbit* by J.R.R. Tolkien as their major novel with a focus on the development of the hero using Joseph Campbell's stages of a hero – a new Common Core aligned unit I created this year. Students also read the play *The Diary of Anne Frank* by Albert Hackett and Francis Goodrich out of the literature book, focusing on tolerance.

Professionally, I began writing the language arts curriculum for 8th grade this year, aligning all instruction to the PA Common Core Standards. This is a lengthy process which will continue into next year. Next year, my goal is to rewrite and continue to align several of my units, creating a theme of "Heroes" which will continue from the fall into the spring, and it will hopefully include links to the "Congressional Medal of Honor." I also participated in a book study this year on Kelly Gallagher's *Deeper Reading*.

Science Kami Nicholson

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 this year. 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. Also, by reviewing the basic science concepts this creates a nice transition into completion of science fair projects.

As a way to help prepare the students for the science PSSAs, the students were given a word of the week that they were quizzed on every cycle day one. In this way, students were exposed to terms that they were unfamiliar with and would see on the science PSSA. Some of these vocabulary words were then discussed later in the school year. This allowed all students to have some background knowledge into different topics we were discussing. 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 think it 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. Next school year, we will continue to have students complete required science fair projects.

Social Studies Derek Fissel

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, conducting a detailed investigation of Washington, Jefferson, Madison, Jackson, and Lincoln as presidents, and holding a mock election in November for the entire 8th grade for the office of the President of the

United States of America. Next year, we are looking forward to participating in the National Geography Bee.

Mariele Q. Sipe

This year has been a huge learning experience! Since this summer, I have been involved in the process of writing our school's Algebra Curriculum with the new PA Common Core Standards. The process is ongoing, but it has been challenging at times. I am so glad to have had the opportunity to be a part of this committee and was able to work with wonderful individuals who are dedicated to the district and who aim to do what is best for our students and our school. The experience has been positive, and I am glad to have had an influence on the curriculum for our district. This school year, I have revised each unit and lesson, aiming to change the level of questioning and focus more on the depth of knowledge within each lesson. I truly feel this has helped my students' abilities to get to deeper levels of understanding and greater levels of achievement inside the classroom. By keeping the standards as a central focus this year, I have created more project-based learning activities and implemented new practices into my classroom.

Students enrolled 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. With the new standards, 8th grade Algebra is to also incorporate some Geometry concepts. This was accomplished through exposure to a Mini-Unit on Geometry (Pythagorean Theorem, deriving and using the volume formulas for three-dimensional shapes, and geometric translations). I was excited to teach this Mini-Unit, as it was something new and exciting – to ALL of my students and to myself!

Those students who were in the Algebra IB course covered Units 1-5 (textbook references – Chapters 6 - 8, 10 - 11) and also the Mini-Geometry Unit. The topics that we studied include the following concepts: systems of equations and inequalities, exponential properties, exponential functions, simplifying radical expressions, factoring polynomials, simplifying rational expressions and functions, and working with radicals. The math sequence was changed this year, so these students will transition from

Algebra IB to Geometry instead of taking Algebra II as freshmen. With this change, I have spent the last few weeks previewing a few Geometry topics that the High School math teachers suggested. It has gone over well and I think they are excited for next year's classes!

A main focus this year has been to prepare all of my students, especially the Algebra IB classes, for the end-of-course exam, the Keystone. I feel that all of my students were copiously equipped to take and succeed on the PSSA's and the Algebra 1B students were well-prepared for the Keystones this year. Using the Standards Aligned System (SAS) to retrieve practice problems/ideas and also using the information acquired from the results of the CDTs (Classroom Diagnostic Tools), I was able to create multiple reviews and practice packets. My classes worked through these either individually or in cooperative groups. I was also able to use the CDT data to organize and group students according to their strengths and areas of need with the standards. This worked really well!!

This year I participated in a book study with other faculty members and administration. We read the book *Faster Isn't Smarter: Messages About Math, Teaching, and Learning in the 21st Century* by Cathy L. Seeley. I enjoyed reading this book's messages, as many of the sections had relevant topics, providing information and insight on current issues in education. Not only was I able to have worthwhile conversations among my book study group, but I was also able to reference learned information from this book during discussions in my night class at Shippensburg. It was nice to work with other math teachers, as we rarely get the opportunity to discuss our thoughts and opinions about up-to-date issues regarding education and the math classroom. Next year, I am going to work with the other 8th grade math teacher and the two 7th grade math teachers to create common assessments for our courses. We have already begun working on the first unit this year, but I am excited to have the chance to collaborate with them as part of an on-going process!

A goal from last year was to incorporate more non-routine, "deeper-level thinking" activities into my club "Brain Teasers". My students from last year enjoyed these challenging problems so I continued them this year! Club time this year consisted of

problem-solving activities, where math and logic were needed for success. Each month had a different theme, as well. I will continue this for next year.

Another personal goal of mine for this school year was to have math composition books for each student. This was the result of having the Math Coach visit our school and each math teacher's classroom in October. He provided very valuable suggestions, such as incorporating writing prompts into my everyday lessons. With my Algebra IA classes, the types of writing prompts that we completed were more descriptive/procedural, whereas the Algebra IB classes had more prompts that were procedural/conceptual. I feel that having the students explain their writing and thinking to each other has helped to solidify certain concepts for some and even made "things click" for others. With ALL of my classes, there was a noticeable increase in active student engagement, discussion, and overall classroom discourse. I believe that the writing implementation in math was another advantageous tool that has helped students think on a deeper level, and hopefully will continue to help them in their future understandings of mathematical concepts.

Pre-Algebra/Algebra 1A

Sandy Matter-Smithson

During the 2012 - 2013 school year there were two events that influenced my thinking about mathematics teaching. The first was meeting with the math coach, Steve Cicioni. The second was reading the book Faster Isn't Smarter by former NCTM president Cathy L. Seeley. Though there was much information presented by both of these sources, the main point that they both stressed, and I found most compelling, was the need for authentic, challenging problem solving opportunities at a level appropriate to the students being taught. Because of the time involved in finding or developing these activities, I was not able to incorporate many new problems than I had in the past. It is my plan that I set the tone in my classroom for the new school year by incorporating at least one problem-solving activity within the first two days of school, followed by many more on a regular basis afterward.

Another 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 is another change I intend to incorporate into my instruction within the first few weeks of the new school year. I think this can be even more effective next year if I start it early on in the year. I have an additional advantage in the fact that the students that I am receiving come from teachers who attended the same math coaching as I did, so they already have the experience of writing about mathematics.

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 and read the announcements in a foreign language which 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 had a student teacher for the fall semester which was very enjoyable and an educational experience for me. I learned that I need to become more comfortable with technology to keep up with the new teachers coming out of college. Overall I thought being a cooperating teacher was a valuable experience and would like to continue doing this. 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. This year I continued to help prepare the students for several questions of the math PSSA's in the areas of calculating discounts, leaving tips and talking about wages and calculating interest over time. I still do not feel 100% comfortable with LFS but am working towards being more comfortable. The practical arts awards and 8th grade awards are awards I specifically presented this year. As far as last year's goals I am continuing to align the FCS standards and requirements. I felt like I was starting over with learning about Common Core and how FCS fits into the new Common Core standards. I added a couple of new things to the money unit, it continues to be the unit the students usually have the highest grades on for the final test. I know that the sewing machines cost us some money this year, but for next year I am looking into ways that I may be able to use the sewing machines in the recycle and reuse standards.

For next year, I would like to continue to increase my knowledge in the area of technology and working on aligning my curriculum with FCS standards. I am looking at trying to bring in some new materials at the high school level for relationships and some new information on fast food and nutrition to the middle school. I would love to be full-time at the middle school. I enjoy experiencing the excitement of the students as they learn to sew and cook.

Learning Support

5th Grade Learning Support

Aimee Miller

I served as the 5th grade learning support teacher for the 2012 - 2013 school year. I taught replacement language arts 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 our Read 180 program. This program consists of four 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 three week introduction period and nine workshops or units. As a class we completed the three week introduction to the program and four workshops. Next year, in 6th grade, they will finish the last five workshops in stage A. The theme in workshop one was Fires out of Control and the focus was main idea and details and writing an expository paragraph. The theme in workshop two was Coming to America. The focus was sequencing and writing a narrative paragraph. During workshop three we focused on story elements and wrote a literary response, the theme was Bud, Not Buddy. The final workshop was Bullies Beware, where 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 Everyday 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 really enjoyed this part of the class.

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 modifications for my learning support students. I helped 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 Learning Support

Jessica Seighman

During the 2012 - 2013 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 5 to my math class. We finished the first book in the program and two chapters 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 on 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 Reading time this year, I was able to include lessons from the 6th grade English book. This helped my students learn more grammar and language skills. When given appropriate modifications, the students could complete the PSSA review activities. My students made huge gains in their reading levels this year.

I provided inclusive support to special education students in 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 Learning Support

Michele Murren

During the 2012 - 2013 school year, I served as the Learning Support teacher for the seventh grade team. During the first 16 weeks of school, I was on a sabattical completing a Master's Degree in School Counseling from Messiah College. I returned to my classroom the week before Christmas break until the end of the school year. 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 adequate 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 materials such as PSSA prep 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. 4-sight 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 the largest group of students I've ever had in my twenty-three years of teaching. A group this large can pose many challenges with their varied abilities and needs. 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.

8th Grade Learning Support

Tara Foster

During the 2012 - 2013 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 small change in my schedule was in my inclusion time for science and social studies. This year instead of having all the learning support students in one section where I would attend daily, the students were split among two sections of science and two sections of social studies. I found this to be a great adjustment to my schedule. Having smaller groups of learning support students in a class helped create both a better dynamic in the classroom, as well as giving me the chance to provide even a higher level of support to those students who needed extra accommodations. It also

helped build some more independence to those learning support students who did not need much extra support from me. We are planning to continue this method of splitting students in their regular education classes next year, as it was a success this year.

