Bermudian Springs SD

District Level Plan

07/01/2014 - 06/30/2017

District Profile

Demographics

7335 Carlisle Pike
York Springs, PA 17372
(717)528-4113
Superintendent: Shane Hotchkiss
Director of Special Education: Karen Jackson

Planning Process

Bermudian Springs School District utilized the Pennsylvania Department of Education's (PDE) Comprehensive Plan Guidance Tool to develop the district plan. Selected district and school staff members attended training offered by the PDE in the Spring and Summer of 2012. Training information was distributed to district and school administrators during the September administrative curriculum team meeting. Information was distributed to all staff regarding district-wide committees. The district will continue to employ a collaborative process based upon the Guidance Tool.

Mission Statement

 "Inspiring to lead, learn, compete, and serve."

Vision Statement

The vision of the Bermudian Springs School District, in partnership with parents and the community, is to empower all students to become responsible and respectful citizens, while inspiring them to lead, learn, and compete academically in a global society, and to ensure that each student seeks to achieve personal excellence in order to serve their community.

Shared Values

We believe that our school district:

- Promotes partnerships with all stakeholders in order to provide a safe, supportive, and comprehensive educational environment for all students;

- Recognizes the diverse learning needs of all students in a caring and creative student-centered learning environment;

- Teaches necessary competencies utilizing research-based best practices to prepare all students to be self-reflective in order to compete and lead in a global society;

- Celebrates successes that promote both academic and personal excellence;

- Encourages students to be creative problem solvers who can demonstrate a depth of knowledge at high levels of rigor;

- Integrates technology into teaching and learning to support instruction, student needs, and academic goals;

- Provides opportunities for all students to develop intellectually, morally, socially, and physically;

- Empowers and supports all staff to be committed to and involved in on-going personal and professional growth; and,

- Promotes character education and community service.

Educational Community

The Bermudian Springs School District encompasses more than 75 square miles of a rapidly growing section of south central Pennsylvania and provides educational services for three townships and two boroughs in Adams County. While farming, especially fruit growing, is a primary contributor to the local economy, many residents are employed in occupations more closely related to business and industry.

All district facilities are located on one central campus that serves approximately 2,044 students in three schools. The schools consist of an elementary for grades K-4, a middle school for grades 5-8, and a high school for grades 9-12. The high school was originally built in 1959 and was last renovated in 2008, the elementary school was built in 1990, and the middle school was built in 1977 and was last renovated in 1992. The district office administration consists of a Superintendent, Assistant Superintendent, Special Education Director, Business Manager, and Data/Transportation Director. Each of the three buildings has a principal and an assistant principal.

Planning Committee

Name	Role
Nicole Bond	Middle School Teacher - Regular Education
James Geruntho	Instructional Technology Director/Specialist
Michele Hartzell	Administrator
Shane Hotchkiss	Superintendent
Wade Hunt	Administrator
Karen Hutchison	Elementary School Teacher - Regular Education
Karen Jackson	Administrator
Lori King	Elementary School Teacher - Regular Education
Jordan Lehr	Business Representative
Jordan Lehr	Community Representative
Jim Lott	Board Member
Emily McGlaughlin	Middle School Teacher - Regular Education
Michele Murren	Secondary School Teacher - Special Education
Kathleen Myers	Administrator
Mitchell Nace	Ed Specialist - School Counselor
JoAnn Riley	Middle School Teacher - Regular Education
Roger Stroup	Administrator
Brooke Shambach	Elementary School Teacher - Regular Education
Marti Sload	Secondary School Teacher - Regular Education
Todd Staub	Parent
Roger Stroup	Administrator
Susan Tassin	Ed Specialist - School Psychologist
Holly Wallen	Parent
Vickie Wolf	Community Representative
Vickie Wolf	Business Representative

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

Standards	Mapping	Alignment
Arts and Humanities	Accomplished	Accomplished
Career Education and Work	Developing	Developing
Civics and Government	Developing	Developing
Common Core Standards: English Language Arts	Developing	Accomplished
Common Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Developing	Developing
Common Core Standards: Mathematics	Developing	Accomplished
Economics	Accomplished	Accomplished
Environment and Ecology	Accomplished	Accomplished
Family and Consumer Sciences	Accomplished	Accomplished
Geography	Accomplished	Accomplished
Health, Safety and Physical Education	Accomplished	Accomplished
History	Accomplished	Accomplished
Science and Technology and Engineering Education	Developing	Developing
Alternate Academic Content Standards for Math	Accomplished	Accomplished
Alternate Academic Content Standards for Reading	Accomplished	Accomplished
American School Counselor Association for Students	Developing	Developing
Early Childhood Education: Infant-Toddler through Second Grade	Developing	Developing
English Language Proficiency	Accomplished	Accomplished
Interpersonal Skills	Accomplished	Accomplished
School Climate	Accomplished	Accomplished

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

The district recently added full-day kindergarten. Selected staff members have been working on the district curriculum writing team in order to align the new Pennsylvania Common Core Standards for English/Language Arts and math.

Standards

Mapping and Alignment

Elementary Education-Intermediate Level

Standards	Mapping	Alignment
Arts and Humanities	Accomplished	Accomplished
Career Education and Work	Developing	Developing
Civics and Government	Accomplished	Accomplished
Common Core Standards: English Language Arts	Developing	Developing
Common Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Developing	Developing
Common Core Standards: Mathematics	Developing	Accomplished
Economics	Accomplished	Accomplished
Environment and Ecology	Developing	Developing
Family and Consumer Sciences	Accomplished	Accomplished
Geography	Accomplished	Accomplished
Health, Safety and Physical Education	Accomplished	Accomplished
History	Accomplished	Accomplished
Science and Technology and Engineering Education	Developing	Developing
Alternate Academic Content Standards for Math	Accomplished	Accomplished
Alternate Academic Content Standards for Reading	Accomplished	Accomplished
American School Counselor Association for Students	Developing	Developing
English Language Proficiency	Accomplished	Accomplished
Interpersonal Skills	Accomplished	Accomplished
School Climate	Accomplished	Accomplished

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

Bermudian Springs School District is in the process of aligning the new Pennsylvania Core Standards, including English Language Arts into history, science and technical subjects.

Standards

Mapping and Alignment

Middle Level

Standards	Mapping	Alignment
Arts and Humanities	Accomplished	Accomplished
Career Education and Work	Developing	Developing
Civics and Government	Accomplished	Accomplished
Common Core Standards: English Language Arts	Developing	Developing
Common Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Developing	Developing
Common Core Standards: Mathematics	Developing	Accomplished
Economics	Developing	Developing
Environment and Ecology	Accomplished	Accomplished
Family and Consumer Sciences	Accomplished	Accomplished
Geography	Accomplished	Accomplished
Health, Safety and Physical Education	Accomplished	Accomplished
History	Developing	Developing
Science and Technology and Engineering Education	Accomplished	Accomplished
Alternate Academic Content Standards for Math	Accomplished	Accomplished
Alternate Academic Content Standards for Reading	Accomplished	Accomplished
American School Counselor Association for Students	Developing	Developing
English Language Proficiency	Accomplished	Accomplished
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing
World Language	Accomplished	Accomplished

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

Bermudian Springs School District is in the process of aligning the new Pennsylvania Common Core Standards, including English Language Arts into history, science and technical subjects.

Standards

Mapping and Alignment

High School Level

Standards	Mapping	Alignment
Arts and Humanities	Accomplished	Accomplished
Career Education and Work	Developing	Developing
Civics and Government	Accomplished	Accomplished
Common Core Standards: English Language Arts	Developing	Developing
Common Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Developing	Developing
Common Core Standards: Mathematics	Developing	Developing
Economics	Accomplished	Accomplished
Environment and Ecology	Accomplished	Accomplished
Family and Consumer Sciences	Accomplished	Accomplished
Geography	Accomplished	Accomplished
Health, Safety and Physical Education	Accomplished	Accomplished
History	Developing	Developing
Science and Technology and Engineering Education	Developing	Developing
Alternate Academic Content Standards for Math	Accomplished	Accomplished
Alternate Academic Content Standards for Reading	Accomplished	Accomplished
American School Counselor Association for Students	Developing	Developing
English Language Proficiency	Accomplished	Accomplished
Interpersonal Skills	Accomplished	Accomplished
School Climate	Developing	Developing
World Language	Accomplished	Accomplished

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

Bermudian Springs School District is in the process of aligning the new Pennsylvania Core Standards, including English Language Arts into history, science and technical subjects.

Adaptations

Elementary Education-Primary Level

- Arts and Humanities
- Career Education and Work
- Civics and Government
- Common Core Standards: English Language Arts
- Common Core Standards: Literacy in History/Social Studies, Science and Technical Subjects
- Common Core Standards: Mathematics
- Economics
- Environment and Ecology
- Family and Consumer Sciences
- Geography
- Health, Safety and Physical Education
- History
- Science and Technology and Engineering Education

Elementary Education-Intermediate Level

- Arts and Humanities
- Career Education and Work
- Civics and Government
- Common Core Standards: English Language Arts
- Common Core Standards: Literacy in History/Social Studies, Science and Technical Subjects
- Common Core Standards: Mathematics
- Economics
- Environment and Ecology
- Family and Consumer Sciences
- Geography
- Health, Safety and Physical Education
- History
- Science and Technology and Engineering Education

Middle Level

- Arts and Humanities
- Career Education and Work
- Civics and Government
- Common Core Standards: English Language Arts
- Common Core Standards: Mathematics
- Economics
- Environment and Ecology
- Family and Consumer Sciences
- Geography
- Health, Safety and Physical Education
- History
- Science and Technology and Engineering Education

High School Level

- Arts and Humanities
- Career Education and Work
- Civics and Government
- Common Core Standards: English Language Arts
- Common Core Standards: Literacy in History/Social Studies, Science and Technical Subjects
- Common Core Standards: Mathematics
- Economics
- Environment and Ecology
- Family and Consumer Sciences
- Geography
- Health, Safety and Physical Education
- History
- Science and Technology and Engineering Education

Explanation for any standards checked:

This narrative is empty.

Curriculum

Planned Instruction

Elementary Education-Primary Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Accomplished
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Accomplished
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Developing
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Developing

Processes used to ensure Accomplishment:

The district recently added full-day kindergarten. Select teachers from the district curriculum writing team have been working to align curriculum with the new Pennsylvania Core frameworks.

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

This narrative is empty.

Elementary Education-Intermediate Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Accomplished
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Accomplished
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Developing
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Developing

Processes used to ensure Accomplishment:

The district has adopted new district frameworks that align with the new Pennsylvania Core standards. Teachers will continue to revise the current curriculum that integrates the PA Core for English Language Arts into the science, history, and technical subjects.

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

Middle Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Accomplished
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Accomplished
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Developing
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Developing

Processes used to ensure Accomplishment:

The district has adopted new district frameworks that align with the new Pennsylvania Core standards. Teachers will continue to revise the current curriculum that integrates the PA Core for English Language Arts into the science, history, and technical subjects.

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

This narrative is empty.

High School Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Developing
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Developing
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Developing
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Developing

Processes used to ensure Accomplishment:

The district has adopted new district frameworks that align with the new Pennsylvania Core standards for English Language Art. Biology and Algebra I have also been updated. Teachers will continue to revise the current curriculum that integrates the PA Common Core for English Language Arts into the science, history, and technical subjects as well as the new Pennsylvania Core Standards for Algebra at the high school level.

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

This narrative is empty.

Modification and Accommodations

Explain how planned instruction contains modifications and accommodations that allow all students at all mental and physical ability levels to access and master a rigorous standards aligned curriculum.

1. The Lincoln Intermediate Unit #12 conducts evaluations for preschool age children between the ages of 3-6 and coordinates the implementation of special education services for students with disabilities in Bermudian Springs School District. As students approach school age, a set of transition activities are conducted each year, to ensure the smooth transition between pre-school and entrance to kindergarten.

2. Bermudian Springs School District contracts with Lincoln Intermediate Unit #12 to provide pre-school services to the pre-school students with disabilities in our district. Students may also attend a private pre-school, Head Start Program, or another local intermediate unit program in a neighboring school district.

3. The transition from pre-school to a school aged kindergarten program is achieved through a series of transition activities. The process begins with an orientation session, individual meetings with parents, then reevaluation to assess academic levels, and finally Individual Education Program (IEP) meetings for students who are in need of services upon their entrance to kindergarten.

Instruction

Instructional Strategies

- Formal classroom observations focused on instruction
- Walkthroughs targeted on instruction
- Annual Instructional evaluations
- Peer evaluation/coaching
- Instructional Coaching

Regular Lesson Plan Review
- Administrators
- Building Supervisors
- Instructional Coaches

Provide brief explanation of LEA's process for incorporating selected strategies.