This year was my second year participating in a book study with a group of my colleagues. I worked with a similar group of teachers as I had the previous year. This year we read "Deeper Reading". This was another book by the author we read last year, Kelly Gallagher. This book covered an extensive amount of strategies to use in the classroom. The strategies were focused on higher level thinking skills, and although many may be above the level of readers I work with in my replacement class, I did find a number of ideas to try to incorporate.

Next year, I will be participating in my third book study. I will be working with a different group of colleagues next year and will have the opportunity to get some different perspectives. I am looking forward to collaborating on strategies with these teachers.

MIDDLE SCHOOL

ANNUAL REPORT

Reading Specialists

Reading Department

Julie Small Marilee Durbin

At the beginning of the year, all 5th and 6th graders who did not test out of Fountas and Pinnell during the 2011 – 2012 school year were given this assessment. We changed and improved the process this year. Students were assessed in reading comprehension in both fiction and non-fiction during the year. F & P assessments were administered by a "sweep team' which consisted of reading specialists, the reading aid, administration and substitute teachers who received training in the administration of the assessment. The instructional reading levels were used to form groups of students with similar reading abilities, strengths and needs. This information was also used to develop the roster for reading intervention groups with the reading specialists. In the winter, all 5th graders and 6th graders who did not test out of Fountas and Pinnell were reassessed. The instructional reading levels were again used to form groups for reading instruction.

All 7th and 8th graders were assessed in the SRI (Scholastic Reading Inventory)
Assessment, which is part of the READ180 program, in the fall. This assessment provides a lexile score. This information was used to develop a roster for reading interventions with the reading specialist. The students were again assessed with this tool in the winter, hoping to see growth in their reading ability. Students that were in the reading intervention group were assessed two more times before the end of the year.

We began Literacy Coach training at the end of October 2012 with Carrie Soliday, an employee of the Lincoln Intermediate Unit #12. We also supported the students and faculty by planning a PSSA assembly, creating and hanging signs with test strategies, and planning a motivating reward system to help students try their best on the PSSA test.

5th & 6th Grade Julie Small

This year Mrs. Small continued to help 5th and 6th grade teachers differentiate their Language Arts classes. Each Language Arts class was broken into three levels. A skill or comprehension focus was chosen, and literature was matched to each reading level. In addition, Mrs. Small met with the weakest readers for an intervention time during their 7th period resource. Mini lessons were selected to meet Pennsylvania State Standards, students read books that matched their level and they worked with the Read 180 computer program.

7th & 8th Grade Marilee Durbin

This year, Mrs. Durbin continued with the co-teaching role, pushing into content area classes, Language Arts classes and the 7th grade Reading and Writing classes. During these opportunities, she demonstrated reading strategies and test-taking techniques. Mrs. Durbin met with at risk 7th graders during the Reading and Writing classes and met with the at risk 8th graders during resource for reading intervention using the READ180 program.

Goals for 2012-2013

We are looking forward to the purchase of our new reading assessment, STAR, and reading incentive program, AR. This will be a reading assessment given to every student in the middle school, at least twice a year. This will give us the opportunity to see reading growth in every student in a consistent and pervasive process. This new tool will be used to form groups of students with similar reading abilities taking into account their strengths and needs. Intervention groups will also be created so that they can work directly with the reading specialists. Reports will be sent out with student report cards following each assessment.

The reading specialists will also be continuing their development as strong Literacy Coaches. Their focuses for the new school year will be on CLOSE Reading, and 12 Powerful Words. Mrs. Small and Mrs. Durbin will be modeling each process in the content classes throughout the year and will be following the Cognitive Coaching Model. Another focus will be to devise a writing rubric that will simulate the rubric used for the PSSA. It is another effort to make the middle school more consistent and help raise student achievement.

ANNUAL REPORT

Health and Physical Education

Kelly Reider Jackson Grim Tom Flaherty

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

Middle School physical education classes experienced various team and individual sports, dance and physical fitness activities. The Turkey Trot, our annual cross-country race was held in the fall with more than 120 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.

Forty-four girls and fourteen boys earned either the National or Presidential Fitness Award this year. The national trend toward obesity and an inactive lifestyle is affecting our student's performance in fitness testing and this is a prime reason 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 is expensive.

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 were hoping to have one order session each year for uniforms, but this is proving to be difficult. We held three order sessions this past year (September, December, and April.) We will attempt to have two order sessions next year, one to be done about half way through the school year (close to December/January 2013 - 2014) and another at the end of the school year to prepare for the upcoming school year. Current fourth graders have already put in their orders and we are hoping to be ready for them to start their fifth grade year with a uniform. Hopefully this can be the trend for each year.

The BMI testing results done by our school nurses showed a disappointing trend. The middle schools overweight/obese percentage came out to 40%, which is a 4%

increase from last year. The breakdown of those percentages had our fifth and sixth grade students at 46% overweight/obese and the seventh and eighth grade students at 34% overweight/obese. Even though the BMI testing has its flaws, this is scary information. We continue to push physical activity as an extremely important lifestyle choice, but it is eventually up to the student to decide. We need to come up with creative incentives for our students to encourage regular physical activity with or without our middle school sports programs. Mrs. Reider's students currently complete fitness logs as a mandatory grade for physical education class. This is to encourage regular physical activity outside of the school day. Each day should consist of 60 minutes of moderate to vigorous activity.

Middle School Library

Holly Reitzel

Classroom teachers and students continue to use the library on a daily basis. Around 15,700 students used the library. Print sources continue to be an asset to learning and to research. Over 10,100 fiction titles, 4,187 nonfiction titles, and 314 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.

Using Destiny, the school's new card catalog system, is becoming easier for students and teachers. 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 100 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 also continued a book exchange for all students. The library also started 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 allowing the purchase of books and reading and relaxing furniture to enhance the library's learning environment.

A thorough weeding of the collection occurred. The library is now organized into four main areas: paperback fiction, fiction, biographies, and nonfiction. The new organization should benefit students as they locate books in the library.

ANNUAL REPORT

Seminar

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 seven units of the text. Some of the topics covered were greetings, numbers, months, weather, clothing, body parts and descriptions. Next year they will continue the text where we left off. French I and II students began using an online text this year as well. We were able to cover three chapters in the book. I have decided to use another text for both classes next year. The book we used was alright, but I didn't feel that it covered much vocabulary or conversational French. The book focuses too heavily towards grammar. Next year's text will be more project and conversation oriented for both levels of French.

MUSIC

Fifth Grade General Music

Tammi Swartzbaugh

In fifth grade general music the students began each semester with a rhythm review. They followed the rhythm review with lesson on learning to compose using a given set of guidelines regarding rhythm, meter, and beat. Compositions were performed by all students. The students listened to a variety of musical genres including a brief unit on opera. They followed this with an in depth study of American Folk songs, learning about their historical importance in our culture and their importance in the development of The United States. The students sang, learned simple and complex folk dances, and learned to play the lap dulcimer.

Sixth Grade General Music

Students in sixth grade general music began their semester with a rhythm review and moved into writing and reading double scores. They composed double score rhythmic projects and performed them for the class. They completed a unit on melody incorporating "What is a Melody" and composed and performed various melodies as well. On a daily basis, they listened to a variety of musical selections, each time focusing on a particular aspect of the music – dynamics, tempo, meter, tonality, or instrumentation. These brief listening activities gave the students an opportunity to learn music vocabulary that corresponded to the areas listed above. This activity gave them the tools to communicate intelligently about the music they heard. They also learned about Mozart and Bach and learned to play melodies by these composers on the bells.

Fifth and Sixth Grade Chorus

The Fifth and Sixth Grade Chorus was a group of 135 singers this year. Throughout the year, they learned a wide variety of literature focusing on the aspects of good singing which includes good posture, proper breathing and appropriate diction and tone production. Students worked on reading 2-part music. Students performed at the Holiday Concert in December, the Spring Concert in May and traveled to the Brethren Home at Cross Keys in New Oxford to sing for the residents.

Middle School Band Department

Performances

The 2012 - 2013 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 Christmas Candy Lane. Finally, both the 5th and 6th and 7th and 8th bands performed an adjudication where we were judged and received "Excellent" results in both bands at New Oxford this past May. This year's concerts featured numerous challenging and diverse selections ranging from classical to modern.

Achievements and Special Awards

Perhaps the most impressive aspect of this year's program was the success the bands had at the New Oxford Adjudication in May. The 5th and 6th Grade Band was given the "Excellent" rating and the 7th and 8th Grade Band also received an "Excellent" rating.

Future Goals

The goals for the Band Program in 2013 - 2014 represent a continued emphasis on musical achievement and execution. The band will be focusing on aspects presented in our judge's tapes and sheets, such as articulation and intonation of instruments. These areas will be emphasized 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 judged performances.

MOD

Technology Education

Scott Chronister

Highlights of the 2012 - 2013 school year

The practical arts shows went very well this year with the setup and new table cloths. The 8th grade technology education elective class had great success with building furniture grade projects.

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 learn about energy as well as designing a dream house on Google sketch up. In 7th grade, students created a company, prototype, and an advertisement. This year 8th graders were allowed to pick an 8th grade elective course held during resource. The students will be able to pick between technology education and art. In the elective class students built marble mazes and furniture grade projects, and worked on small projects around the school.

Individual or class achievements (contests)

In 5th grade the strongest bridge held 4,000 times its own weight. In 6th grade the windmill that produced the most energy was .770 volts. The fastest Mglev train built by a sixth grader clocked in at .75 seconds.

Fulfillment of last year's goals

The room was improved with some new equipment and tools. I was able to make a new Maglev Track which allows students to race each other during their competition.

Other comments

To look into setting up a TSA chapter or getting into Science Olympiad. I was able to help the 6th grade math teachers with the intervention class this year.

Goals for 2013 - 2014

1. To obtain new computers with new software such as Photoshop to be able to align more with technology education classes in the high school.

- 2. To improve the conditions in the Technology Education room by painting the floors and buying new equipment and tools.
- 3. To develop new and exciting projects for next year.

Computer Curriculum

Brian Garrett

Mr. Garrett completed his first full year back under contract. 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 daily. The color laser printer broke down in early October and was not able to be fixed. If a replacement printer is purchased, it will be relocated to room 208.

This year Computer Mod was taught to 6th and 7th grades only, which freed the labs to be used for the various 7th grade sections of computer research classes. Fifth, sixth and eighth grade classes also used the lab during resource periods for each day for Study Island enrichment. The Impero monitoring software was used daily to supervise students and their activity on the internet. This software 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.

The 6th and 7th grade computer classes learned to key by touch with daily practice and by utilizing the UltraKey self-paced keyboarding software. Sixth graders also learned the basics of Microsoft Word and Power Point. Seventh graders increased their knowledge in Word and PowerPoint and were also introduced to spreadsheets in Excel. Students were able to complete projects in each of these programs.

Goals for 2013 - 2014:

The goals for the upcoming school year will be to incorporate the Common Core Standards into the curriculum for each grade level as it relates to computer class. I will explore what technology/software skills other curriculum teachers would like their students to know for their classes and integrate those skills into the computer class if applicable. I plan to make more use of Study Island in the classroom as well.

ART Levato Shaw

Highlights of the 2012-20013 school year

The highlight of my year was having a student teacher that was very excited to be in the classroom. She was a joy to train and it is extremely rewarding to be able to inspire and influence the next generation of teachers. It was also exciting to be able to finish more of the artwork that adorns our bathrooms. Three more areas were completed by either students or myself. We also started an art project in the Channel One news room. Art students are making an impact around the middle school and leaving lasting impressions of the skills they have learned in art class.

New Activities or changes in curriculum implemented this year.

The presence of a student teacher was new for my students. I also had a high school student who assisted two out of the six cycle days during second period. There were no new curriculum changes this year.

Individual or class achievements

Twenty 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. Approximately 25 pieces of student work were displayed in the administration office during the year. All students from Mods 1, 2 and 3 had work displayed at the Practical Arts Show. The art elective class worked on ceramic containers and some additional paintings in the restrooms.

Fulfillment of last year's goals

I feel as if I accomplished my goal of being an effective mentor. My student teacher was able to write effective Essential Questions and LFS plans. She handled the classes well and did a practice interview. She has graduated and found work as a substitute. I feel we made progress on the school beautification program however; I was not able to work as strenuously on the PR program as I would have liked.

Goals for 2013-2014

I am going to make my primary goal the elimination of unused or unusable art supplies. I am somewhat of a collector and over my years at Bermudian I have collected many things I felt I might someday use with the students. I am going to make it a priority to eliminate some of those things. There are also some supplies that due to age need to be recycled. I would like to continue on the painting projects in the school as well as trying to get positive PR for our art department.

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 tests, and student grades, 4 students were exited from ESL services at the beginning of the year. After exiting those students, we had 19 students in middle school classes and 22 students in the high school classes. After several transfers in and out of the district, we ended the year with 22 middle school students and 21 high school students. In addition, seven middle school students and three high school students were monitored, meaning I reviewed their grades and checked in with the student and/or their teachers from time to time to provide support as needed.

Because of the cross-grade make up of ESL classes at the middle and high school, it is difficult to link directly to the students' content classes. Key areas of concentration are skills that are applicable across all content areas. Classes focus on writing, understanding and using academic vocabulary, speaking - including stating questions and opinions clearly, and fluency and comprehension when reading. All of these areas help students to take full advantage of all their classes and to perform well on assessments in content areas as well as the language proficiency testing.

To expand their knowledge of academic vocabulary, students worked with root words and affixes. Students learned to look at difficult words as puzzles which many times can be taken apart to aid understanding, and then put together in different ways or with different parts to make new words. Multiple meaning words were also explored. Through both personal discovery and direct instruction, students found that a simple word such as "table" can have entirely different meanings based on the context (i.e. food table, water table, data table, etc.). Students were challenged to use the context of a passage to fully understand the appropriate meaning of multiple meaning words. I believe that teaching students to be more independent in their understanding of vocabulary will benefit them across all areas of their curriculum.

For writing, students received direct instruction in writing various types of paragraphs as well as longer pieces. Using graphic organizers, students were guided in developing essays of varying length and purpose. Students were also taught to write to

a prompt based on literature, as is required on the PSSA. Lessons began with deconstructing the prompt to understand what information is asked for and what format is required. Students also worked on supporting their response with evidence from the text, and finally organizing and writing the response.

Reading comprehension was address primarily with the Reading Apprenticeship approach. This teaches students strategies to use before, during, and after reading, to aid in their comprehension. Students were taught skills that can be used in reading across content areas to support their comprehension of a wide variety of reading materials.

Speaking standards were taught and practiced using language and register appropriate to different situations. Discussions, class presentations, and role play provide students the opportunity to learn and practice discourse for use in their content classes, as well as in a wide variety of other situations.

Technology use in the classroom was expanded this year. In addition to use of technology by the teacher to enhance instruction, students used the classroom computers to do research as well as practice other skills. Five IPADS were purchased mid-year with Title III money, for use by middle and high school ELLs. The possible uses and classroom applications of these have only begun to be explored. This year they were used primarily by small groups or individual students to practice skills learned. They were also made available to classroom teachers of ELL students to support their instruction.

I piloted a theme-based cross-curricular lesson format with my high school students this year. For about four weeks, students engaged in learning about the Holocaust. All four language domains - listening, speaking, reading, and writing - were incorporated. Students read non-fiction articles related to the time period, used technology to research and write about an individual affected by the Holocaust, completed a map activity showing the progression of Hitler's influence, and read and discussed a historical fiction book. Students discussed and wrote about their thoughts and ideas throughout the theme; later, they presented their research findings to the class. I felt this format not only gave students many opportunities to use language, it helped them to develop a more in-depth understanding of this time in history. I found

this format to be both engaging for the students as well as productive from a teaching/learning standpoint.

In the coming year, I plan to develop and present additional lessons, for both middle and high school, centered on themes. I also plan to continue to explore productive uses for the IPADS in the classroom.

WIDA language proficiency test 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 early in June.

HIGH SCHOOL Mr. Jon DeFoe Assistant Principal

The following report was compiled by high school administration and faculty to provide a summary of the various educational initiatives and activities which will be given through various reports, charts, and narratives. The 2012-2013 school year was a year filled with the challenges of preparing students for the Keystone Exams in Algebra I, Biology and Literature. Also, the staff was challenged with writing curriculum to align with the PA Common Core.

Administrative Initiatives

The High School was placed on the warning status for missing the benchmark score of proficient students on the 11th grade PSSA Math assessment. As a result, a School Improvement Plan was developed and implemented for the 2012-2013 school year. The team reviewed the plan and has made the recommendations to incorporate Classroom Diagnostic Tool (CDT) assessments and Keystone Preparation classes in all three of the tested subjects for the 2013-2014 School Improvement Plan, due June 30, 2013.

Academic Initiatives

During the 2012-2013 school year, CDT assessments were given to students and the data collected was used during the Data Days. Staff will be using this data and the results for the 2012-2013 Keystone exams to develop a plan to assist students in reaching the proficient level. This assistance will occur in the Keystone Preparation classes held during the 2013-2014 school year in place of a study hall.

Technology

During the 2012-2013 school year, Ipads were introduced in the Music, Family and Consumer Science and Vocation Agricultural departments. Staff worked to incorporate them in to the daily instruction taking place in their classroom setting.

2013-2014 Goals

1) To submit an update School Improvement Plan for the 2013-2014 school year. During the year the plan will be implemented and monitored to determine its effectiveness in helping students reach the proficient levels in the three tested areas.

- 2) To work on developing the curriculum associated with the Keystone Preparation class. The curriculum must reflect the skills and knowledge necessary to help students reach the proficient level in all the tested subject areas.
- 3) To continue to work on curriculum revisions to align with the PA Common Core.

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 2012-2013 school year was 94.27 percent. The following table discloses the attendance rate by month and class:

2012-2013 Attendance

	Grade 9	Grade 10	Grade 11	Grade 12	Monthly Avg
August	97.63	95.79	96.49	94.89	96.19
September	95.32	93.30	95.23	94.13	94.50
October	95.27	94.36	95.58	93.61	94.71
November	93.70	93.54	94.23	91.32	93.20
December	94.65	94.18	94.80	92.68	94.08
January	93.18	91.95	93.24	90.94	92.33
February	93.70	92.99	92.78	90.42	92.47
March	94.45	93.11	93.37	89.34	92.57
April	93.99	94.41	92.93	91.76	93.27
May	94.89	92.88	94.45	92.16	93.60
June	100.00	100.	100.00	100.00	100.00
Grade Avg.	95.16	94.23	94.83	92.84	94.27

Attendance Patterns

As shown for the past five years.

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Seniors	92.79%	91.91%	93.18%	93.11%	92.84%
Juniors	93.05%	93.06%	94.54%	93.52%	94.83%
Sophomores	93.94%	93.46%	95.17%	93.52%	94.23%
Freshmen	94.57%	93.56%	94.76%	94.53%	95.16%
TOTALS	93.57%	92.97%	94.41%	93.67%	94.27%

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. Personal technologies, such as the cell phone, continue to be a large annoyance to the education process during the school day. Students are permitted to have a cell phone, but it must be off and out of sight. During the school year there were 36 violations of this rule (a decrease of 3 from the 2011-2012 school year).

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 2012-2013 school year was 34. Some of these reportable incidents include tobacco and drug/alcohol policy violations. There were 22 cases of tobacco violations this school year, an increase of 13 incidents. There were 4 drug/alcohol policy violations, a decrease of 1 from last year.