This narrative is empty.

Provide brief explanation for strategies not selected and how the LEA plans to address their incorporation.

This narrative is empty.

Responsiveness to Student Needs

Elementary Education-Primary Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Flexible instructional time or other schedule-related practices are used to meet student needs.	Full Implementation
Differentiated instruction is used to meet student needs.	Implemented in 50% or more of district classrooms
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Full Implementation

If necessary, provide further explanation.

 This narrative is empty.

Elementary Education-Intermediate Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Flexible instructional time or other schedule-related practices are used to meet student needs.	Full Implementation
Differentiated instruction is used to meet student needs.	Implemented in 50% or more of district classrooms
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Full Implementation

If necessary, provide further explanation.

This narrative is empty.

Middle Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Flexible instructional time or other schedule-related practices are used to meet student needs.	Full Implementation
Differentiated instruction is used to meet student needs.	Implemented in 50% or more of district classrooms
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Full Implementation

If necessary, provide further explanation.

This narrative is empty.

High School Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Flexible instructional time or other schedule-related practices are used to meet student needs.	Full Implementation
Differentiated instruction is used to meet student needs.	Implemented in 50% or more of district classrooms
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Full Implementation

If necessary, provide further explanation.

This narrative is empty.

Recruitment

Describe the process you implement to recruit and assign the most effective and highly qualified teachers in order to meet the learning needs of students who are below or are at risk of not graduating.

Strategies

The District is currently, or will be, implementing the following strategies to ensure that poor and minority students are not taught at higher rates than other students by inexperienced, unqualified and/or out of field teachers:

1. Advertising (local, web site, college boards)

   a. Advertise via internet District website

   b. Website

   c. College Boards

   d. PSBA

2. Maintain an ongoing file of prospective teachers and educational specialists.

3. Evaluate and interview highly qualified teachers to fill vacancies.   We have a centralized student teacher placement process and have the opportunity to observe prospective staff in action.

4. Initiate the hiring process as soon as we are aware of a vacancy or opening. With the ability to access student teachers and have a database of potential candidates from recruiting fairs, we are in a position to interview early and offer jobs in a very timely manner.

5. Continue working to align our system of recruitment, hiring, induction, supervision, and professional development.

Measuring Success

Success will be measured by ensuring the district hires highly qualified teachers, providing opportunities for internal transfers to areas of need, and implement teacher specific plans to ensure that teachers with non-highly qualified status take the necessary exams.

Assessments

Local Graduation Requirements

Course Completion	SY 13-14	SY 14-15	SY 15-16	SY 16-17	SY 17-18	SY 18-19
Total Courses	4.00	4.00	4.00	4.00	4.00	4.00
English	4.00	4.00	4.00	4.00	4.00	4.00
Mathematics	3.00	3.00				
Social Studies	4.00	4.00	4.00	4.00	4.00	4.00
Science	3.00	3.00				
Physical Education	4.00	4.00	4.00			
Health	2.00	2.00	2.00			
Music, Art, Family & Consumer Sciences, Career and Technical Education	4.00	4.00				
Electives	7.50	7.50				
Minimum % Grade Required for Credit (Numerical Answer)	65.00	65.00	65.00	65.00	65.00	65.00

2014 Graduation Specifics

Identify the method(s) used for determining graduation proficiency for the following sets of standards. (Check all that apply)

Reading

- Proficiency on State Assessments

Writing

- Proficiency on State Assessments

Mathematics

- Proficiency on State Assessments

Local Assessments

Standards	WA	TD	NAT	DA	PSW	Other
Arts and Humanities	X	X			X	
Career Education and Work						X
Civics and Government						
Common Core Standards: English Language Arts				X		X
Common Core Standards: Literacy in History/Social Studies, Science and Technical Subjects				X		
Common Core Standards: Mathematics				X		X
Economics						
Environment and Ecology						
Family and Consumer Sciences					X	X
Geography						
Health, Safety and Physical Education						X
History						X
Science and Technology and Engineering Education				X	X	X
World Language						

2015 and beyond Graduation Requirement Specifics

Identify the method(s) used for determining graduation proficiency for the following sets of standards. (Check all that apply)

English Language and Composition

- Completion of Course Work in which a student demonstrates proficiency on the associated Keystone Exam

English Literature

- Completion of Course Work in which a student demonstrates proficiency on the associated Keystone Exam

Mathematics

- Completion of Course Work in which a student demonstrates proficiency on the associated Keystone Exam

Science & Technology

- Completion of Course Work in which a student demonstrates proficiency on the associated Keystone Exam

Environment & Ecology

- Completion of Course Work in which a student demonstrates proficiency on the associated Keystone Exam

2017 and beyond Graduation Requirement Specifics

Identify the method(s) used for determining graduation proficiency for the following sets of standards. (Check all that apply)

Biology or Chemistry

No methods have been identified for this standard.

American History, Civics/Government, or World History

- Completion of Course Work in which a student demonstrates proficiency on the associated Keystone Exam

Methods and Measures

Summative Assessments

Summative Assessments	EEP	EEI	ML	HS
Terra Nova	X	X		
Keystone Exams			X	X
PSSA		X	X	
PSAT			X	X
SAT				X
Portfolio				X
Graduation Project				X

Benchmark Assessments

Benchmark Assessments	EEP	EEI	ML	HS
4Sight		X	X	
Study Island	X	X	X	
Plato/Edmentum				X
Fountas & Pinnel	X	X		
STAR			X	

Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
Progress Monitoring	X	X	X	
Exit Tickets	X	X	X	X
Diagnostic	X	X	X	X
Demonstration, Products, Projects, Portfolio's	X	X	X	X

Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
CDT's			X	X
Running Records	X	X		
STAR			X	
Edmentum	X	X	X	X

Validation of Implemented Assessments

Validation Methods	EEP	EEI	ML	HS
External Review				
Intermediate Unit Review				
LEA Administration Review	X	X	X	X
Building Supervisor Review	X	X	X	X
Department Supervisor Review				
Professional Learning Community Review	X	X	X	X
Instructional Coach Review				
Teacher Peer Review				

Provide brief explanation of your process for reviewing assessments.

Our district utilizes research-based assessments that are aligned to the Pennsylvania Standards as outlined in the Standards Aligned System (SAS).

Development and Validation of Local Assessments

If applicable, explain your procedures for developing locally administered assessments and how they are independently and objectively validated every six years.
This narrative is empty.

Collection and Dissemination

Describe your system to collect, analyze and disseminate assessment data efficiently and effectively for use by LEA leaders and instructional teams.

Once the Raw data is received by the district it is analyzed by proficiency levels. Information is distributed to the school administrators. The schools share the information with their teachers. The teachers analyze the broad data as well as access PVAAS, and Performance Tracker for previous student data that may include CDT's, benchmark, and classroom assessments in order to identify strengths and weaknesses in the curriculum. Once we receive the student data files, each school reviews data by student and by teacher. This information is shared with the individual teachers. The schools utilizes district data days as well as team planning to further review data to identify strengths and weaknesses within the classroom, curriculum, as well as to collaborate to create action plans to improve student achievement.

Data Informed Instruction

Describe how information from the assessments is used to assist students who have not demonstrated achievement of the academic standards at a proficient level or higher.

The schools continuously monitor student academic achievement. Progress monitoring takes place at all grade levels K-8. In the elementary school, students are grouped for additional instruction based upon their needs. The students that need additional help receive instruction with a reading specialist in small group settings. All students receive guided reading and guided math. The middle school identifies students are provided with opportunities for targeted remediation during daily resource time. Students are monitored and grouped based upon area(s) of greatest need. In addition, the middle school utilizes STAR and CDT diagnostic testing. In the high school, for students that were not proficient on the Keystone exams, Keystone Prep courses have been added to provide remediation either with a content teacher or through Edmentum Keystone program. High school students also began to take CDT's beginning the 2012-2013 school year.   In the event a student needs additional services, they are referred to our Student Assistance Program (SAP) or Child Study program for the next steps in our progress monitoring processes.

Assessment Data Uses

Assessment Data Uses	EEP	EEI	ML	HS
Assessment results are reported out by PA assessment anchor or standards-aligned learning objective.	X	X	X	X
Instructional practices are identified that are linked to student success in mastering specific PA assessment anchors, eligible content or standards-aligned learning objectives.	X	X	X	X
Specific PA assessment anchors, eligible content or standards-aligned learning objectives are identified for those students who did not demonstrate sufficient mastery so that teachers can collaboratively create and/or identify instructional strategies likely to increase mastery.	X	X	X	X
Instructional practices modified or adapted to increase student mastery.	X	X	X	X

Provide brief explanation of the process for incorporating selected strategies.

This narrative is empty.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

This narrative is empty.

Distribution of Summative Assessment Results

Distribution Methods	EEP	EEI	ML	HS
Course Planning Guides				
Directing Public to the PDE & other Test-related Websites	X	X	X	X
Individual Meetings				
Letters to Parents/Guardians	X	X	X	X
Local Media Reports	X	X	X	X
Website	X	X	X	X
Meetings with Community, Families and School Board	X	X	X	X
Mass Phone Calls/Emails/Letters	X	X	X	X
Newsletters	X	X	X	X
Press Releases				
School Calendar	X	X	X	X
Student Handbook				
Annual Student Data Report	X	X	X	X

Provide brief explanation of the process for incorporating selected strategies.

Data information is presented to the Board for summative assessments as it is received. Information is made available on the district web-site. The district distributes student data through district newsletters. The newsletter is posted on the district website. The district also conducts a comprehensive student data report which is presented to the Board and posted on the district website. Our media partners also present information in local newspapers.

Provide brief explanation for strategies not selected and how the LEA plans to address their incorporation.

This narrative is empty.

Safe and Supportive Schools

Assisting Struggling Schools

Describe your entity's process for assisting schools that either do not meet the annual student achievement targets or experience other challenges, which deter student attainment of academic standards at a proficient level or higher.

If your entity has no struggling schools, explain how you will demonstrate continued growth in student achievement.

Bermudian Springs school leaders are required to submit an annual Principal Briefing that outlines targeted areas of focus for their respective schools. The schools utilize PVAAS data, assessment data (both formative and summative), teacher, student, and community surveys to set priorities and goals for the school year. Data is reviewed by content standards as well as by teacher in order to determine strengths and gaps in the curriculum. Teachers also participate in data team meetings in order to plan for not only for interventions for students not attaining proficiency, but also to identify ways help all students have a one year's growth in one year's time. District professional development is then created based upon the needs of the students, schools and teachers. In addition, the district administrative team meets bi-weekly for leadership and curriculum as well as the district administrative team meets with each building level team on a monthly basis. Tutoring services are offered to students in need of remediation throughout the school year. Remediation is offered by our own staff and offered both before and after school. Bermudian Springs School District offers Title I and Title III services to identified students on an annual basis. All guidelines are followed in relation to the identification of students and the implementation of services.

Programs, Strategies and Actions

Programs, Strategies and Actions	EEP	EEI	ML	HS
Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement	X	X	X	X
School-wide Positive Behavioral Programs	X	X	X	
Conflict Resolution or Dispute Management	X	X	X	X
Peer Helper Programs	X	X	X	X
Safety and Violence Prevention Curricula	X	X	X	X
Student Codes of Conduct	X	X	X	X
Comprehensive School Safety and Violence Prevention Plans	X	X	X	X
Purchase of Security-related Technology				
Student, Staff and Visitor Identification Systems	X	X	X	X
Placement of School Resource Officers				
Student Assistance Program Teams and Training	X	X	X	X
Counseling Services Available for all Students	X	X	X	X
Internet Web-based System for the Management of Student Discipline				

Explanation of strategies not selected and how the LEA plans to address their incorporation:

Our district does not utilize School Resource Officers. We do have agreements with local law enforcement agencies.

Identifying and Programming for Gifted Students

1. Describe your entity's process for identifying gifted children.
2. Describe your gifted special education programs offered.

The Bermudian Springs School District (BSSD) is responsible for locating and identifying all students within the district who are thought to be gifted and in need of specially designed instruction outlined in Chapter 16 regulations. Teachers in grades kindergarten through grade twelve may recommend a student as a candidate for gifted education by submitting a written recommendation for evaluation. Parents may request that students be referred for gifted multi-disciplinary evaluation or screened for gifted education at any time. Permission to Evaluate forms are kept in the office at each building, for the purpose of making a gifted referral. Students are routinely screened in grades kindergarten through fifth grade, each year, to identify possible candidates for the gifted program. A Gifted Determination Worksheet along with a comprehensive screening process is used to collect student data and make a determination of gifted eligibility. A team of teachers, administrators and district psychologist meets routinely throughout the year to look at referrals and the effectiveness of the gifted screening process. Local assessments, an individually administered cognitive ability test, as well as benchmark assessments and PSSA scores are considered as multiple criteria in order to identify a student as gifted.

Developmental Services

Developmental Services	EEP	EEI	ML	HS
Academic Counseling	X	X	X	X
Attendance Monitoring	X	X	X	X
Behavior Management Programs	X	X	X	X
Bullying Prevention	X	X	X	X
Career Awareness	X	X	X	X
Career Development/Planning	X	X	X	X
Coaching/Mentoring	X	X	X	X
Compliance with Health Requirements –i.e., Immunization	X	X	X	X
Emergency and Disaster Preparedness	X	X	X	X
Guidance Curriculum				
Health and Wellness Curriculum	X	X	X	X
Health Screenings	X	X	X	X
Individual Student Planning				
Nutrition	X	X	X	X
Orientation/Transition	X	X	X	X
RtII				
Wellness/Health Appraisal				

Explanation of developmental services:
This narrative is empty.

Diagnostic, Intervention and Referral Services

Diagnostic, Intervention and Referral Services	EEP	EEI	ML	HS
Accommodations and Modifications	X	X	X	X
Administration of Medication	X	X	X	X
Assessment of Academic Skills/Aptitude for Learning	X	X	X	X
Assessment/Progress Monitoring	X	X	X	X
Casework	X	X	X	X
Crisis Response/Management/Intervention	X	X	X	X
Individual Counseling	X	X	X	X
Intervention for Actual or Potential Health Problems	X	X	X	X
Placement into Appropriate Programs	X	X	X	X
Small Group Counseling-Coping with life situations	X	X	X	X
Small Group Counseling-Educational planning				
Small Group Counseling-Personal and Social Development	X	X	X	X
Special Education Evaluation	X	X	X	X
Student Assistance Program	X	X	X	X

Explanation of diagnostic, intervention and referral services:
This narrative is empty.

Consultation and Coordination Services

Consultation and Coordination Services	EEP	EEI	ML	HS
Alternative Education	X	X	X	X
Case and Care Management	X	X	X	X
Community Liaison	X	X	X	X
Community Services Coordination (Internal or External)	X	X	X	X
Coordinate Plans	X	X	X	X
Coordination with Families (Learning or Behavioral)	X	X	X	X
Home/Family Communication	X	X	X	X
Managing Chronic Health Problems				
Managing IEP and 504 Plans	X	X	X	X
Referral to Community Agencies	X	X	X	X
Staff Development	X	X	X	X
Strengthening Relationships Between School Personnel, Parents and Communities	X	X	X	X
System Support	X	X	X	X
Truancy Coordination	X	X	X	X

Explanation of consultation and coordination services:

Student Assistance Program: The Student Assistance Program (SAP) is a program for the identification, intervention, and referral of adolescents who are believed to be at risk of suicide, show signs of extreme depression, or who are having school-related problems because of alcohol and/or drug use. Using a systematic process of referrals and general assignments, the teams determine which students are having problems and direct them to community organizations for help. The District complies with all aspects of the SAP requirements which includes training, meetings, and agency support.

Communication of Educational Opportunities

Communication of Educational Opportunities	EEP	EEI	ML	HS
Course Planning Guides	X	X	X	X
Directing Public to the PDE & Test-related Websites	X	X	X	X
Individual Meetings	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Local Media Reports				
Website	X	X	X	X
Meetings with Community, Families and Board of Directors	X	X	X	
Mass Phone Calls/Emails/Letters	X	X	X	X
Newsletters	X	X	X	X
Press Releases	X	X	X	X
School Calendar	X	X	X	X
Student Handbook	X	X	X	X

Communication of Student Health Needs

Communication of Student Health Needs	EEP	EEI	ML	HS
Individual Meetings				
Individual Screening Results	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Website	X	X	X	X
Meetings with Community, Families and Board of Directors				
Newsletters	X	X	X	X
School Calendar	X	X	X	X
Student Handbook	X	X	X	X

Frequency of Communication

Elementary Education - Primary Level

- Monthly

Elementary Education - Intermediate Level

- Monthly

Middle Level

- Monthly

High School Level

- Monthly

Collaboration for Interventions

Describe the collaboration between classroom teachers and individuals providing interventions regarding differing student needs and academic progress.

Student Assistance Program: The Student Assistance Program (SAP) is a program for the identification, intervention, and referral of adolescents who are believed to be at risk of suicide, show signs of extreme depression, or who are having school-related problems because of alcohol and/or drug use. Using a systematic process of referrals and general assignments, the teams determine which students are having problems and direct them to community organizations for help. The District complies with all aspects of the SAP requirements which includes training, meetings, and agency support.

Student Services: Our student services plan is an integral part of our BSSD program. Our trained and licensed staff consistently identifies and employs services to meet all student needs. These services are communicated to parents on a regular basis and parents are encouraged to access these services. As students matriculate through the program, career information and exploration opportunities are implemented. Students are exposed to the world of work, college life, and other services via speakers, curriculum, guidance counselors, visitations, internships, etc.

Community Coordination

Describe how you accomplish coordination with community operated infant and toddler centers, as well as preschool early intervention programs. In addition, describe the community coordination with the following before or after school programs and services for all grade levels, including pre-kindergarten, if offered, through grade 12.

1. Child care
2. After school programs
3. Youth workforce development programs
4. Tutoring

The Local Intermediate Unit (LIU12) operates a pre-school on campus in partnership with the Bermudian Springs School District. High school students involved in the Career and Technical Education programs participate in a variety of curriculum activities including, but not limited to: pre-school meal preparation, developmentally appropriate instruction, lesson planning, designing a daycare, and age appropriate physical activities.

- Our middle school participates in the 21st Century Program: An after school program for elementary and middle school Hispanic students.

- Our elementary school participates in the Big Brother/Sister program which provides mentoring and homework assistance for at-risk children.

- Before and after school tutoring services are offered to students in need of remediation throughout the school year. Remediation is offered by our own staff and offered both before and after school.

- A summer school program is offered within the school district for secondary students who have failed a course. The District is utilizing an on-line credit recovery module for the summer program which is monitored by district personnel both on-site and online.

- The elementary school offers a summer literacy program for identified students. This program serves students that have been identified through progress monitoring, local and/or state assessments, that are in need of additional assistance in or order to meet grade level standards.

Preschool Agency Coordination

Explain how the LEA coordinates with agencies that serve preschool age children with disabilities.

1. Address coordination activities designed to identify and serve children with disabilities and the supports and accommodations available to ensure both physical and programmatic access.
2. Address pre-kindergarten programs operated directly by the LEA and those operated by community agencies under contract from the LEA.

3. Describe how the LEA provides for a smooth transition from the home setting and any early childhood care or educational setting the students attend, to the school setting.

   1. The Lincoln Intermediate Unit #12 conducts evaluations for preschool age children between the ages of 3-6 and coordinates the implementation of special education services for students with disabilities in Bermudian Springs School District. As students approach school age, a set of transition activities are conducted each year, to ensure the smooth transition between pre-school and entrance to kindergarten.

   2. Bermudian Springs School District contracts with Lincoln Intermediate Unit #12 to provide pre-school services to the pre-school students with disabilities in our district. Students may also attend a private pre-school, Head Start Program, or another local intermediate unit program in a neighboring school district.

   3. The transition from pre-school to a school aged kindergarten program is achieved through a series of transition activities. The process begins with an orientation session, individual meetings with parents, then reevaluation to assess academic levels, and finally Individual Education Program (IEP) meetings for students who are in need of services upon their entrance to kindergarten.

Materials and Resources

Description of Materials and Resources

Elementary Education-Primary Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Developing
A robust supply of high quality aligned instructional materials and resources available	Developing
Accessibility for students and teachers is effective and efficient	Accomplished
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Accomplished

Provide explanation for processes used to ensure Accomplishment.

The Board approved new local Pennsylvania Core frameworks in August 2013. The district is in the process of reviewing current resources to align with the new standards.

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

This narrative is empty.

Elementary Education-Intermediate Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Developing
A robust supply of high quality aligned instructional materials and resources available	Developing
Accessibility for students and teachers is effective and efficient	Accomplished
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Accomplished

Provide explanation for processes used to ensure Accomplishment.

The Board approved new local Pennsylvania Core frameworks in August 2013. The district is in the process of reviewing current resources to align with the new standards.

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

This narrative is empty.

Middle Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Developing
A robust supply of high quality aligned instructional materials and resources available	Developing
Accessibility for students and teachers is effective and efficient	Accomplished
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Accomplished

Provide explanation for processes used to ensure Accomplishment.

The Board approved new local Pennsylvania Core frameworks in August 2013. The district is in the process of reviewing current resources to align with the new standards.

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

This narrative is empty.

High School Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Developing
A robust supply of high quality aligned instructional materials and resources available	Developing
Accessibility for students and teachers is effective and efficient	Accomplished
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Accomplished

Provide explanation for processes used to ensure Accomplishment.

The Board approved new local Pennsylvania Core frameworks in August 2013. The district is in the process of reviewing current resources to align with the new standards.

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

This narrative is empty.

SAS Incorporation

Elementary Education-Primary Level

Standards	Status
Arts and Humanities	Implemented in 50% or more of district classrooms
Career Education and Work	Implemented in 50% or more of district classrooms
Civics and Government	Implemented in 50% or more of district classrooms
Common Core Standards: English Language Arts	Full Implementation
Common Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
Common Core Standards: Mathematics	Full Implementation
Economics	Implemented in 50% or more of district classrooms
Environment and Ecology	Implemented in 50% or more of district classrooms
Family and Consumer Sciences	Implemented in 50% or more of district classrooms
Geography	Implemented in 50% or more of district classrooms
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms
History	Implemented in 50% or more of district classrooms
Science and Technology and Engineering Education	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Math	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Reading	Implemented in 50% or more of district classrooms
American School Counselor Association for Students	Level of Implementation is Unknown
Early Childhood Education: Infant-Toddler→Second Grade	Implemented in 50% or more of district classrooms
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms

Further explanation for columns selected"

This narrative is empty.

Elementary Education-Intermediate Level

Standards	Status
Arts and Humanities	Implemented in 50% or more of district classrooms
Career Education and Work	Implemented in 50% or more of district classrooms
Civics and Government	Implemented in 50% or more of district classrooms
Common Core Standards: English Language Arts	Full Implementation
Common Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
Common Core Standards: Mathematics	Full Implementation
Economics	Implemented in 50% or more of district classrooms
Environment and Ecology	Implemented in 50% or more of district classrooms
Family and Consumer Sciences	Implemented in 50% or more of district classrooms
Geography	Implemented in 50% or more of district classrooms
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms
History	Implemented in 50% or more of district classrooms
Science and Technology and Engineering Education	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Math	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Reading	Implemented in 50% or more of district classrooms
American School Counselor Association for Students	Level of Implementation is Unknown
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms

Further explanation for columns selected"

This narrative is empty.

Middle Level

Standards	Status
Arts and Humanities	Implemented in 50% or more of district classrooms
Career Education and Work	Implemented in 50% or more of district classrooms
Civics and Government	Implemented in 50% or more of district classrooms
Common Core Standards: English Language Arts	Implemented in 50% or more of district classrooms
Common Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
Common Core Standards: Mathematics	Full Implementation
Economics	Implemented in 50% or more of district classrooms
Environment and Ecology	Implemented in 50% or more of district classrooms
Family and Consumer Sciences	Implemented in 50% or more of district classrooms
Geography	Implemented in 50% or more of district classrooms
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms
History	Implemented in 50% or more of district classrooms
Science and Technology and Engineering Education	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Math	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Reading	Implemented in 50% or more of district classrooms
American School Counselor Association for Students	Level of Implementation is Unknown
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms
World Language	Implemented in 50% or more of district classrooms

Further explanation for columns selected"

This narrative is empty.

High School Level

Standards	Status
Arts and Humanities	Implemented in 50% or more of district classrooms
Career Education and Work	Implemented in 50% or more of district classrooms
Civics and Government	Implemented in 50% or more of district classrooms
Common Core Standards: English Language Arts	Full Implementation
Common Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
Common Core Standards: Mathematics	Full Implementation
Economics	Implemented in 50% or more of district classrooms
Environment and Ecology	Full Implementation
Family and Consumer Sciences	Implemented in 50% or more of district classrooms
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Alternate Academic Content Standards for Reading	Implemented in 50% or more of district classrooms
American School Counselor Association for Students	Implemented in less than 50% of district classrooms
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms
World Language	Implemented in 50% or more of district classrooms

Further explanation for columns selected"

This narrative is empty.