Referrals by Grade Level

Grade	9th	10th	11th	12th	Total
AUG	0	0	0	1	1
SEPT	22	39	11	8	79
OCT	37	25	9	14	85
NOV	24	22	8	12	66
DEC	40	27	12	18	97
JAN	20	28	4	14	66
FEB	28	13	6	9	56
MAR	24	20	15	24	83
APR	26	21	5	15	57
MAY	4	5	17	9	35
JUN	0	0	3	1	4
Totals	185	200	90	124	629
AVG/DAY	1.03	1.11	0.5	0.69	3.49

After School Detention (# of occurrences)

	Aug/ Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May/ June	Totals
9th Grade	1	8	4	6	10	6	5	3	4	47
10th Grade	2	5	5	9	8	10	4	4	3	50
11th Grade	1	2	1	2	4	4	0	3	2	19
12th Grade	. 1	4	2	3	9	7	5	2	3	36
Totals	5	19	12	20	31	27	14	12	12	152

In-School Suspension (# of occurrences)

	Aug/ Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May/ June	Totals
9th Grade	4	4	8	2	4	4	6	3	7	42
10th Grade	1	4	1	6	2	3	7	3	11	38
11th Grade	2	0	1	0	0	3	1	2	1	10
12th Grade	0	2	4	2	3	1	4	4	2	22
Totals	. 7	10	14	10	9	11	18	12	21	112

Out of School Suspension (# of occurrences)

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

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 2011-2012 school year to the 2012-2013 school year.

	2011-2012	2012-2013	Difference	% Change
STAP	123	112	-11	9% decrease
oss	22	8	-14	27% decrease
ASD	301	152	-149	50% 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	2	28.5	
10th Grade	4	58.5	
11th Grade	1	7	
12th Grade	2	14	
Totals	8	108	

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 2012-2013 school year and beyond we contract our Alternative Education services with the Upper Adams School District. The table shown below will identify the number of students enrolled in the Alternative Education Program throughout the school year. The student in the Alternative Education Program, will be returning to the program at the start of the 2013-2014 school year.

Alternative Education Referrals

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

Dropout Rate

During the 2012-2013 school year 14 students left Bermudian Springs High School for various reasons without desiring to continue their education. Nine seniors, three juniors, two sophomores 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, 11 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:

AGRICULTURE DEPARTMENT

Dianna Dellinger John Wardle

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

Student Learning was enhanced with the use of lpads as part of the learning process. These devices, along with some students bring your own technology, has given connections to students in the real world.

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. Small metal projects were completed by agriculture mechanics students. 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, a wedding, and student-related activities. Interest in plant science and horticulture continues to increase. The students completed a large landscaping project close to the greenhouses. Students grew and marketed 800 poinsettias 300 Chrysanthemums and a greenhouse full of vegetables and herbs. A public open house was held the 2nd Saturday in May and that turned out to be a good venture

Animal Science curriculum encompassed areas of meat science, wildlife management, veterinary science, and animal production, as well as integrating courses such as math, history, English and the use of technology. The inclusion of live small animals such as guinea pigs, rats and snakes has allowed students to become more aware of responsible pet care, reproduction and behavior.

Some students have even succumbed to the loving nature of these, once avoided, creatures.

The Agriculture Diversified Occupations on-the-job preparation assists students in developing lifelong skills and an appreciation for their chosen occupation. Nine students completed the work study program and worked an average of 640 hours throughout the school year. These students and their employers were recognized at the end of the year banquet. Food Service, agriculture production, wholesale marketing of Hose production products, and retail agriculture sales were some of the career areas.

Fourteen of the twenty-five seniors have plans 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, Interview skills and technology application that will prepare them for the future job workplace.

The facilities continue to be a hub to the growing number of students. Equipment and technology needs need to be maintained to provide a quality learning experience addressed. Increased numbers will also challenge us to be resourceful in materials for students. Through the generous support of community members, the agriculture department has gained a large aquarium that was used to create a terrarium for the 2012-13 school year. Also, a variety of metal, electrical and pet supplies and a few hand tools were donated, as well. The upgraded facilities have given us more room and we must be resourceful to use it effectively. Ipads were purchased with Perkins funds which gave students more access to the internet and its information.

A school Farm is established with the following crops:

5 Types of Strawberries 100 Feet each type planted in a double row format

30 Fruit trees donated by Adams County Nursery

Various small planting areas of the common crops grown in Adams county (Oats, wheat, soybeans, corn, barley, cotton and others to be added)

Sunflowers to teach Wildlife Habitat

Pumpkins to share with the Elementary school.

Grapes

Raspberries

Lastly, the support of Perkins funding and the assistance of the aide, Mrs. Joanne Bair, has provided value to the agriculture program. Having the assistance of Mrs. Bair during agriculture mechanics and at other times throughout the day provides more one-on-one assistance to students and provides another avenue for support.

To develop successful young adults with an appreciation for agriculture, the following goals have been set for the 2013-2014 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 clothe, feed and fuel the world.
- 4. 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 tests.
- 10. To continue to develop our outside plant growing areas.
- 11. To continue to develop the school farm.

Kim Robinson

ART DEPARTMENT

The 2012-2013 school year provided opportunities for public recognition for the Art department. In September, we displayed the work of 35 art students at a special exhibit called, "Inspirations" 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).

Five large recycled murals were created during the school year, each with a different theme. NAHS members used all bottle caps to create the images which will be hung in different areas of the high school.

In March, the Gettysburg Times featured the award winning ads of art students Derek Starner (1st Place) and Karra Thomason (Honorable Mention) and Sabrina Kyle (Design of the Year). The ads were printed in a special supplement showcasing all of the Design-an-Ad winners and each student received a monetary award.

All art students (led by NAHS members) were invited to create *Valentines for Veterans* in February. Over 120 valentines were delivered to the Lebanon Veterans Hospital as part of this national program. Also in February, *Adam Cashman* was selected as 1st Place winner in the local VFW's Patriotic Art competition. Adam represented the East Berlin VFW and received a \$100 cash prize. His artwork as well as the entries from *Abigail Smith* (Mercersburg, \$100), *Ayla Torchia* (West York, \$100), and *Rachel Crane* (Chambersburg, \$100) entered district competition.

The school-wide service project run by NAHS this year was the "5th 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 500 cans! Overall, the school made a donation of 1200 cans to the food pantry in East Berlin (which serves members of our district).

To celebrate Youth Art Month in March, student exhibits were set up at the Hanover Area Arts Guild with twenty students displaying work and the Adams County Arts Council where twelve students were exhibitors. All art students participated in a recycled art contest sponsored by the NAHS. 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 (grades K-12)	Zoe Karras	Peacock
2 nd Place (grades 9-12)	Adam Cashman	Dumpster Diving
3rd Place (grades 9-12)	Zachary Sanni	Romantic Roses
4 th Place (grades 9-12)	Alexis Staub	Owl Environment
Honorable Mention (grades 9-12)	Alexis Phillippi	Once Up On a Book
Honorable Mention (grades 9-12)	Logan Nelson & Alizsha Ahlers	Blooming Baseballs

In May all artwork created throughout the year was displayed for the public at the annual Visual Arts Display which corresponded with the Choral concert. Over 1000 works of art reflecting the skills that were built throughout the school year were showcased. Paintings, printmaking, 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 over 1200 works of art, registered 88 fan club members, and have had 65 comments made about our student work. All art students have active digital portfolios at this site. A total of 9,849 visitors have browsed our site this school year bringing our total site visits to 117,514! We are currently ranked #1 in the state of Pennsylvania for all high schools participating and #9 in the nation. Visit it today at www.Artsonia.com!

As we look forward into the next school year, we will begin planning for a History Meets the Arts program with the Adams County Arts Council to celebrate the 150th Anniversary of the Battle of Gettysburg. We also widely anticipate our solo exhibit at the Arts Council in December.

Business

Larry Fahnestock Debra Tate

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

Introduction to Business 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.

The Productivity Applications I (word processing and presentation software) and Web Development utilizing the Microsoft Expression Web software was taught by Mr. Fahnestock. Mr. Fahnestock also taught Life Skills Business, a required Freshman class. 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. Accounting II was not offered due to low enrollment.

The enrollment in Diversified Occupations increased for the year. The student of the year was Brianna Byers who was employed at Choice Apothecary as a pharmacy technician.

DRIVER'S THEORY

Driver's Theory was taught to students in 10th grade through an on-line program. Students worked at their own pace in completing the requirements for the 30 hour course. Once completed, students moved on to complete self-paced remediation/enrichment skill building activities through PLATO. Starting with the class of 2016, Driver Theory will no longer be a graduation requirement and will not be offered starting with the 2013-2014 school year.

ENGLISH DEPARTMENT

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

The English department emphasized the LFS strategies on a departmental level. The LFS initiative was implemented in order to raise student achievement on standardized tests and overall classroom success. This trend will continue in 2013-2014. Use of technology will certainly continue to grow. The BSHS Research Manual, which was distributed to each student for use in all classes in order to properly document written research, has been utilized effectively and consistently.

The challenge we faced as a department this year was the implementation of the Keystone exams and the switch to the Common Core standards. Ms. Pero, Mrs. Dorris, Mrs. Sload, and Mrs. Dengler spent time over the summer and throughout the year working on writing frameworks and year-long unit maps in order to better align our curriculum with the requirements of the state. This is an ongoing process and will continue into the 2013-14 school year. In order to better prepare our students this year, the department implemented the use of the Classroom Diagnostic Tool to "test" students' knowledge and skills in reading and to shape our instruction to better meet the needs of our students. We will continue to use the CDT next year as well.

This year Mrs. Dorris and Mrs. Bort held English intervention studyhalls in their classrooms to tutor and help students struggling in English. Next year, these periods will be utilized as Keystone Prep classes to help non-proficient students hopefully bolster their skills so that they can become proficient on the Keystone exam.

CHS English, speech and drama elective classes will be offered next year. Both Ms. Pero are enthusiastic about providing this great opportunity 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 our students.

The Family and Consumer Science Department offered the same semester long classes again this year. The seven courses are: Life Skills, Family Living, Fashion Design, Homes and Interiors, Child Care/Nursery School, Culinary I and Culinary II.