Current Technology Services

Required for LEA applying for eRate Priority 2 Funding

Describe your current telecommunications services, hardware, software and other services used to implement education. What strengths and weaknesses, related to technology, have been identified by staff, students or parents?

We receive services through our local Intermediate Unit (Lincoln IU); our district is participating in Act 183 E-Fund grant which provides increased telecommunications services/connectivity to the Internet, other districts and the LIU. This is an all fiber network with 100MB of layer 2 Ethernet connectivity to each district hub site from the LIU aggregations points and guaranteed 50MB to the Internet. These services allow our district to utilize, but not limited to, the following services:
Blog & Wiki Server - blogs allow individuals to post journals on the web that can be viewed by others thus generating discussions. Wikis allow multiple authors to post, edit, and delete information freely on the web.

Synchronous Distance Learning Tools - often called webinars, are online programs that are used love to enable virtual meetings. Webinars are a way for students to meet and interact with other students around the network. They allow for collaboration and sharing of information across the Internet. Teachers can pose questions to poll student understanding and create breakout sessions where students work in smaller groups and then join the main group.

Video Conferencing - is a virtual conference that takes place electronically over a network, where each participant has a camera, microphone and speakers. Individuals can interact with others both audibly and visually. This technology is used effectively in delivering distance education to students who cannot physically be in the same location as the instructor. Video conferencing can also be used to allow professional development for staff.

Portal Development - is a service that would be available which provides multiple services from one spot. The portal can be thought of as a "one stop shop" where students and teachers would log in through the portal site and then have access to all the services and applications without having to log in again. The portal provides students and teachers with ease of service and it saves time but eliminating multiple log-ins.

Digital Tools & Software - though the increased broadband, we can expose our students to a wide variety of tools and software such as; digital still cameras, microphones, Photo Shop, video software, and Adobe Illustrator.

Strengths:

      - the District continues to be committed to investigate and secure technology to streamline operations as well as to improve instruction for all students
      - the District employs two full time technology individuals to maintain our present system while also looking for ways to enhance it
      - the staff has embraced technology and continue to utilize on both a professional and personal basis

- the District offers ongoing trainings for all staff members
- the District has an active Technology Committee which several times throughout the school year. The most recent improvement has been the expansion of
the district's internet capabilities from 20 MB to 50 MB as well as purchased wireless network system campus-wide.

Weaknesses:

- age of some technology such as whiteboards and projectors in the District
- wireless infrastructure needs improvement
- remote connectivity is limited for staff

Future Technology Services

Required for LEA applying for eRate Priority 2 Funding

Describe what specific telecommunications services, hardware, software and other services will be needed to improve education? (Address how you plan to take advantage of emerging technologies to improve education. Be sure to include the acquisition or implementation of such services/equipment within your Action Plans.)

- **1:1 High School Initiative**

o   Expectations for the 21st Century learning include developing creative ways of teaching our students to infuse critical thinking and collaboration with the ever changing digital world. The one to one initiative will help prepare our students to be multigenerational and prepare them for college and/or careers.

- **Classrooms**

o   Tools for improving communications between teachers and students that goes beyond the classroom. A merge of classroom management and social media capabilities, monitored as per CIPA.

o   Implemented via cloud services through a vendor we currently use for Children's Internet Protection Act (CIPA) compliance.

o   Bring Your Own Device Initiative

- **Services**

o   Preparing to move to cloud services where appropriate to reduce reliance on district facilities and to improve availability.

o   Email, Educational Software, and Administrative Service Software, can all be moved to cloud providers.

- **eBooks**

  o A move towards eBook readers to reduce book costs and improve quantity and quality of information for students.

  o Books become "alive" with content and do not have to be updated due to web-linked materials.

- **Communications**

  o Developing an "APP" to provide communications between our district, students and their families, and our community at large.

Professional Education

Characteristics

District's Professional Education Characteristics	EEP	EEI	ML	HS
Enhances the educator's content knowledge in the area of the educator's certification or assignment.	X	X	X	X
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for struggling students.	X	X	X	X
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for gifted students.				
Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision making.	X	X	X	X
Empowers educators to work effectively with parents and community partners.	X	X	X	X

District's Professional Education Characteristics	EEP	EEI	ML	HS
Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other, as well as to Pennsylvania's academic standards.	X	X	X	X
Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for gifted students are aligned to each other, as well as to Pennsylvania's academic standards.				
Provides leaders with the ability to access and use appropriate data to inform decision making.	X	X	X	X
Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.	X	X	X	X
Instructs the leader in managing resources for effective results.	X	X	X	X

Provide brief explanation of your process for ensuring these selected characteristics.

Bermudian Springs School District has a Professional Development Committee that is comprised of teachers, specialists, and administrators from each building level. In addition, the elementary and middle school have Title I plans in which parents are involved as part of the Title I requirements. Surveys are conducted after each professional development session in order to align training with teacher and staff needs. In addition, Bermudian Springs School District participates in the Adam's County Consortium for teacher and staff professional development in order to maximize offerings for our teachers and staff.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

This narrative is empty.

Strategies Ensuring Fidelity

- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target instructional areas that need strengthening.
- Using disaggregated student data to determine educators' learning priorities.
- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target curricular areas that need further alignment.
- Professional Development activities are developed that support implementation of strategies identified in your action plan.
- Clear expectations in terms of teacher practice are identified for staff implementation.
- An implementation evaluation is created, based upon specific expectations related to changes in teacher practice, which is used to validate the overall effectiveness of the professional development initiative.
- The LEA has a systemic process that is used to validate whether or not providers have the capacity to present quality professional development.
- Administrators participate fully in all professional development sessions targeted for their faculties.
- Every Professional development initiative includes components that provide ongoing support to teachers regarding implementation.
- The LEA has an ongoing monitoring system in place (i.e. walkthroughs, classroom observations).
- Professional Education is evaluated to show its impact on teaching practices and student learning.

Provide brief explanation of your process for ensuring these selected characteristics.

Professional development activities are approved based upon the alignment to school and district goals. Surveys are conducted to ensure that the professional development is based upon the needs of teachers and staff. Curriculum writing is aligned to School administrators conduct walk-through as well as monitor expectations for the implementing school and district initiatives. School and district administrators monitor implementation of professional development activities through focus walks, lesson plans, observation, and walk-throughs. For non-certified staff such as nursing monitoring is done through compliance of specific PD task such as CPR certification. Schools also align and monitor instruction based upon data during district-wide data days as well as during school team meetings.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

This narrative is empty.

Induction Program

- Inductees will know, understand and implement instructional practices validated by the LEA as known to improve student achievement.
- Inductees will assign challenging work to diverse student populations.
- Inductees will know the basic details and expectations related to LEA-wide initiatives, practices, policies and procedures.

- Inductees will know the basic details and expectations related to school initiatives, practices and procedures.
- Inductees will be able to access state curriculum frameworks and focus lesson design on leading students to mastery of all state academic standards, assessment anchors and eligible content (where appropriate) identified in the LEA's curricula.
- Inductees will effectively navigate the Standards Aligned System website.
- Inductees will know and apply LEA endorsed classroom management strategies.
- Inductees will know and utilize school/LEA resources that are available to assist students in crisis.
- Inductees will take advantage of opportunities to engage personally with other members of the faculty in order to develop a sense of collegiality and camaraderie.
- Inductees each will be provided with a mentor.

Provide brief explanation of your process for ensuring these selected characteristics.

The Adams County Teacher Induction Program is planned and coordinated by a planning committee made up of one representative from each of the six Adams County School Districts.   This Induction Committee plays an important role in the following:

1. Developing the Teacher Induction Plan,

2. Publishing a Teacher Induction Notebook for participants,

3. Designing and conducting joint teacher induction workshops and seminars, and

4. Recommending induction activities to be carried out at the district and building level.

The Adams County Induction Program begins with a total of three days, with the first two days focusing on the Learning Focused Schools framework. The remaining day focuses on "Preparing for School," which includes presentations on: the "Code of Conduct," "Teacher Effectiveness," "Child Abuse," and other topics determined to be a focus for that year.
The County Induction includes bi-monthly meetings with the following focused topics:

- October (County-wide in-service day) - Day 3 of Learning Focused School

- October - Diversity

- December - Community Resources

- February - Emerging Needs

- April - Final Reflection

In addition to the county-wide meetings, all new teachers meet within their home districts for additional training. The Bermudian Springs induction program helps teachers to more effortlessly acclimate so that they may accomplish the overall goal of educating students.
The goals for the induction program are:

- to acclimate new employees to the school district procedures and policies
- to provide resources, a time and place to ask questions, solve problems, and voice concerns

- to provide proper support and training in relation to the position
- to problem solve regarding stressors experienced by new teachers
- to enhance and expand teacher strategies inside the classroom

These goals are accomplished through monthly meetings, classroom observations, and carefully selected mentors.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

N/A

Needs of Inductees

- Frequent observations of inductee instructional practice by a coach or mentor to identify needs.
- Frequent observations of inductee instructional practice by supervisor to identify needs.
- Regular meetings with mentors or coaches to reflect upon instructional practice to identify needs.
- Student PSSA data.
- Standardized student assessment data other than the PSSA.
- Classroom assessment data (Formative & Summative).
- Inductee survey (local, intermediate units and national level).
- Review of inductee lesson plans.
- Review of written reports summarizing instructional activity.
- Submission of inductee portfolio.
- Knowledge of successful research-based instructional models.
- Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).

Provide brief explanation of your process for ensuring these selected characteristics.

The Adam's County Teacher Induction Program is planned and coordinated by a planning committee made up of one representative from each participating school entity. The Induction Consortium provides each inductee with a comprehensive manual focusing on Consortium and local goals based upon best practices. Seminars conducted under the auspices of the Adams County Teacher Induction Program are designed to address some of the general concerns faced by all beginning teachers. The seminars, scheduled throughout the school year, provide opportunities to meet and share first year experiences with beginning teachers from other schools and school entities. Specific needs of individual beginning teachers are assessed at the building level both formally and informally throughout the school year. At the Adams County Teacher Induction Program level, induction participants are asked to identify additional seminar topics at mid-year. These recommendations are used to develop an "Emerging Needs Seminar" to take place in the spring of the year.

Provide brief explanation for strategies not selected and you plan to address their incorporation.

N/A

Mentor Characteristics

- Pool of possible mentors is comprised of teachers with outstanding work performance.
- Potential mentors have similar certifications and assignments.
- Potential mentors must model continuous learning and reflection.
- Potential mentors must have knowledge of LEA policies, procedures and resources.
- Potential mentors must have demonstrated ability to work effectively with students and other adults.
- Potential mentors must be willing to accept additional responsibility.
- Mentors must complete mentor training or have previous related experience (e.g., purpose of induction program and role of mentor, communication and listening skills, coaching and conferencing skills, problem-solving skills and knowledge of adult learning and development).
- Mentors and inductees must have compatible schedules so that they can meet regularly.

Provide brief explanation of your process for ensuring these selected characteristics.

The selection of mentors will be guided by the "Essential Qualities of a Mentor Teacher":

a. Knowledge and skills in the classroom.

b. A commitment to the teaching profession and service to children.

c. Instructional leadership.

d. The ability to teach the district standards-based curriculum.

e. The use of appropriate, effective problem-solving techniques.

f. The use of a variety of instructional, classroom organizational, management and grouping techniques,

g. The ability to convey enthusiasm for a subject to students.

h. A willingness to give special attention to students requiring assistance.

i. Success in fostering excellent student performance.

j. The ability to give and receive constructive criticism.

k. The ability to effectively communicate with colleagues, parents and students.

l. Knowledge of policies and procedures within the specific school building.
Further, the BSSD will seek to recruit mentor teachers who:

A. are tenured.

B. Hold an Instructional II Certificate.

C. Have taught a minimum of two years with the school entity.

D. Are recognized and respected by colleagues.

E. Teach at the same grade level or in the same subject area as the beginning teacher.

F. Are assigned to classrooms in close proximity to the beginning teacher.

Provide brief explanation for characteristics not selected and how you plan to address their incorporation.

N/A

Induction Program Timeline

Topics	Aug-Sep	Oct-Nov	Dec-Jan	Feb-Mar	Apr-May	Jun-Jul
Code of Professional Practice and Conduct for Educators	X					
Assessments		X		X		
Best Instructional Practices	X	X	X	X		
Safe and Supportive Schools	X		X			
Standards	X	X	X			
Curriculum	X					
Instruction	X	X				
Accommodations and Adaptations for diverse learners	X					
Data informed decision making		X	X			
Materials and Resources for Instruction	X					

If necessary, provide further explanation.

N/A

Monitoring Evaluating and Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

Each beginning teacher is expected to attend all Adams County workshops, seminars, local induction activities and building induction team meetings. In addition, beginning teachers must meet local expectation regarding peer visitations and maintain a log of induction activities' that provides the documentary base for entries on the Teacher Induction Criteria for Completion Form, This form, which includes a record of attendance for all consortium seminars, district and building level meetings and peer visitations, must be signed by all

members of the building-level induction team and then submitted to the school district office for verification of completion of the program. All course are uploaded to the Act 48 System.

The BSSD will maintain records of those beginning teachers completing the induction process by:

1) giving each beginning teacher completing the program certification of this accomplishment,

2) placing a copy of the certification with the signed Teacher Induction Criteria for Completion Form in the teacher's personnel file.

Participants in each County Induction Seminar will be asked to evaluate the effectiveness with which it achieved its intended goals/objectives. Summaries of the responses to these instruments will be reviewed annually by the County Induction Council as a means of making recommendations for program improvement. In addition, induction participants may be surveyed on an ongoing bases as well as at the end of the school year to determine the effectiveness of local level induction activities and the appropriateness of topics.

Recording Process

Identify the recording process for inductee participation and program completion. (Check all that apply)

- Mentor documents his/her inductee's involvement in the program.

- School/LEA maintains accurate records of program completion and provide a certificate or statement of completion to each inductee who has completed the program.

- LEA administrator receives, tallies, and archives all LEA mentor records.

- Completion is verified by the LEA Chief Administrator on the Application for Level 2 Certification.

Special Education

Special Education Students
Total students identified: **189**

Identification Method

Identify the District's method for identifying students with specific learning disabilities.

Bermudian Springs School District (BSSD) will continue to utilize the discrepancy model to identify specific learning disability in students who are referred for a multi-disciplinary evaluation. The referral process is supported by Child Study Teams in each building that reviews the progress, interventions and success of accommodations that students are receiving. Students are assessed with grade level benchmarks and PSSA assessment scores and divided into intervention groups based on the instruction needed to remediate specific skills. Currently the Discrepancy Model that is being utilized has been effective in identifying students in proportionally appropriate percentages in all disability categories.

Many of the core characteristics of the Response to Intervention Model are present and operational in Bermudian Springs School District at the elementary level. Currently Bermudian Springs maintains a Standards Aligned Curriculum that supports instruction in the classroom. Curriculum teams are analyzing the new PA Core Standards and developing a curriculum framework that will support the success of all students. All students receive high quality research-based instruction in the general curriculum. The general curriculum is supported, and reflected in the delivery of instruction whenever it is modified in order to address the specific needs of special education students whether that instruction occurs in the regular or special education classroom.

In addition to a standards based curriculum, Bermudian Springs School District utilizes universal screening measures to assess students. Data-based decision making occurs in all grade levels where student progress is measured in relation to grade level benchmarks and assessments. Bermudian Springs systematically looks at student data and student progress toward grade level benchmarks by using "Data Days". These professional days are set aside in the district calendar for teachers to analyze the progress that their students are making toward grade level benchmarks based on assessment data. Learning Support teachers analyze the individual results for students in order to identify goals that need to be addressed and how these align with the core standards as indicated by their student's performance on PSSA assessments and Keystone Exams.

During this special education plan Bermudian Springs School District will continue to develop a school wide tiered-intervention system at the elementary level to provide leveled interventions to be used with students who are demonstrating the need for enrichment or remediation. While the faculty and staff at Bermudian Springs School District hold high expectations for student learning and behavior, they recognize that continuous school improvement equates to quality instruction. In order to maintain effective instructional practice and increase student learning, BSSD will continue to implement many components of the Learning Focused Schools initiative to provide quality instruction, promote student engagement, and differentiate instruction. Building level action plans will address the re-alignment of resources to address improved delivery of instruction, intervention strategies, and the reallocation of district resources.

Enrollment

Review the Enrollment Difference Status. If necessary, describe how your district plans to address any significant disproportionalities.

The data is publicly available via the PennData website. You can view your most recent report. The link is: http://penndata.hbg.psu.edu/BSEReports

The data report shows that Bermudian Springs School District's enrollment differences are not significantly disproportionate in many areas. Overall, the "Percent of Special Education enrollment by Disability" is below the state average. (BSSD reports a 8.0% as compared to

the state average of 15.1%) Our district is a small rural district so the data percentages are skewed by the fact that in many categories our data is too small to reflect proper statistical comparisons. The number or "N" is 10 or less for the following areas of autism, deaf blindness, hearing impairment, multiple disabilities, orthopedic impairment, traumatic brain injury and visual impairment. In other categories, including emotional disturbance and mental retardation, even though our numbers are more than 10, this small enrollment is greatly impacted by the identification of new students or transfers that we receive. The 2011-2012 data report indicates that Bermudian Springs School District is at the state average for the disability percentages for Other Health impairment and Specific Learning Disability. Our percentage for Speech and language Impairment is slightly below the state average but has risen from 12.9% to 14.9% in the last year, moving more closely toward the state average of 16.2% as indicated by the report.

Two areas of student enrollment that are slightly disproportional and above the state average for Bermudian Springs are emotional disturbance (8.6%) and mental retardation (7.1%).The numbers reported for Bermudian Springs emotional support students has fallen from 12.9% in the 2010-2011 school year to 10.1% in the 2011-2012 school year, indicating a trend of enrollment that is moving in the right direction. The percentage reported for the number of mentally retarded students enrolled in Bermudian Springs has risen for 13.5% in 2010-2011 to 13.7% in 2012-2013 and reflects new families moving into our school district and newly identified students who meet the criteria of having a severe level of mental retardation, that requires a more restrictive placement in a life skills class.

In order to ensure proper identification of eligibility of students with an Intellectual Disability or MR, the multidisciplinary team considers multiple factors. The student must have a full-scale IQ below 70. In addition, adaptive behavior, as measured by anecdotal information as well as standardized instruments, must be impacted. The child must be experiencing significantly delayed academic progress in comparison to peers. Other factors, such as cultural, economic, and social issues are ruled out, including status as an English-Language-Learner. In the coming year, re-evaluations will continue to include and revisit the multiple criteria used to confirm intellectual disability, and provide students with this disability category the maximum amount of integration.
The team explores whether the student demonstrates significant progress with regular education interventions over time. The team explores communication status.
During bi-annual reevaluations, the team considers whether updated intelligence testing is warranted, and performs such testing as needed.

The 2012-2012 Special Education Data Report indicates that our graduation and drop out rates are satisfactory. The Race/Ethnicity report does not show a significant disproportionality for Bermudian Springs School District.

Non-Resident Students Oversight

1. How does the District meet its obligation under Section 1306 of the Public School Code as the host District at each location?
2. How does the District ensure that students are receiving a free appropriate public education (FAPE) in the least restrictive environment (LRE)?
3. What problems or barriers exist which limit the District's ability to meet its obligations under Section 1306 of the Public School Code?

Bermudian Springs School District is not the host district for facilities that serve these students, but utilizes local programs and locations in other neighboring school districts who do act host districts for students who are considered 1306 students.

Incarcerated Students Oversight

Describe the system of oversight the District would implement to ensure that all incarcerated students who may be eligible for special education are located, identified, evaluated and when deemed eligible, are offered a free appropriate public education (FAPE).

Bermudian Springs School District offers a free and appropriate public education for all students, including those who are incarcerated and receive special education services. The BSSD maintains a key contact person who facilitates communication between the institutions that serve incarcerated students and the school district. Communication with prisons/detention centers regarding educational issues is maintained and students needing special education services are tracked through Penn Data and the Lincoln Intermediate Unit #12 who provides educational services to these students in some locations. Currently BSSD has 1 student who is incarcerated. Transfer of school records and student progress toward graduation is monitored while students are incarcerated.

Least Restrictive Environment

1. Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities, including those in private institutions, are educated with non-disabled children, and that removal from the regular education environment only occurs when education in that setting with supplementary aids and services, cannot be achieved satisfactorily.
2. Describe how the District is replicating successful programs, evidence-based models, and other PDE sponsored initiatives to enhance or expand the continuum of supports/services and education placement options available within the District to support students with disabilities access the general education curriculum in the least restrictive environment (LRE). (Provide information describing the manner in which the District utilizes site-based training, consultation and technical assistance opportunities available through PDE/PaTTAN, or other public or private agencies.)

3. Refer to and discuss the SPP targets and the district's percentages in the Indicator 5 section - Educational Environments. Also discuss the number of students placed out of the district and how those placements were determined to assure that LRE requirements are met.

1)   To the maximum extent possible BSSD includes students identified with a disability with non-disabled peers. Supported instruction, where the learning support teacher provides additional adaptations and modifications and instruction in the regular curriculum for students with disabilities, is always considered as the first option. Interventions are implemented and instructional time in special education is adjusted based on the success a student experiences in the regular curriculum, when supplementary services are implemented. When a referral for a multidisciplinary evaluation is made, the information collected during the pre-referral process is used to identify the needed supports if special education services are recommended.

Progress monitoring data and benchmark assessments are used to make placement decisions and monitor the academic gains students have made when considering a change in placement. Utilizing a standards based curriculum and state and local assessments makes integration and movement between special education and regular education an on-going topic as students move through the grade levels. Students with disabilities are considered for more restrictive programs when they fail to make successful academic and behavioral gains needed to make to progress in the general curriculum with special education supports and services in place.

Bermudian Springs School District maintains a pre-referral procedure that will be switched from an IST model to Child Study Teams during the three years of this plan. The Child Study Team will identify and screens students who are at risk academically or behaviorally. A team approach will continue to be utilized to identify the local resources and services that are available to students in regular education that may help them to be more successful. Title 1, ESL services, tutoring, summer programs, are implemented based on student need.

Teachers monitor student progress and make adaptations for those students who need more individualized instruction. Local options for supplemental supports are always exhausted before students are referred for multidisciplinary evaluation and special education services in a more restrictive setting are considered. Agencies are also utilized to supply necessary supports for students, including mental health services, wrap around services, and counseling services.

Bermudian Springs School District uses Supplementary Aids and Services to meet the individual needs of the special education population identified through the IEP process to all students who need them, providing a relevant educational benefit. Examples of Instructional Supplementary Aids and Services that are utilized are:

- Activating prior knowledge through previewing concepts and vocabulary
- Providing multiple practice opportunities
- Use of specific vocabulary techniques, word walls, vocabulary exercises, individual word banks
- Use of formula cards, specific step by step task cards for multiple step math problems
- Use of calculator, number grid, lattice method to increase the accuracy of basic math facts
- Direct Instruction at an adapted level matching student ability
- Simultaneous multi-sensory strategies employing visual, auditory, tactile modalities
- Specific techniques for re-direction of off-tasks behavior including: student contracts, desk checklists, classroom incentives
- Immediate feedback aided by the use of assistive technology in software programs, communication devices and personal electronic devices

- Additional uses of technology include: sound amplification system, word prediction, projection systems, enlargement of texts and books available on tape/CD, copies of regular education notes, etc.
- Simultaneous multi-sensory strategies employing visual, auditory, tactile modalities.
- Physical Supplementary Aids and Services include a wide array of components, such as:
- Preferential seating nearest to the teachers' main instructional area
- Seating away from noises such as heaters and fans; structural aides (grab bars, wheelchair accessibility, etc); and adaptive equipment.
- Evacuation plans for physically handicapped students
- Use of adjusted time schedule for students with mobility problems
- Adjusted arrival and dismissal procedures
- Social-Behavioral Supplementary Aids and Services provide support and services to increase appropriate behavior and decrease non-appropriate behavior. The district uses methods such as:
- School Wide Positive Behavior Support (SWPBS)
- School-based mental health counseling
- Social groups facilitated by school guidance counselor, buddy program, Olewus Bullying Program, social skills instruction
- Individual Positive Behavior Support Plans
- Crisis Plans

The district provides general and special education teachers with common planning time to assist in the collaborative process. Special education teachers attend team meetings in the elementary and middle school building where the team process for each grade level. Department meetings are held once a month in each building to address issues and maintain the smooth implementation of special education procedures with administrators and teachers. Professional development is also provided to staff on Autism, reading, mathematics, least restrictive environment and Differentiated Instruction, and identification procedures.