Mrs. Stough and Mrs. Richwine both taught Life Skills 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, and life styles. In addition to these units, this year the students completed a unit in comparison shopping. In the unit students tasted a variety of foods. For each food they taste they are given 3 brands to compare. At least one of the brands tasted was a generic or store brand. The Life Skills students used the iPads during this unit. Mrs. Stough's pre-student teacher created a flipchart activity for the unit and part of the activity had the students calculate cost per ounce, pound or serving. Calculator apps were loaded on all of the iPads for the students to use to do the calculations.

Mrs. Richwine continues to spend two periods a day at the high school and with the new mod type schedule was able to teach five sections of the course each semester and Mrs. Stough taught two sections each semester.

The Family Living course again took the students on a journey through adult life by means of a simulation project. The students began the course by selecting a career, researching the career and determining the entry level salary for that career. Students completed time cards each day of class. A formula is then used to compute the weekly number of hours they spend in class (allowing them three sick days, but no personal days) into a forty hour work week. The hours were then used to create a weekly paycheck for the student (all mathematical calculations for hours and paychecks are computed by the student). With their career chosen, and their time cards and paychecks started, the students use the percentages suggested for housing and transportation and do the calculations to determined how much they can "afford" to spend on These figures were computed using on-line housing and transportation. calculators. Students researched three houses and three vehicles and chose the one they felt would be the best buy for their situation. Using a monthly calendar the students then learned about budgeting money and setting up a spending plan. After learning about banking accounts they started their own checking account using the money "earned" from their paychecks to make deposits. They received "bills" for their housing, vehicle, gasoline, groceries, water, electric, insurances, and several miscellaneous items (doctor's visits, hair appointments, entertainment, road trips, car repairs...) and paid them using their checking accounts. This required the students to write checks for each expense and record them in their checkbook register. At the end of each month their checkbook was reconciled and the class discusses the amount of money they earned in relation to the money they spent. Several students this year learned that the salary they will make in the entry level career of their choice will not provide them with enough means to support the life style they feel they will have as a young adult. Once the students had the checkbook portion of the course mastered they began to talk about dating, engagement and marriage. The next unit is the child development unit and the students study children from conception through one year of age. They 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 Fashion Design course was offered as an elective choice for students again this year. However there were not enough interested students to run a full section of the course. There were four students that chose to take the course on an independent study basis. These students researched their own projects and worked at their own pace to complete a variety of textile related projects.

In the Homes and Interiors course students explored a variety of housing and interior design concepts and issues. They also discovered how human needs are met through housing. Green/sustainable design and discovering new technologies showed students how housing affects the environment. The third section of the course invited students to discover the aesthetic and creative aspect of the field of interior design by discussing color. The students spent 1 day visiting each of the buildings on campus. Their task was to take pictures of rooms or areas of the school that showed items that represented each element and principle of design. They also had to take pictures of items that showed each of the color schemes discussed in class. After they finished taking the pictures they compiled everything into a notebook, labeling each picture to show the element or principle of design they represented. This was one of the student's favorite projects this year, because the students felt the project was very educational and allowed them to directly apply what they studied in class to things in real life. The members of the class also spent a great deal of time working on their dream house. They chose items from each section they studied and told why their choice was the best possible one for their dream home.

Culinary I is an introductory course in food preparation. Students learn to prepare a wide variety of foods. The course gave students the skills necessary to

be self-sufficient in the kitchen. They covered topic that included kitchen safety, kitchen equipment, meal planning, food service and entertaining, principles of cooking, nutrition, and career opportunities. The food students prepared included: egg dishes, fruits and vegetables, meats, candies, and main dishes.

The Culinary II course introduced students to the health, culture, food, and nutrition habits of the most common ethnic and racial groups of various regions of the United States and other countries of the world. Students completed research on one of the regions of the United States or a country. Students were introduced to Google Docs to complete their project for this unit. They used the online storage to hold their files for a project. Students set up their Google accounts as they worked on began their project. Each student set up their presentation in the same manner and named it using their name and the name of the presentation. Documents were then shared with staff via email. Once the students had shared their project with me, I was able to view the project at any time and monitor the students' progress. Students were able to ask questions about their project using the comment section of Google Docs. This also allowed me to make comments on the content of the presentations and for students to change the presentation. I also found that students appreciated the ability to access their presentations outside of school without having to carry a thumb drive or other mass storage device. Students were happy to be able to work on their research project at home and have the ability to ask me questions while they were doing it. This helped them to get better grades, too. Students also learned 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 to learn the principles of food dehydration. The teachers and staff will attest to the fact that the Culinary II students did an awesome job of learning to prepare, knead, shape and bake a variety of delicious yeast breads.

The Child Care/Nursery School program once again, enrolled 16 preschoolers. This year we were once again fortunate to share our room with the LIU preschool. This was accomplished by overlapping the programs from 12:30 until 1:10 each day. The overlap 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. The issues that were evident last year between the LIU and CCNS are no longer existent. With the help of Wolf's bus lines, a trip was planned to the Baltimore Aquarium. 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. The CCNS students also created portfolios for the ninth 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. The students' portfolios were used as part of the students' final exam. We are in the process of changing CIP code so that we will be able to have our students take the NOCTI test as part of the Perkins Program and have an approved program. In addition the CCNS class will be split into two classes which will run simultaneously in the same class period next year. We are excited to have had the CCNSI and CCNSII approved for the 2013-2014 school year. In addition, an FCS internship was also approved as a class for the upcoming school year. Students in the internship will have the opportunity to work in an elementary or middle school classroom and receive credit for the work they do. In order to allow students to develop further skills in their chosen pathway, students will be assigned to a teacher, administrator or staff member to assist by being a lab assistant. The lab assistant will report to the assigned teacher, administrator or staff member during their assigned class period and complete tasks as designated by the supervising adult. These tasks may vary from day to day and will relate to the student's chosen pathway. This is a non-paid opportunity for students to receive work related skills. Teacher recommendation required.

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 sponsored several community service activities. 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 members participated in the Powder Puff football game by selling baked goods to help student council raise their donation. Due to the economic times and the lack of funds, our membership continues to be small. Part of this is due to the fact that students needed to pay their membership fee.

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. Over the summer the CCNSII students are completing a prop box project. Students will be able to communicate with Mrs. Stough via Google Voice and have their questions about the project addressed in a timely manner.

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 2013-2014 school year:

- To continue to work to successfully integrate LFS strategies into the curriculum and daily lessons.
- 2) 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.
- 3) To continue to increase the department's involvement in community relations and community service projects
- 4) To integrate technology into daily lesson plans.
- 5) To implement the NOCTI test
- 6) To increase completers in our child care program
- To have our child care program fully approved as a program of study and recognized as such by the state

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. The students are developing 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 a portion of the meal for the Academic Awards Banquet and desserts for the All Sports Banquet, both held in the high school cafeteria. In addition the students were asked to prepare food for the FFA banquet and a breakfast held for the elementary teachers. These events gave the students an experience in the preparation of quantitative foods. The diners were pleased with the meal.

FOREIGN LANGUAGE

French Wendy Cutright

In the year 2012-2013 we continued to apply and improve technology in the classroom with ActiveSpire flip charts and the ActiveSlate. Further training and time to adjust lesson plans is needed. Interesting YouTube.com and SAS videos relevant to French class and a few Activespire activities were incorporated. We also used the projectors to access online practice activities in coordination with our new textbooks; a feature we did not have with the old version of textbook plus many other fun websites, links and addresses. We also completed an internet project of traditional French recipes for French II in the writing center. The recipe project also included researching France's geography and world geography for other French speaking regions. Writing Center scheduling opportunities were difficult due to the fact that I had three sections of French I. Sometimes I could schedule two but not all three sections due to certain periods of the day being tied up permanently for other classes.

In French, we hosted a student teacher who was a terrific asset to our program and brought many fresh new ideas to me.

As part of Foreign Language week/month selected students took Le Grand Concours, the national French exam. The exam is administered by French teachers all over the nation during the same week every year. Bermudian Springs had 4 students rank in the top ten placements regionally. We did very well. Some area school who participated had no students rank at all. The other students and schools consisted mainly of various private schools and Academy grade schools throughout the mid-Pennsylvania Susquehanna Chapter.

Maria Murrillo Tina Adornato

Spanish I

Level One Spanish instruction lays the foundation for further study in the language, but also stands alone as a basic study. The emphasis is on the practical use of the language. The main focus is on vocabulary and important present tense conjugation, both regular and irregular. At the beginning of the year, the only phrases or sentences the students know are greetings. By the end of the year, they will write full page essays. They will participate in group activities, where as a group they will role play ordering food at a restaurant, buying clothes at their favorite store, or taking their little brother Pepito to the mall. They will study one Spanish-speaking country in depth and report on it to the class. Awareness of life outside of the United States is critical in our global economy. They are so much better informed than when they started the year.

SPANISH II, III, IV

Maria Murillo

During the 2012-2013 school year, the Spanish department emphasized the practical use of the foreign language. We situated students in different Spanish speaking countries. Each student learned important facts about the assigned country and taught other students during class presentations. Students made typical dishes from different countries and had a food day in class. Some students played music of a particular Spanish speaking country and learned some steps dancing salsa, meringue or tango. They compared and contrasted social, political, and economical situation of these countries versus the United States.

Students created and used a "survival" vocabulary based on questions and answers that will allow them to move around in a foreign country. We also made a city out of cardboard with streets, buildings, parks, etc... Students moved a doll around asking and giving directions learning that way to conjugate the commands and vocabulary.

We also celebrated important days like "El Dia de los Muertos "or day of the dead by making an altar the way that Mexicans do. We also celebrated "Cinco de Mayo "making posters to educate other students about the significance of this particular date. We had a "Flamenco" day where I came dressed with the typical dress, brought Flamenco music, and taught the basics of the Flamenco dance. Students learned the origin of Flamenco, which is considered an important part of the Spanish culture.

Students in level 2 learned about a Spanish speaking person who had an important influence in the world. Students made mini books with a biography and

examples of their work. All books were displayed in class. Each student presented their person to the class and taught the rest about "Guernica " by Picasso, or " Don Quijote de la Mancha " by Cervantes. They all had fun while at the same time acquiring general knowledge.