 The district collaborates with parents through meetings, district mailings, on-line grading, e-mails, phone conferences, parent teacher evenings, orientations meeting and special scheduling meetings for the parents of learning support students who transition from the middle school to high school and from pre-school to the elementary school.

2)   Beginning in the 2010-2011 school year Bermudian Springs School District entered into an agreement with Fairfield Area School District and Upper Adams School District, to form The Adams County Consortium to provide special education services for students who were identified as needing life skills, emotional support. or full time learning support programs. The consortium was formed to provide an alternative to purchasing contracted services for students in these disability categories through the local intermediate unit. While students continue to be educated in neighboring school districts when intensive programming is needed, the consortium has allowed us to keep our students in one district consistently, providing smooth transitions as students move from pre-school to elementary, middle, and then high school. Student placement and enrollment has been streamlined to ensure quick and efficient access to programs that are more intensive based on the individual needs of students.

3) Penn Data Special Education Reports indicate the following school enrollments:

School enrollment Inside Regular Education Class 80% or more is lower (40%) as compared to the state average of (62.4%)

School enrollment in other settings is smaller than the required 10 for reporting this

category

Facility	Type of Facility	Type of Service	Enrollment
Adams County Learning Center	Other/LIU#12	Alternative Education	1
River Rock Academy	Private	Alternative Education	2
Alternative Education Upper Adams School District	Neighboring School District	Alternative Education	1
Instruction in the Home	Student Home	MDS Support	1
UCBH	Mental Health Provider	Mental Health	1

Behavior Support Services

Provide a summary of the District policy on behavioral support services including, but not limited to, the school wide positive behavior supports (PBS). Describe training provided to staff in the use of positive behavior supports, de-escalation techniques and responses to behavior that may require immediate intervention. If the district also has School-Based Behavioral Health Services, please discuss it.

Bermudian Springs School District maintains a School Board Policy that has been developed and up-dated to comply with the District Wide Behavioral Support Program. This includes the adoption of the policies and procedures developed by the Lincoln Intermediate Unit that outlines a Positive Behavior Support Program.
Currently each individual building is responsible for the implementation of the positive behavioral support initiative. At each building a Student Code of Conduct outlines rules and regulations and discipline procedures. The code of conduct is reviewed and signed by all students at the beginning of the year and can be found on the district web site for reference. Functional Behavior Assessments are conducted to gather information, formulate individual positive behavioral support plans when needed to manage student behavior. Positive Behavior Support Plans are developed by a school team that contains regular and special education teachers, school psychologist, building principals, and guidance counselor. Manifestation Determinations are conducted prior to disciplinary actions whenever students with disabilities violate school policy or are considered for a change in placement or a unilateral 45 day placement.
Emotional support services are provided by the district for students with emotional disturbance at the high school level. Special education teachers and instructional aide are certified, highly qualified and trained in Non-violent Crisis Prevention Intervention strategies and maintain their certificates. The Emotional Support Team meets once a month to discuss the success and challenges of our students and addresses student issues with on-going consultation with the school psychologist and behavioral specialist when needed. Out district utilizes our Student Assistance Program (SAP) and the services of Adams Hanover Counseling when needed to provide assistance to students with mental health needs. Our district maintains a working relationship with the Office of Juvenile Probation for direct support to students who are referred for that level of intervention.

Intensive Interagency/Ensuring FAPE/Hard to Place Students

1. *If the LEA is having difficulty ensuring FAPE for an individual student or a particular disability category, describe the procedures and analysis methods used to determine gaps in the continuum of special education supports, services and education placement options available for students with disabilities.*
2. Include information detailing successful programs, services, education placements as well as identified gaps in current programs, services, and education placements not available within the LEA. Include an overview of services provided through interagency collaboration within the LEA.
3. Discuss any expansion of the continuum of services planned during the life of this plan.

1)   Bermudian Springs School District maintains community resources and interagency contacts to assist the district with ensuring FAPE for students in all disability categories.

Service/Resource	Description
Adams County Mental Health and Mental Retardation Programs (MHMR)	MHMR - is a County Government Agency that is responsible to provide certain services to students who are eligible county residents with a mental health or mental retardation diagnosis. These services are voluntary and can provide additional supports to families in our community.
Lincoln Intermediate Unit	The Lincoln Intermediate Unit #12- acts as a partner with Bermudian Springs School District to provide staff development, curriculum consultation, special education services, and access to a network of resources to maintain and improve the quality of our educational programs.
Office of Vocational Rehabilitation (OVR)	OVR - is a state agency that helps persons with disabilities help themselves to prepare for, start and maintain a career. They work with BSSD as a partner in preparing and implementing transition plans for our graduating students with disabilities as they enter the world of post-secondary education and employment.
Parent Education Network (PEN)	PEN is a coalition of parents and professionals providing technical assistance, on-site training workshops, and literature regarding early intervention, special education and transition. PEN representatives provide parent training opportunities for parents of students who receive special education services annually for BSSD.
PaTTAN	PaTTAN - is an initiative sponsored by the Pennsylvania Department of Education in partnership with families and local educational agencies LEAs) to support educational programs and services to improve student learning and achievement. PaTTAN provides BSSD with resources and training for special education teachers and administrators.

The BSSD conducts ongoing identification activities as a part of its school program for the purpose of identifying students who may be in need of special education and related services.

Special Education and Related Services

In compliance with state and federal law, the BSSD will provide, without discrimination, to each protected handicapped student, special education services, aides and accommodations, which are needed to provide equal opportunity to participate in and obtain the benefits of the school program and extracurricular activities.

2)   In an effort to provide consistent program coordination in services for students in specific disability categories in Adams County, a local consortium was formed in order to maximize the resources of Upper Adams School District, Fairfield Area School District and Bermudian Springs School District. The goal of the Adams county consortium was to provide efficient and affordable special education services while capitalizing on the resources and supports that each district was able to provide to the other. Special education programs for life skills students needing a functional life skills curriculum is provided in Upper Adams School District. Fairfield Area School District supplies a full time learning support program to students who have neurologically based learning disabilities and need a high level of support and accommodations to participate in the general curriculum. Bermudian Springs operates an emotional support program for students who need a structured behavioral support component and who fall under the disability category of emotional disturbance. While enrollment in the local Intermediate Unit classrooms has decreased, the quality of education our students are receiving along with the consistency in the same district from year to year, is improving the educational outcomes for many of our students.

3)   Expansion of the Adams County Consortium classes will include several new grade levels next year. Students transitioning from pre-school programs are making smoother transitions into school age programs with the additional effort that has been taken to have parents visit school aged placements before making a placement decision. A greater number of parents have visited regular education classrooms and consortium classrooms before intake meetings to familiarize themselves with the program.

Strengths and Highlights

Describe the strengths and highlights of your current special education services and programs. Include in this section directions on how the district provides trainings for staff, faculty and parents.

Bermudian Springs School District (BSSD) has employed competent, dedicated and highly qualified staff who are committed to developing capable, self-directed and proficient learners. Learning support teachers at Bermudian Springs make a daily effort to meet the high needs of a diverse population of students in creative and innovative ways. BSSD maintains a full continuum of services that support a free appropriate public education for students with disabilities in the least restrictive environment. Bermudian Springs will continue to maximize its resources to provide these services efficiently.

Direct instruction and progress monitoring in reading and math have provided a focus to improve instruction to students who fall below expected levels in basic reading and math

skills. Program development that includes individual measures of student progress in reading and math fluency are being utilized to address student growth and continuous improvement. Read Naturally, the READ 180 intervention Program, and Soar to Success have been implemented as district programs.

Transition activities provided to students over 14 years of age help provide a strong connection between post-secondary education and future career opportunities. Career fairs, job shadowing, vocational assessments and interest inventories help promote active and meaningful participation in course work at the high school and at the postsecondary level after graduation from high school. Agency involvement to facilitate employment and independent living is available to students who need assistance to secure these services.

Teachers and administrators are flexible and work collaboratively to provide modifications and supply supplemental services that help students identified with disabilities remain in regular education.

Students

Based on the 2011-2012 Special Education Data Report the district is at or slightly below state averages for Specific Learning Disability, Other Health Impairment, and Speech and Language Impairment. while other disability categories have too few students to count, every effort is made to identify students who meet the criteria for a disability and enroll them in the least restrictive environment. Our enrollment in emotional disturbance has fallen to a lower level in the current school year (12.9% - 10.1%) and providing district operated emotional support services to our students at the high school level has led to more integration for those students into regular education classes.

Transition programming for students has improved significantly in the past two years. Work experience and job shadowing experiences have become annual activities paired with the local college fairs and career awareness exercises developed and promoted by our guidance department. The services of the Office of Vocational Rehabilitation (OVR), Mental Health/Mental Retardation (MHMR), and Service Access Management (SAM) have been utilized to support student in post-secondary endeavors.

Teachers

Bermudian Springs employs certified and high qualified teachers who are dedicated to students and the goal of helping them succeed. Co-teaching and adapting instruction occurs at all building levels and teachers work hard to support students in the regular education classroom. Regular and special education teachers work together and have attend inclusive practices and co-teaching staff development opportunities.

Special education teachers have been trained in Every Day Math, Read Naturally, Soar to Success, READ 180, IEP Writer, Administration of PSSA and Keystone Exams, Crisis Intervention, and Behavioral Support. They participate in district developed data days and are involved in curriculum writing process to address the Core Content Standards. Teachers collaborate with their building level teams during weekly team meetings and participate in a number of district committees to improve district outcomes.

Parents

Parent support is evident through active participation at IEP meetings for their children. It is the norm for parents to attend IEP meetings. Parents who have a difficult time attending in person and given the opportunity to conduct a phone conference and receive advance copies of their child's IEP so that they may read the contents prior to the meeting.
Parent support is also evident by encouraging and supporting their children to attend after school tutoring, and accessing their child's grades on-line, to keep track of the progress being made. The parents of elementary students are often parent volunteers and participate in the parent training provided by our reading specialists. Learning support teachers attend our back to school evenings so that parents can connect with them prior to the new school year.
Parents are provided with notices and brochures of training provided by the Lincoln Intermediate Unit t#12 on special education services. Bermudian also provides parents with a transition resources folder with the required state documents and make these available on our web site.

Administrators

Building level Administrators attend professional development in topics that deal with the implementation of IDEA and Chapter 14 and Special Education Law. During the 2013-2014 school year administrators will attend a training provided by our solicitors to address Manifestation Determinations, Functional Behavior Assessments, and Positive Behavior Support Plans.
The building principals are highly supportive and welcome students who require learning and emotional support services in their buildings. Administrators support and encourage teams of regular and special education teachers to be involved in co-teaching and training that emphasize inclusive practices. Building principals support our limited resources by scheduling special needs students first, so that they can participate in regular education classes. Assistant principals routinely involve the special education director when discipline issues arise to ensure that students' rights are protected and regulations are adhered to.

Para-professionals

Para-professionals participate through Partan on-line training to receive their Competency Credential and become highly qualified. In addition the log 20 hours of professional development and training in workshops and district in-services to maintain their highly qualified status. Personal Care Aides are certified in PR and First Aid and attend Non-violent Crisis Intervention training to keep their certificates active. District para-professionals are a part of the team which target the specific needs of students. they work regular and special education teachers alike, to supply the support and services that some students need to be successful.

Assurances

Safe and Supportive Schools Assurances
No policies or procedures have been identified.

Special Education Assurances
No policies or procedures have been identified.

24 P.S. §1306 and §1306.2 Facilities
There are no facilities.

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Upper Adams School District	Neighboring School Districts	Life Skills Support	8
Fairfield Area School District	Neighboring School Districts	Learning Support	4
River Rock	Other	Alternative Education	3
Student's Home	Instruction in the Home	Multiple Disability Support	1
Adams County Learning Center	Neighboring School Districts	Alternative Education	2
Upper Adams School District	Neighboring School Districts	Alternative Education	1
UCBH Chambersburg	Other	Mental Health Provider	1
South Western School District - (South Western High)	Neighboring School Districts	Learning Support (NI)	1
Littlestown Area School District	Neighboring School Districts	MDS Support	1
Conewago Valley School District (New Oxford Senior High)	Neighboring School Districts	Life Skills (Secondary)	5
Gettysburg Area School District (Gettysburg Middle, Maple Avenue, Lincoln Elementary)	Neighboring School Districts	Emotional Support	3
Spring Grove School District	Neighboring School Districts	AS	2
Conewago School District (New Oxford Senior High)	Neighboring School Districts	HI	1

Special Education Program Profile

Program Position #1

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Bermudian Springs Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 10	1	0.5
Bermudian Springs Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 10	4	0.5

Program Position #2

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Bermudian Springs Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 8	5	0.75
Bermudian Springs Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	6 to 8	3	0.25

Program Position #3

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Bermudian Springs Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 7	4	0.25
Bermudian Springs Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	5 to 7	3	0.25

Program Position #4

Operator: Intermediate Unit

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Bermudian Springs Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	8 to 10	12	1

Program Position #5

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Bermudian Springs Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 11	10	0.5
Bermudian Springs Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 11	2	0.5

Program Position #6

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Bermudian Springs Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	10 to 12	2	0.25
Bermudian Springs Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 12	12	0.75

Program Position #7

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Bermudian Springs Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 14	4	0.5
Bermudian Springs Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 14	14	0.5

Program Position #8

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Bermudian Springs Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	13 to 15	3	0.25
Bermudian Springs Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 15	10	0.75

Program Position #9

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Bermudian Springs High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	14 to 17	12	0.75
Bermudan Spring High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	14 to 17	2	0.25

Program Position #10

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Bermudian Springs High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 16	6	0.75
Bermudian Springs High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 16	2	0.25

Program Position #11

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Bermudian Springs High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 17	7	0.75
Bermudian Springs High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 17	3	0.25

Program Position #12

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Bermudian Springs High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	16 to 18	3	0.25
Bermudian Springs High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 17	9	0.75

Program Position #13
   Operator: School District
   PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Bermudian Springs High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	16 to 18	3	0.5
Bermudian Springs High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 18	3	0.5

Special Education Support Services

Support Service	Location	Teacher FTE
Certified School Psychologist	Bermudian Springs School District	1
Director of Special Education	Bermudian Springs School District	1
Personal Care Aide	Bermudian Springs Elementary School	1
Personal Care Aide	Bermudian Springs Middle School	1
Instructional Aide (Emotional Support)	Bermudian Springs School District (Bermudian Springs High School)	1

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Occupational Therapist	Intermediate Unit	2 Days
Physical Therapist	Intermediate Unit	1 Days
Speech and Language Therapist	Intermediate Unit	4 Days
Deaf and Hard of Hearing Support	Intermediate Unit	30 Minutes

Needs Assessment

Record School Patterns

Question:
After reviewing school level accomplishments and systemic challenges, what patterns can you identify among your schools?

What other information do you still need to assess?

Answer:
Patterns of Systemic Challenges:

- Need to align curriculum and assessment to the new Pennsylvania Core Standards

- Need for additional focus in writing and science

- Need for additional focus for the at-risk subgroups

- Need for benchmarking and diagnostic assessments

- Need for professional development in differentiated instructional strategies

- Lack of technology infrastructure to support student projects, diagnostic testing, integrated technologies into teaching and learning, and global technologies

    Patterns of Accomplishment:

- High graduation rates

- High attendance rates

- High test participation rates

- Students are showing academic growth

District Accomplishments

Accomplishment #1:

During the 2012-2013 school year, a total of seventy-four (74) BSHS students were administered the Scholastic Aptitude Test (SAT). The average scores were: 507.7 (Mathematics), 478.7 (Reading), 478.6 (Writing) for a total average score of 1465.1, an increase of 29.3 points from last year. Students increased an average of 15.5 points in writing as compared to 2013, but demonstrated a decrease of 18.1 points in reading. Bermudian students also demonstrated an increase an average of 31.8 points in math over last year. Students scored higher than national and state averages in the math.

Accomplishment #2:

Bermudian Springs Elementary School met Adequate Yearly Progress (AYP) for EIGHT consecutive years and in 2012, the elementary school met 17 out 17 targets. The middle school met 20 out of 21 targets but did not meet targets for the special education sub-group in reading and is in AYP School Improvement I status.

Accomplishment #3:

Twenty-eight (28) eleventh grade students participated in the PSAT. Bermudian Springs Students scored above state and national averages in all areas in Critical Reading, Math, and Writing. Bermudian Springs School District scored above the National Average for being on track for College and Career Ready. In critical reading, the students scored above the state and national average in 5 of 5 skill areas. In math, BSHS students scored above the state level in 9 of 9 areas an increase of 3 from last year, as well as above national averages in 8 of 9 areas, an increase of 3 from last year. In writing, the students scored above state and national averages in 4 of the 5 areas, also an increase of 3 from previous year.

Accomplishment #4:

During the 2012-2013 school year the district offered College in the High School courses in Pre-Calculus, History, English, and Health. Sixty-two (62) students participated in the respective programs. This was an increase of eleven (11) students from last year. Fifty-one (51) or 83% of the students were eligible for college credit.

Accomplishment #5:

Elementary School: Due to the success of the Extended Day Kindergarten program, the school added full-day kindergarten beginning the 2013-2014 school year

Accomplishment #6:

Elementary School: All third grade teachers, with the exception of one, have individually averaged over the State performance targets in math over the last four years and all fourth

grade teachers have individually averaged above the State performance targets in math over the last four years.

Accomplishment #7:

Elementary School: Flexible reading intervention groups were developed at 3rd and 4th grade using data from 4Sight, PSSA, and Fountas and Pinnell, that are taught by regular ed. teachers, reading. specialists, special teachers, IST and gifted.

Accomplishment #8:

According to our most recent PVAAS data for Bermudian Springs Middle School:

Many of our students are making a year's worth of growth in many of the areas in reading and mathematics. In reading overall we met the standard for growth in 8th grade and exceeded in 6th and 7th grade. In grades 6, 7 and 8 we met or exceeded the PA standard for academic growth in all proficiency levels on the reading PSSA. In mathematics overall BSMS met the standard for academic growth in grades 5 and 8 and there was moderate evidence we exceeded the standard for growth in grades 6 and 7.   Bermudian Springs Middle School grades 5-8 met or exceeded the PA standard for academic growth in all proficiency levels on the PSSA.

Accomplishment #9:

Keystone Exam Data for Bermudian Springs Middle School: With the exception of one cyber schooled student, all 8th grade students completing Algebra I at the MS scored advanced or proficient on the Spring 2013 Keystone exam.

Accomplishment #10:

Middle School PSSA Data:

In Language Arts, our 8th grade students had the highest percentage of advanced students on the 2012 and 2013 PSSA in the district. On the 2013 PSSA, there were 51% of the students advanced and in 2012 there were 49% advanced. The 8th grade cohort in 2013 had only 17% advanced when they were in 3rd grade but ended with 51% being advanced in 8th grade. The 8th grade cohort of students in 2012 had 20.2% advanced when they were in 3rd grade but ended up with 49% of students being advanced in 8th grade.

In Mathematics, our 7th graders had the highest percentage of advanced students on the 2013 administration of the PSSA in the district with 59.7% performing in the advanced category. On the 2012 PSSA, our sixth graders had the most advanced students of any grade assessed with 59% of the students performing in the advanced category.

District Concerns

Concern #1:

- Growth in PSSA scores have flat lined with additional identified areas of need targeted to the Special Education population and concern with the alignment of instruction and assessment to the new Pennsylvania Core standards.

Concern #2:

- Need for professional development in differentiated instructional strategies

Concern #3:

- Writing and science content areas are emerging as needs as identified on PSSA, Keystone, PSAT, SAT, and writing assessments in tested grades.

Concern #4:

- Lack of technology hardware and infrastructure when trying to integrate into classroom for instruction, formative assessments, diagnostic assessments (CDT's), or use with on-line benchmark assessments, and on-line Keystone remediation courses

Prioritized Systemic Challenges

Systemic Challenge #1 *(System #7)* Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.
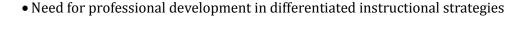
Aligned Concerns:

- Growth in PSSA scores have flat lined with additional identified areas of need targeted to the Special Education population and concern with the alignment of instruction and assessment to the new Pennsylvania Core standards.

Systemic Challenge #2 *(System #3)* Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.

> **Aligned Concerns:**
>
> > - Writing and science content areas are emerging as needs as identified on PSSA, Keystone, PSAT, SAT, and writing assessments in tested grades.

Systemic Challenge #3 *(System #2)* Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.

> **Aligned Concerns:**
>
> > - Need for professional development in differentiated instructional strategies

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> - Lack of technology hardware and infrastructure when trying to integrate into classroom for instruction, formative assessments, diagnostic assessments (CDT's), or use with on-line benchmark assessments, and on-line Keystone remediation courses

District Level Plan

Action Plans

Goal #1: Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

Related Challenges:

- Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.

Indicators of Effectiveness:

Type: Annual

Data Source: PSSA, Keystone, Benchmark Assessments, F & P local assessments, Study Island, Read 180

Specific Targets: Progress monitoring data and benchmark assessments will be used to ensure that students are making progress throughout the year.

Strategies:

Alignment of Curriculum to the Pennsylvania Core standards

Description:

An integral part of evaluating student academic achievement is determining if what we are teaching is aligned with the Pennsylvania Academic and new Pennsylvania Core standards. To ensure our students are being provided the content, we are undergoing a complete evaluation and revision of our English/Language Arts (ELA), biology, and mathematics curriculum and aligning them to the Pennsylvania Core Standards. In addition, we are integrating the ELA in science, social studies and technical subjects.

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources, Safe and Supportive Schools

At-Risk Students

Description:

The elementary school is utilizing guided reading and math groups. They will pilot Classroom Diagnostic Test (CDT's) in grades 3-4 and develop local benchmark assessments that align with the new Board approved Pennsylvania Core Frameworks.

We currently use several different reading comprehension assessments in the middle school. We have purchased the Renaissance Learning STAR diagnostic and benchmarking tool for math and reading. We have also purchased the Accelerated Reader component in reading. This is a program that will be utilized to assess all of our middle school students in math and reading during the 2013 - 2014 school year. An outcome of this will be to have comprehensive diagnostic benchmarked data on every student with reporting tools that can be shared with parents.

Resource classes at the middle school level and Keystone Prep courses at the high school level have been created and will be used to facilitate additional instruction focusing on individual student needs. The district will also be use Edmentum Accucess as an additional intervention for at-risk students. Our district is also begun the process of developing an on-line plan for credit recovery.

SAS Alignment: Assessment, Instruction, Materials & Resources, Safe and Supportive Schools

Implementation Steps:

Reading NCLB #1

Description:

Special education teachers will participate in work sessions following the administration of CDT assessments to look at the data generated for specific students and their individual scores on the state assessments. PSSA and Keystone exams scores for individual students will also be examined to analyze the growth patterns and try to predict student gains that can be targeted for one year's worth of growth. Teachers will be given time during district "Data Days" to look at this information to determined targeted areas for improvement. Goals will be established and progress toward the goal will be monitored as future assessments are taken.

Start Date: 8/20/2013   **End Date:** 6/3/2016

Program Area(s): Professional Education, Special Education, Student Services

Supported Strategies:

- Alignment of Curriculum to the Pennsylvania Core standards
- At-Risk Students

Identify at-risk students

Description:

Teacher teams discuss student data as a means of identifying at risk students at grade level team meetings. Students are identified at risk if they are not reading on grade level as determined by a reading comprehension assessment administered by our reading specialists or if they scored basic or below basic on the most recent PSSA, Keystone, through progress monitoring, or through diagnostic testing such as CDT's. In addition, as a district we have data days scheduled three times per year in which building and grade level teacher teams to develop action plans and review formative assessments. Teachers have access to these scores through our data warehousing package - Performance Tracker. Our reading specialists help organize an assessment schedule so that all students can be assessed on our reading comprehension assessment in the fall of the year. The data from the diagnostic component as well as Performance Tracker will be utilized as a baseline for growth when implementing our interventions and safety nets. A list of basic and below basic students will be generated from the most recent PSSA and Keystone in math, reading, writing, and science. Evidence of success of this step will be to correctly identify and ensure we have a safety net or intervention designed to better equip our at risk students to improve their reading level or become proficient on state exams. Identified students will be placed in targeted resource interventions at the middle and elementary schools and Keystone Prep or Edmentum Accucess courses for high school.   After school tutoring will also be provided. The district is also in the process of developing a comprehensive high school credit recovery plan.