My goal for the 2013-2014 school year is to continue emphasizing the importance of knowing our world outside of the United States. Appreciation and respect towards other cultures and traditions is one of the basics commands in order to survive in our diversified society. I would like to continue promoting the importance of the Spanish language in our country and to encourage more students to take higher levels.

GUIDANCE

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. In talking with the students, it appears as though we will have a similar ratio of students furthering their education in some capacity. We anticipate approximately 43% of our graduating class continuing their education at a 4 year institute, 31% going on to a 2-year post-secondary program, 6% pursuing a military career, and 20% 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 and college planning night. Also, this year's College Fair was well-attended. Additionally, nearly 83% of the 8th grade parents attended 9th grade scheduling night held at the high school in mid-February.

Career and college planning is an essential skill in today's world. This year the Guidance department continued its technology outreach for students and their parents. We again utilized the web based version of the Choices career and college planning technology, thus expanding searches into the homes of our students and parents. We also worked to place computers in the guidance office lobby. These computers will be available for all students. They can access college and career readiness websites, as well as explore SAT test prep materials.

The Learning for Life program was continued this school year. One counselor and 2 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. The two students who started in the program, last school year, have now finished the program with one graduating high school and the other student returning for a fifth year. We already have four new candidates who have submitted their applications to participate starting next school year. We hope to continue involving more Bermudian students as the years go on.

The counselors are continually involved in various committees at Bermudian High School such as the Student Assistance Team, Academic Review Team, and the Building Administration Team. 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 applications for governor's school are new additions this year. 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.

Our main objective for this year was to focus on integrating our assigned components during data days and the implementation of LFS lesson plans. 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 mypyramid.gov, cdc.gov, healthykids.org, foodsafety.gov, fda.gov, drugabuse.gov, youtube.com (for mini clips) and many more. Power point presentations continue to bring life to the overall health experience, keeping student's 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. Advanced Physical Conditioning utilized the Bigger Faster Stronger program for juniors and seniors 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) is offered through HACC. CHS allowed students to excel in health at the college level while earning credits. CHS Health has introduced a field trip this year to students, allowing them to get HACC id badges, a tour of the campus and 3 workshops preparing them for their college futures.

Professional development is vital 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 4 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 where the event was well attended by 28 participants and we were able to donate over \$650 to the American Heart Association. Our hopes of the program were to increase knowledge and awareness about heart disease. We encouraged students to read posted bulletin boards talking about heart disease, how Hoops for Heart helps people and who will receive their donated money.

Our Continued goals for 2013-2014:

We plan to continue working on focusing on our LFS lesson plans and incorporating standards we were assigned during data days. We are continuing to grow and improve as a Health and Physical Education Department. 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.

Health Services

This school year the nurses have continued to create and update many forms used district wide. The Health Services Manual utilized by ourselves and the district substitutes had over 20 forms update or created. Among the new forms created were a district wide Incident Report Form, Anaphylaxis Management form, EMS transfer sheet and new Medication Administration Logs.

The Health Services Manual developed several years ago also needed updated. All of the latest Department of Health contacts, policies, standards of Practices etc were added. In the process of that we discovered a need to adopt an Epinephrine Auto injector policy. The nurses and administration are in the process of addressing that need. A self administration form and policy will be created to be in compliance with new Department of Health (DOH) requirements. Now that the health rooms have consistent forms and procedures it is next year's goal to work on creating a more in-depth portion on the district website for Health Services. The goal is for parents to be able to access any health room forms needed and be able to access information regarding school age health.

LIBRARY MEDIA CENTER

Classroom teachers and students continue to use the library on a daily bases. Around 31,500 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 throughout the school.

Print sources continue to be an asset to learning and research. Through Access PA, our library loan program continues to thrive. Sixty books were loaned to other libraries and 57 books were borrowed for our students. Over 940 fiction titles, 1,600 nonfiction titles, and 300 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, work with Open Office, use teachers' wikis, use google options, use Edmodo, 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 of databases were purchases 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 consisted format.

Power Library still provides a few 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 made the visual presentation of information better to users of Destiny.

MATHEMATICS

Andy Balas
Ted Marines
Anne Nichols
Allison Yorks
Michelle Zimmerman

Algebra 1A

During the 2012-13 school year, Algebra IA covered the mandatory first 4 chapters of the text book. It is my hope that this gives this group a small leg up on their start in Algebra IB. My goals for next year are to continue to enhance my abilities and move from proficient to advance in the use of the Promethean Board and its software. I would like to make my lessons more interactive and increase student participation and interest.

Algebra 1B-

This year presented a new challenge of preparing Algebra 1 students for the Keystone exams at the end of the course. As an entire department we diagnosed each 11th grader and each current Algebra 1b student using the Classroom Diagnostic Tool (CDT). While this did take time away from instruction, it was necessary to pinpoint the strengths and weaknesses of these students in order to better prepare them for the exam. For each module covered on the keystone, we picked a number as a cutoff on the CDT and then remediated with packets specific to those skills. We saw a great improvement from the PSSA 11th grade Math results from last year to the 11th graders who took the Algebra 1 keystone this January because of the time we were given to collaborate on the best course of action for remediation.

As a department, for next year we will need time to discuss the best time to conduct the CDT and reevaluate what the results tell us. Was the cutoff number appropriate or do we need to look further into how the results of the CDT correspond to those on the Keystones Exams

With the induction of the Algebra 1 exam this year, it is clearer on the standards that need to be covered. The Algebra 1A and 1B teachers need to further collaborate on the sequencing between classes to make sure students are exposed to all the standards addressed on the exam. This means more collaboration with the middle school teachers to make sure everyone is following the same curriculum.

Algebra II:

Looking back over this past year, I feel that I was able to accomplish a lot more of the material in our new textbooks compared to last year. We had decided as a math department that some of the material being covered was the exact same material in Algebra IB. We felt that it was possible to cut material out of my curriculum in order for me to be able to get to more of the Algebra II topics. This seemed to make a world of difference in the amount of material I was able to cover this school year along with the students complaining less about having seen the material before. I plan to continue this in the future with only minor tweaks, such as, having a little bit more review of Algebra IB topics that they will see again in Algebra II at the beginning of the year for my College Prep students only especially since we are changing the order of our math sequence.

I reached my goal of updating and continuing to incorporate LFS into my classroom for my Algebra II classes; however, I wasn't able to do as much with my Foundations Geometry classes due to this being my first year teaching it. So since I had to start from scratch with creating lesson plans, homework assignments, and worksheets, review sheets, and test my goal for next year is to update and revamp my lessons for Foundations Geometry since I will be teaching more sections of it next year.

Geometry

This year was a transition year. I would say the main focus (other than teaching our classes) was the Keystone exam. Even though the exam was an Algebra I exam, many juniors who needed to take it were now in the geometry classes. I really feel the department pulled together to make our testing experience a successful one. Many hours were spent on organizing materials (thanks to Mr. Marines), grading packets, and tutoring students. I really take pride in the students and the teachers accomplishments. Of course, none of this would have worked without the support of Mr. Jon DeFoe. I really feel we have a handle on what needs to be done in the future when dealing with these state tests.

Because of the testing this year, I found it was hard to cover all of the material that needs to be covered in geometry. With twelve days testing and other interruptions I continually reminded myself that it was a transition year and next year should be better. We, as a department, made a change for next year as well. We are now changing the sequence of the courses. This means, that for the first time, I will be teaching classes of 9th grades in Honors Geometry and CP Geometry. It has been a long time since I have taught freshman and I am looking forward to the change. This process will take a couple years to work itself out and then we should be back to "normal". I continue to work on improving my

lessons, incorporating technology and diversifying my teaching. This is always a never ending process and I look forward to the challenge.

Our department is losing one of our members next year and she will be greatly missed. Mrs. Nichols has done great things for our department. She is always willing to take the extra time to make Bermudian Springs a great mathematics school. I think it will be very hard to fill her shoes.

Statistics, Precalculus, CHS Calculus

This year the focus was on updating and improving lessons, activities and assessments using the materials and books the department began implementing last year. A few minor adjustments were made to some of the sequencing of material in each class. Adjustments were made to the length of some assignments as well. Overall, the up to date texts together with the supplementary resources, both electronic and print, were very beneficial.

In addition to the normal, curricular materials, time was devoted to preparing students for the January and May administration of the Keystone exams for those who had to take them. Students were given their practice packets which the teachers in this department spent many hours preparing. Likewise, a great deal of time was devoted to tutoring and assisting students and then scoring the packets for those who completed them. The results showed a significant increase in the proficiency level of the students for which our department members certainly deserve a sincere word of gratitude and appreciation for their time and effort.

Next year, in addition to continually updating and revising lessons, activities and assessments, I will be introducing a new CHS course in statistics. This will allow the students to earn 4 more college credits through HACC in addition to the 8 credit they can already earn in CHS Precalculus and CHS Calculus. I am pleased to see the enthusiastic response to the course offering in the number of students signed up for the course. I am excited about the opportunity this offers the students and look forward to the challenge as I prepare the course over this coming summer.

MUSIC

INSTRUMENTAL MUSIC

Derek Boyce

The 2012-2013 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 two outstanding concerts and the Steel Band once again performed at several events. The steel bands also presented their yearly concert in the band room/cafeteria on May 23. All of the performances were well received and exhibited the talents of our students to many people.

This year also saw an 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.

Vocal Music Jane Johnston

The Bermudian Springs High School Choral program consisted of 158students from grades 9 – 12. We performed our annual Christmas and Spring Concert Programs. The Eagle Singers performed at eight different school and community sponsored events. They received a third place rating at the Renaissance Faire music days competition which consisted of 17 other musical groups. The chorus also travelled to New York City to see the Broadway musical "Wicked". We participated in the ACMEA Choral Festival in January at Littlestown High School. There were approximately 50+ students involved in the cast and crews of the annual spring musical "Godspell". This show was of a different format than the traditional Broadway stage musical. The cast worked long and hard to accomplish double roles for each member who remained on stage the entire show.