Start Date: 9/3/2012   **End Date:** 6/28/2017

Program Area(s): Special Education, Student Services

Supported Strategies:

- At-Risk Students

After school lab and teacher assistance

Description:

The middle school will be open to students after normal operating hours for an hour two nights a week for students who may not have internet capabilities at home or if they need help in math or reading. If students do not have internet capabilities at home, they can come to the middle school and access the internet or web based programs such from the computer lab. There are instances when students and their parents are not able to support questions that they have about school assignments. We would like to have a core teacher in math and/or ELA available on a regular basis after school hours to assist with questions students might have about their homework, classwork, quiz or test preparation. Evidence of implementation of this action step would be a schedule and sign in sheets. Identification of effectiveness would be the number of students/parents utilizing the resources. The lab was started during the 2012 - 2013 school year and occurred for ten weeks. There were on average 17 students in attendance at the after school lab and we are going to continue the after school lab during the 2013 - 2014 school year for as long as our funding lasts.

Start Date: 9/3/2013   **End Date:** 6/4/2015

Program Area(s):

Supported Strategies:

- At-Risk Students

After School Tutoring - developing a plan and monitoring the academic progress for students

Description:

High school staff will provide content area afterschool tutoring. Work will be individualized based upon the student's areas of need and a plan will be developed for each student. Teachers will monitor the grades of students on a weekly basis to ensure the after school plan is successfully meeting the needs for each student.

Start Date: 9/10/2013   **End Date:** 6/6/2017

Program Area(s): Student Services

Supported Strategies:

- At-Risk Students

Guided Reading and Math

Description:

The elementary school will utilize guided reading and math strategies.
Progress monitoring will used to track and create flexible group students.

Start Date: 9/1/2013   **End Date:** 6/30/2017

Program Area(s): Student Services

Supported Strategies:

- Alignment of Curriculum to the Pennsylvania Core standards
- At-Risk Students

Goal #2: Establish a district system that fully ensures the consistent implementation of
effective instructional practices across all classrooms in each school.

Related Challenges:

- Establish a district system that fully ensures staff members in every school use
  standards aligned assessments to monitor student achievement and adjust
  instructional practices.

Indicators of Effectiveness:

Type: Annual

Data Source: Act 48 system, Agenda's, Surveys, SAS

Specific Targets: Alignment of Professional Development to meet the needs of
the teachers.   Professional development committee meeting minutes,
surveys, professional development agenda(s).

Strategies:

Technology Infrastructure Enhancement/Technology Access and Training Increase

Description: The International Society for Technology in Education cites
research that indicates an increase in access to technology has a positive
effect on student achievement. (Source:

http://www.k12hsn.org/files/research/Technology/ISTE_policy_brief_student_achievement.pdf)

SAS Alignment: Instruction, Materials & Resources

Differentiating Instruction

Description: Empirical validation of differentiated instruction as a package was not found; however, a large number of testimonials and classroom examples of positive effects have been reported. (Sources: Learning Styles: Concepts and Evidence, http://www.psychologicalscience.org/journals/pspi/PSPI_9_3.pdf ; Differentiated Instruction: Effective classroom practices report, http://www.cast.org/system/galleries/download/ncac/DifInstruc.pdf ; Learning Styles, http://en.wikipedia.org/wiki/Learning_styles#cite_note-33 ; WWC: Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades, http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_reading_pg_021809.pdf Differentiated Instruction Reexamined, http://www.hepg.org/hel/article/499; Investigating the Impact of Differentiated Instruction in Mixed Ability Classrooms, http://www.icsei.net/icsei2011/Full%20Papers/0155.pdf)

SAS Alignment: Instruction

Implementation Steps:

Differentiated Instruction

Description:

Provide teachers with professional development on differentiated instructional strategies.

Start Date: 1/1/2014   **End Date:** 6/30/2016

Program Area(s): Professional Education, Teacher Induction, Special Education, Gifted Education

Supported Strategies:

- Differentiating Instruction

Technology Infrastructure Plan

Description:

Develop a 1:1 technology plan that includes a budget strategy for purchasing equipment, software, and hardware to ensure the proper functioning of 1:1 computer initiative from initiation through full implementation.

Start Date: 1/1/2014   **End Date:** 6/30/2017

Program Area(s): Student Services, Educational Technology

Supported Strategies:

- Technology Infrastructure Enhancement/Technology Access and Training Increase

Goal #3: Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.

Related Challenges:

- Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.

Indicators of Effectiveness:

Type: Annual

Data Source: PSSA Writing test, Renaissance Learning, CDT's, Edmentum, Local Based Assessments

Specific Targets: Increase in writing scores on PSSA exams, PSAT, and SAT, as well as short answer responses on PSSA exams.

Strategies:

Alignment of Curriculum to the Pennsylvania Core standards

Description:

An integral part of evaluating student academic achievement is determining if what we are teaching is aligned with the Pennsylvania Academic and new Pennsylvania Core standards. To ensure our students are being provided the content, we are undergoing a complete evaluation

and revision of our English/Language Arts (ELA), biology, and mathematics curriculum and aligning them to the Pennsylvania Core Standards. In addition, we are integrating the ELA in science, social studies and technical subjects.

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources, Safe and Supportive Schools

Implementation Steps:

Common Assessment Development

Description:

Our teachers have begun developing common assessments for mathematics classes beginning the 2012-2013 school year. They have are pre testing and post testing using similar assessments. In addition, the middle and high schools have been using the CDT's and other research-based diagnostic testing. The teachers will use this data, as well as PVAAS data to create common assessments common assessments aligned with the revised mathematics curriculum frameworks over the next two years. Mathematics teachers have been informed of the need to assess our students using similar tools to measure academic growth and achievement. Currently, in grades kindergarten through sixth, we utilize the Everyday Math program as our main delivery method of the math standards. Everyday Math has common assessments embedded in the program. Our teachers will use common assessments and will collaborate to determine student weaknesses throughout each marking period as well as collaborate during district data days and professional development days to monitor progress. In addition, the elementary school has created guided math groups and the high school has added Keystone Prep courses and have developed Keystone Exam modules. Through these interventions, the teachers are expected to collaboratively determine how the concepts can be taught differently so that the weak areas are addressed. Common assessments will provide a measure of student growth and development over time.   Teachers will be expected to self reflect to determine how best to meet the needs of their students. Although the primary focus has been on math, teachers in English Language Arts, and biology have begun this process utilizing PVAAS, Performance Tracker, and Pennsylvania Standards Aligned System.

Start Date: 8/28/2012   **End Date:** 6/30/2015

Program Area(s):

Supported Strategies:

- Alignment of Curriculum to the Pennsylvania Core standards

Curriculum Revision Process

Description:

The district has begun the process of aligning our English/Language
Arts, math, and biology curriculum to the new Pennsylvania
Core Standards. A core curriculum team was established to meet and
debrief (progress monitoring) on the curriculum revision process to create
local curriculum frameworks. The core team members are part of teacher
teams at the elementary, middle and high schools. This team is
responsible for redelivering the process and collaborating with peers on
lesson development and alignment of the overall curriculum framework.
A timeline was established during the initial year (2012-2013) week long
meetings in August and two meetings in September, October
and November and one meeting time in January, February, March and
April.   The core team had opportunities to discuss the framework, obtain
feedback from other teachers and revise the frameworks. This initial
phase was completed in September of 2013. Building administrators will
be responsible for redelivery the new district frameworks to their
buildings. Throughout the next couple of years, the teachers will reflect an
analyze their lesson plans to include more depth and rigor through
professional development opportunities to include but not limited to:
Webb's Depth of Knowledge, PDE SAS Literacy Design Collaborative, and
PDE SAS voluntary curriculum modules.

Start Date: 6/30/2012   **End Date:** 6/30/2015

Program Area(s): Professional Education, Teacher Induction, Special
Education, Student Services, Gifted Education, Educational Technology

Supported Strategies:

- Alignment of Curriculum to the Pennsylvania Core standards

Appendix: Professional Development Implementation Step Details

LEA Goals Addressed:	#1 Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.	Strategy #1: Alignment of Curriculum to the Pennsylvania Core standards Strategy #2: At-Risk Students

Start	End	Title	Description
8/20/2013	6/3/2016	Reading NCLB #1	Special education teachers will participate in work sessions following the administration of CDT assessments to look at the data generated for specific students and their individual scores on the state assessments. PSSA and Keystone exams scores for individual students will also be examined to analyze the growth patterns and try to predict student gains that can be targeted for one year's worth of growth. Teachers will be given time during district "Data Days" to look at this information to determined targeted areas for improvement. Goals will be established and progress toward the goal will be monitored as future assessments are taken.

Person Responsible	SH	S	EP	Provider	Type	App.
Director of Special Education, Special Education Teachers, Building Principals	2.0	3	8	Bermudan Springs School District	School Entity	Yes

Knowledge	Gain knowledge of the individual student's performance and predict annual outcomes hoped to be achieved by each student moving them toward a goal of proficiency on state assessments.

Examine materials and teaching techniques for targeted areas of improvement on state assessments.

Look for best practices utilized in other districts that are making annual yearly progress with their special education population.

Supportive Research   Utilize direct instruction to give students applied practice on comprehension and critical reading skills needed to respond to open ended questions and test questions on state assessments.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

     Enhances the educator's content knowledge in the area of the educator's certification or assignment.

     Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.

For school and district administrators, and other educators seeking leadership roles:

     Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.

Training Format   Series of Workshops
Department Focused Presentation

Participant Roles	Classroom teachers	**Grade Levels**	Elementary - Intermediate (grades 2-5)
	New Staff		Middle (grades 6-8)
	Parents		High (grades 9-12)

Follow-up Activities	Team development and	**Evaluation Methods**	Student PSSA data

sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers

Standardized student assessment data other than the PSSA

Analysis of student work, with administrator and/or peers

LEA Goals Addressed:	#1 Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.	Strategy #1: Differentiating Instruction

Start	End	Title	Description
1/1/2014	6/30/2016	Differentiated Instruction	Provide teachers with professional development on differentiated instructional strategies.

Person Responsible	SH	S	EP	Provider	Type	App.
Assistant Superintendent, Building Administrators	1.0	6	150	PDE, LIU, LEA	School Entity	Yes

Knowledge

Provide teachers with the tools needed to proactively adjust their teaching in order to accommodate each child's learning needs and preferences in order for students to achieve their maximum growth as a learner (Tomlinson, 2006).

Supportive Research

PDE/SAS

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.

For school and district administrators, and other educators seeking leadership roles:

Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.

Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Training Format

Series of Workshops
School Whole Group Presentation
Podcast
Professional Learning Communities

Participant Roles		**Grade Levels**	
	• Classroom teachers		Elementary - Primary (preK - grade 1)
	• Principals / Asst. Principals		Elementary - Intermediate (grades 2-5)
	• Supt / Asst Supt / CEO / Ex Dir		Middle (grades 6-8)
	• New Staff		High (grades 9-12)

Follow-up Activities

Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
Creating lessons to meet varied student learning styles
Peer-to-peer lesson discussion

Evaluation Methods

Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
Review of participant lesson plans

District Level Affirmations

We affirm that this District Level Plan was developed in accordance, and will comply with the applicable provisions of 22 Pa. Code, Chapters 4, 12, 16, and 49. We also affirm that the contents are true and correct and that the plan was placed for public inspection in the school district/AVTS offices and in the nearest public library until the next regularly scheduled meeting of the board or for a minimum or 28 days whichever comes first.

We affirm that the responses in the Professional Education Core Foundations and the Professional Development Implementation Steps focus on the learning needs of each staff member to enable all staff members meet or exceed the Pennsylvania academic standards in each of the core subject areas.

No signature has been provided

Board President

No signature has been provided

Chief School Administrator

Special Education Affirmations

We also affirm our understanding that any requests for any deviations from the Chapter 14 regulations, standards, policies, and procedures must be made in writing to the Pennsylvania Department of Education. The school district understands that the Special Education Component of the District Level Plan will be approved by PDE in accordance with the following criteria as set forth in 22 Pa. School Code § 14.104 and as part of the District Level Plan:

1. There are a full range of services, programs and alternative placements available to the school district for placement and implementation of the special education programs in the school district.

2. The school district has adopted a child find system to locate, identify and evaluate young children and children who are thought to be a child with a disability eligible for special education residing within the school district's jurisdiction. Child find data is collected, maintained, and used in decision-making. Child find process and procedures are evaluated for its effectiveness. The school district implements mechanisms to disseminate child find information to the public, organizations, agencies, and individuals on at least an annual basis.

3. The school district has adopted policies and procedures that assure that students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.

4. The school district will comply with the PA Department of Education, Bureau of Special Education's revision notice process.

5. The school district follows the state and federal guidelines for participation of students with disabilities in state and district-wide assessments including the determination of participation, the need for accommodations, and the methods of assessing students for whom regular assessment is not appropriate.

6. The school district affirms the Pennsylvania Department of Education that funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

No signature has been provided

Board President

No signature has been provided

Chief School Administrator