Science

Shane Miller Ted Marines Kaela Piechowicz Carolyn Reever Kristen Zehr

Biology

Mrs. Reever and Mrs. Piechowicz have continued to use LFS strategies including student learning maps, posting of LEQ's, vocabulary development and word walls. They continued to offer student-centered activities with their hands on lab activities and group activities.

The culminating unit on Human Genetics needed to be cut this year, so that Evolution and Ecology Eligible Content could be addressed in preparation for the Keystone Exams. Much time was spent increasing the rigor of Biology lessons for all levels of Biology (again in an attempt to best prepare students for the Keystone Exams), and focusing on writing and higher level thinking.

Somewhat less of a focus was given to technology this year, due to the genetics project being eliminated. We will incorporate a similar activity in another unit for next year. Active Inspire, Web Activities, Research for formal lab reports, etc. continue to be incorporated routinely into Biology lessons.

An area of focus for Mrs. Reever over the last two years was incorporating an independent study/ compacting curriculum study into the second semester for high achieving Honors students. Due to the need to cover Evolution topics and an Ecology review, she was not able to coordinate the timing. The plan is to introduce this type of study into an earlier unit next year, as the students who did participate in the past seemed to really appreciate the opportunity, and were able to research some of their specific areas of interest.

An area of concern for Mrs. Reever is in adequately preparing the academic level students for the Keystone Exams. She will be working with the inclusion teachers to come up with some strategies to help in this preparation.

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. Mr. Miller continues to incorporate technology and hands-on laboratory activities into every topic of study.

Next year, students will begin to study Chemistry more in depth with the addition of an Advanced Chemistry course. Mr. Miller will also keep looking for more laboratory and hands-on activities to incorporate into the Chemistry curriculum and continue to hone his LFS strategies.

Earth/Space Science

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

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

Once again, the Earth & Space Science students enjoyed an educational field trip to the Baltimore Aquarium and the Maryland Science Center. The Honors Earth & Space Science students presented planetarium shows to K-4 elementary students.

Physics

Mr. Marines continues to deliver instruction with the support of the Promethean Board. The enrollment in his classes seem to be at normal levels with two(2) Physic I Honors and one(1) Physics II classes during the 2012-2013 school year. In Physics I, students studied all of Mechanics including Rotational Motion. In Physics II, students covered Rotational Motion, Fluids, Electricity, and Optics. Physics I Honors took a field trip to Hershey Park to attend Hershey Park's annual Physics Day.

SOCIAL SCIENCES

Jeffrey Davidson
John Livelsberger
Jared Nace
Steve Reider
Cheryl Reinecker
Ryan Updike

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 and World War II veterans, as well as those from various colleges, career, and technical schools. Field trips, role playing scenarios, supplemental readings, library research, and writing assignments enhanced the textbooks used in the classroom.

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

The local elections, federal budget issues, Hurricane Sandy, public and school shootings, the ongoing military campaign in Afghanistan, and the War on Terrorism provided all social science classes excellent and practical examples for the various concepts studied throughout the year. Unfortunately, Channel One continues to be disappointing as an adjunct to classroom instruction.

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 introduction of

the *Medal of Honor* curriculum in various classes, as acquired by our staff during the summer and an in-service. 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. Strong personal integrity and the ability to stand up for what is, right is crucial. In today's world, with seemingly variable values and rapidly changing i guiding principles: go beyond individual concerns to assist others, treat each other with respect and dignity, strive for higher standards and tolerate mistakes, embrace our citizenship, take responsibility for our actions, embrace a positive attitude, be courageous, and appreciate diversity.

Some of our concerns include the frequent loss of instructional time, especially to administer the Keystone Exams and preparations for such and the 4Sight Assessment/Data Days. The inclusion of ES, ESL, Alt. Ed., special needs students, homebound students, and district directed IEPs, plus the daily level of administrative tasks is especially problematic especially at the lower academic level. Class size does not permit the necessary time, physical space, technology, and resources to make the necessary instructional modifications. However, our department is ready to meet the challenges of our teaching assignments. The department will continue in the development of higher level and analytical thinking skills throughout daily instruction as dictated by our Data Day Reports.

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!

As Jeff Davidson retires, we laud his leadership, experience, and his unwavering dedication to our students. We hope that his successor will be as committed to our students and their preparation for life, and the person will add his/her own attributes to our department.

Special Education Department

Jackie Noerpel Katherine McMaster Lori Holland Jarett Stehr Holly Wallen

The Bermudian Springs High School Special Education Department had a very successful 2012-2013 school year. Collectively our department provided support, accommodations, and instruction to a total of 52 students. We will be graduating 10 seniors this year and we wish them the best of luck. A benefit to our instruction and programming this year was our ability to do some peer coaching observations on each other. We each observed each other once in the fall and in the spring. We learned a variety of ways to teach our programs and instruct our students through a plethora of accommodations. We observed and looked for LFS Strategies within each other's lessons both seasons. In the spring we also looked for higher ordered thinking skills/ questioning strategies. Finally, we were provided the opportunity to train and work with the IEPWRITER software which is a database where the entire district can store its special education documents i.e. IEP's, re-evals, invitations, behavior plans, etc. It was difficult inputting the information this year, but should greatly assist us with our input of data in years to come.

We continued to offer two replacement sections of READ 180. This is a beneficial program in that students meet in small group and large groups for instruction, in addition to having independent reading time and working on spelling and comprehension individually on computer based software. We offered three learning support replacement math courses for our students. All five of us gave replacement instruction for English classes. We also offered a replacement Government/Econ course as well as a Life Skills and US History course. Altogether we provided 13 inclusion courses in which we co-taught with our peers to assist our students at the academic level. Our students continued to benefit from having a support period/ study hall in order to accomplish homework and review for exams.

For transition activities students were given surveys of likes, dislike, abilities, and values. We practiced filling out job applications with the students, so that they are career ready. Students were given opportunities to job shadow and watch movies on a variety of careers. 10th grade students were given the opportunity to attend a college fair at Gettysburg College. 11th grade students went to student information day which was sponsored by the Transition Council.

Next year we have a large group of 9th graders coming up to the high school that will be split up at the inclusion level. As a department, we will focus

on increasing the use of technology in the classroom within our lessons. We will improve our questioning strategies and techniques.

Technology Education

Vincent Sefcheck RyanLehr

Arch/AutoCad

The Architecture/AutoCAD course is drastically changing each year as more and more students sign up for the class. We began the year with a unit of Technical Drafting which hones the student's basic drafting and measuring skills. Once basic drafting skills were taught, students discovered the current trend of drafting through the computers and computer software. The students ended with a professional looking project which they will be able to keep for their portfolio. Some of the projects that were completed were two-story houses, sectional views of 3D objects, and a lot of title blocks with geometric shapes and designs. In the 2013-2014 school year, the Architecture and AutoCAD classes will be separated and converted into a Level 1 and Level 2 set-up. Since the past 2 years, total number of students for these classes has gone up steady and students that are looking at becoming architects/engineers are asking to better their knowledge and have more electives.

Graphic Arts

The Graphic Arts Department experienced another year with steady enrollment throughout the basic and advanced level courses. We are currently work to organize and improve the labs. Students have been improving their Photoshop and Illustrator skills throughout the year by designing T-shirts, Choral Concert covers, and All-Sports Banquet Brochures. This year's winner of All-Sports Banquet cover was Lucas Wilkins. Throughout the course of the year, the students have created and screen printed over 300 T-shirts in the Graphics Lab, which is a huge improvement from the past several.

Technology Education/ Furniture Design and Construction/ Construction Technology

The Technology Education course has changed dramatically in how information is presented and documented to applying technology to all levels of achievement. Pyrography /wood burning was emphasized in order to enhance the individual projects and as a way to transfer patterns.

The Furniture Design and Construction proved to be a major improvement that helped to motivate and guide students through the process from design to a completed project. It also had an influence on the students to have project designs completed on time in order to proceed to the second phase of the course. We are now using CAD for all project design, from the Technology Education course all the way to the advanced levels. Levels three and four of the Furniture Design and Construction course, proved that students at this level were fully capable of designing their own projects at home while using the free cad software, that is provided online, and then following those same drawings in the completion of the project. Microsoft Power Point and Microsoft Movie Maker are the main media for the documentation of individual student performance. Everything from the shop procedures to equipment was illustrated by student pictures and video. Bring Your Own Devices initiative incorporated the use of student cell phone cameras and other software/apps, such as board feet calculators, in order to accomplish daily shop activities.

Excel spreadsheets were used to construct the bill of materials for all projects. Procedures were written both in excel and word formats, and permit processes were discussed along with the new state building code requirements.

Site layout and the construction process from footing to roof were completed with a hands-on project. Scaled models were a major part of the construction curriculum. Shop safety was a major emphasis along with the safe use of tools. Material Safety Data sheets and Lock Out and Tag Out procedures had more student involvement and participation as we operated in the shop environment. Student application of safe procedures were monitored and graded on a daily basis.

Writing Center Jackie Carpenter

The Writing Center (WC) has become a focal point for some classes. Teachers in all departments can book their class time as soon as they know their schedules. Specific classes admitted on a continuing basis throughout the year included: Mrs. Reinecker's Stock Market Game; Mr. Wardle and Mrs. Dellinger's Agricultural /Business classes; and Ms. Pero Business Applications /Yearbook class. Other teachers who have used the WC are: Mr. Boyce (Sound Engineering); Mr. Davidson (Psychology); Mrs. Johnston (Music Theory); Mrs. Reever (Biology); Ms. Pero (English); Mrs. Cutright (French); Mrs. Stough (Child Care and Culinary); Mrs. Bort (English); Mrs. Sload (English); Mrs. Piechowicz (Biology); and Mrs. Overmoyer (English).

As before, students who found it necessary to engage in meaningful discussion during their study halls were encouraged to sign into the WC during study halls to work on presentations, PowerPoints and In-Design. Monitoring the

use of computers through the Impero program has kept the students on task while in this room. Students also receive help in editing their papers, improving their presentations and accessing sites to complete their assignments.

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 2012 - 2013 athletic seasons.

FALL SEASON

Volleyball

 The Bermudian Springs varsity volleyball team had several close and exciting matches in 2012. The most exciting was the Hanover match at Bermudian Springs that went five games, including an overtime, in which the Eagles danced away victorious.

<u>Football</u>

- The varsity football team completed their regular season unblemished. They became the fourth football team in Bermudian Springs history to go undefeated joining the 1991, 1992 and most recently the 2011 squads.
- The varsity football team won seven straight games, including two wins over Adams County rival Biglerville, at "Home" in 2012.
- The varsity football team defended their 2011 York-Adams Division III championship by capturing the 2012 title while extending their winning streaks to 21 regular season games and 19 division games.
- The York-Adams Chapter of football officials selected the Bermudian Springs football program for their Division III "Sportsmanship Award".
- The final accolade for the varsity football team was finishing their season at Hershey Park Stadium as the District III AA runner –up to the eventual PIAA AA State Champion Wyomissing.

Field Hockey

- The varsity field hockey team picked up two AAA victories over Spring Grove and Central York.
- The varsity field hockey team swept York-Adams Division III play with ten consecutive victories to capture the York-Adams Division III championship.

Cross Country

- Bermudian Springs was represented by Rachel Crane, Hope Cuff, Madison Leer, Josh Allison, Corey Bollinger, and Joe Fletcher at the District III Cross Country Meet.
- Rachel Crane finished the District III Cross Country Meet finishing 20TH. Rachel's 20TH place finish at the District III Cross Country Meet qualified her to participate in the P.I.A.A. Cross Country Meet.

Cheerleading

- Highlights for the fall season included cheering for an undefeated regular season, two District III wins, and the opportunity to cheer in Hershey Park Stadium.
- The varsity cheerleaders' season was also highlighted by the "Red Rage" events where they cheered as a program for the sports teams that traditionally don't have cheerleader participation.
- A personal highlight of the fall cheerleading season was the fall "Pep Rally". The planning, organization, and skills demonstrated by our cheerleaders were exceptional.
- Senior, Elizabeth Hall has been selected to cheer at the Big 33 Annual Football Classic June 15.

Girls Tennis

- Completing the York-Adams League schedule with a record of 4-2 in their first year of York-Adams competition.
- Morgan Anthony, Emily Rohrbaugh, Ayala Torchia, and Bryn Yurick all advanced to the York-Adams singles and doubles tournaments.
- Morgan Anthony and Bryn Yurick represented Bermudian Springs at the District III doubles tournament.

Golf

- Alexis Rohrbaugh, Garrett Cooke, Austin Little, Austin Swope, and Drew Taylor had a combined score of 429, an 85.6 average, good for a 2ND Place finish at Hanover's tournament held at South Hills.
- In York-Adams Division III play, 6 matches, Drew Taylor had an average score of 73.8 for the second best average in all of Division III.
- Alexis Rohrbaugh, Garrett Cooke, Austin Little, Austin Swope, and Drew Taylor all qualified to compete in the York-Adams League Tournament. Drew Taylor finished the AA tournament in 10TH place allowing him to advance to the District III AA tournament.

Boys Soccer

- Leo Arreguin was a 1ST Team York-Adams All-Star selection and Jose Rivas was a 2ND Team York-Adams All-Star selection.
- A personal highlight from the boys' soccer season came when Jose Rivas collided with and injured a player from an opposing team. As the injured player was determined fit to leave the field with assistance, Jose assisted the injured player from the far side of the field all the way to the opponent's bench, gave him a pat on the shoulder, and then sprinted back out on to the field to resume play.

Girls Soccer

- Rachel Wilkens was an Honorable Mention York-Adams All-Star selection.
- Abby Smith and Rachel Wilkins represented Bermudian Springs at the York-Adams senior "East vs. West" All-Star Game.

WINTER SEASON

Girls Basketball

- Freshman, Madyson Whitcomb was selected to the "All Tournament Team" at the Northern "Tip-off Tournament".
- Sophomore, Shannon Kuhn was selected to the "All Tournament Team" at the Bermudian Springs "Holiday Tournament".
- Coach Cover and Shannon Kuhn appeared on Adams County Television's "Sports Talk" hosted by Jeff Cook.

Boys Basketball

- Junior, Austin Hartzell was named to the "All Tournament Team" at the Bermudian Springs "Tip-off Tournament".
- The varsity boys basketball team captured the New Oxford "Holiday Tournament" defeating Littlestown and New Oxford. Both Neil and Silas Murren were named to the "All Tournament Team".
- The varsity boys basketball team qualified for both the York-Adams and District III tournament in their post season.
- The varsity boys basketball team was awarded the Division III York-Adams League sportsmanship award.

Wrestling

- The varsity wrestling program collected thirty-three dual wins to set a new school record.
- The varsity wrestling team finished their season with a 5TH place finish in the PIAA "Team Wrestling Tournament".
- Juniors, Ted Marines and Tristan Sponseller were added to the Bermudian Springs "100 Win Club".
- Individually, junior, Tristan Sponseller was the 170 lb. P.I.A.A. runner up.

SPRING SEASON

Baseball

- The 18 members of the varsity baseball team centered their season on pride, passion, respect, integrity, dedication and excellence. The varsity program completed its season with the same 18 athletes it started with.
- Bermudian Springs defeated Boiling Springs on the strength of Trevor Yinger's strong right arm. Trevor completed the game with a 1-hit shutout.
- After being defeated by York Suburban, the Eagles rebounded by destroying York Suburban 10-0. Bermudian collected 15 hits in just 5 innings. Trevor Yinger, once again; pitched a 1 hit shutout.

Softball

- Molly Shuchart, Maddie Huntington, Kaci Balzana, Klohie Sourbeer, Paige Huntington, Samantha Burda, and Mackenzie Farley all provided multiple hits to lead Bermudian Springs to a 19 hit performance and victory over York Tech.
- Maddie Huntington and Molly Shuchart combined went 6/6 with a home run, 2 triples, 1 double and 7 RBI to throttle the Canners.
- Morgan Anthony went 4/5 at the plate with a double and 5 RBI to lead us to victory over Hanover.
- Charlotte Rutkowski handed West York a loss by ripping the cover off the ball in the bottom of the 7TH inning; belting a 2 run walk-off home run.

Boys Tennis

- Interest in tennis continued with a 16 member varsity program.
- The varsity team picked up two encouraging wins over York Country Day and Littlestown.
- Cory Porcello, Luke Wilkins, and H\u00e1oza Phutaemnin each qualified for the York-Adams Tennis Tournament in both singles and doubles while Bailey Hoak also qualified for the doubles tournament.

Boys Track

Austin Felts, Wyatt Gearhart, Mike Shannon, Ryan Messinger, and Dustyn Lauver each qualified to participate in the York-Adams League Meet.

Girls Track

- Completed York-Adams Division III competition with a record of 4-2.
- Elana Keller, Lane Goodhart, Karra Thomason, Rachel Crane, Gabrielle Emeigh, Abigail Hoffman, and Hannah Kerr each qualified to participate in the York-Adams League Meet.
- Rachel Crane is the YAIAA Champion in the 800 m.
- Rachel set two new school records in the 800 m with a time of 2:20.34 and the 1600 m with a time of 5:20.14.
- Elana Keller, Lane Goodhart, Rachel Crane, Abby Hoffman, Gabby Emeigh, Hannah Kerr, and Kara Thomason will represent Bermudian Springs at the District III Track and Field Meet.
- Elana Keller was crowned the 2013 District III AA champion of the 100 hurdles.
- Rachel Crane and Elana Keller represented Bermudian Springs at the P.I.A.A. track and field meet at Shippensburg University May 24 and 25. Elana participated in the 100 m hurdles and Rachel participated in the 800 m. Rachel finished in 10TH place at the P.I.A.A. meet in the 800 m with a time of 2:20.34.

2012 - 2013 ATHLETIC RECORDS

VARSITY

Athletic Team	Won	Lost	Tie
Girls Cross Country	4	13	3
Boys Cross Country	2	18	1
Golf	15	10	0
Field Hockey	16	4	0
Football	12	1	0
Boys Soccer	1	15	1
Volleyball	9	8	0
Boys Basketball	16	7	0
Girls Basketball	7	14	0
Wrestling	26	7	0
Baseball	8	12	0
Softball	6	14	0
Girls Soccer	6	10	0
Boys Tennis	2	9	0
Girls Tennis	5	9	0
Girls Track	4	3	0
Boys Track	2	5	0

Varsity Programs	141	159	5

JUNIOR VARSITY

Field Hockey	6	4	3
Football	6	0	0
Volleyball	16	1	0
Boys Soccer	4	9	1
Boys Basketball	10	9	. 0
Girls Basketball	14	6	0
Baseball	12	7	0 .
Softball	4	14	0
Girls Soccer	0	9	1

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Jayvee Programs	72	59	5	

JUNIOR HIGH

Field Hockey	12	1	3	
Football	2	5	1	
Boys Basketball	5	10	0	
Girls Basketball	6	9	0	
Wrestling	9	5	0	
Boys Track	7	0	0	
Girls Track	6	1	0	
Volleyball	8	7	0	

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Varsity Middle Program	55	38	4	

JAYVEE JUNIOR HIGH

Field Hockey	10	1	1
Football	7	6	0
Boys Basketball	9	5	0
Girls Basketball	9	5	0
Volleyball	8	6	0

Jayvee Middle Programs	43	23	1
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Total Programs	311	279	15	
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2012 - 2013 Student Participation

Grade	3 Sports	2 Sports	1 Sport	Total	Percent
Seniors	4	27	47	78	51%
Juniors	5	28	48	81	55%
Sophomores	10	43	52	105	59%
Freshmen	15	32	38	85	51%
Totals	34	130	185	349	54%