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# Pennsylvania Department of Education

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Commonwealth of Pennsylvania  
**Department of Education**  
333 Market Street  
Harrisburg, PA 17126-0333

**Professional Education Report**  
**Wednesday, May 26, 2010**  
**(Last Approved: Thursday, October 26, 2006)**

**Entity:** Bermudian Springs SD  
**Address:** 7335 Carlisle Pike  
York Springs, PA 17372

## **Professional Education Planning Committee**

There are currently no participants selected for this plan report.

### **Needs Assessment**

### **Reflections**

There are currently no reflections selected for this section.

The needs of the district will follow the four district strategic plan goals as described in the Chapter 4 section of the strategic plan. Two other areas will be added. One area of need that is additional to the strategic plan goals was derived from a needs assessment taken from the professional staff in March 2003 and continual input from the Professional Development Committee that meets four times per year. The other area of need is from the results taken from the PSSA results and needs of Adequate Yearly Progress as required by No Child Left Behind.

The strategic plan goal of higher level thinking skills is still a major focus of the Bermudian Springs School District professional development program. All new teachers to the district were required from 2006-2008, as part of their induction to the district and to teaching, to take the course, Dimensions of Learning. From the 2009-2010 school year moving forward all teachers are expected to complete the Learning Focus Strategies (LFS) training. The ultimate goal will be to have all teachers in the district utilizing the Learning Focus Strategies planning model as well as the research-based teaching strategies. The goal of behavior management will continue with development of the program Cooperative Discipline. This will be planned by the administration and implemented as part of the new beginning teacher induction program. The goal of technology is constantly being promoted. The current emphasis is to develop the skills for management purposes, but with the ultimate goal of having a technology literate staff that will utilize technology in their instruction. In addition, the current plan will also focus on using data to drive instruction via of information obtained from computer software programs such as Performance Tracker and 4Sight benchmark assessments.

The needs assessment taken in March 2003 indicated that the primary needs of the staff centered around principles of effective teaching. Areas of curriculum alignment, multiple intelligences, differentiated instruction and brain-based learning were the most sought after areas by the staff. The other area most identified by the staff was using computer software to support instruction.

The areas of district need as determined by PSSA results focus on problem solving in mathematics and written responses in reading. One AYP need continues to center around the achievement of disaggregated groups, with particular emphasis on the economically disadvantaged subgroup, the IEP subgroup, and the Hispanic/Latino subgroup. A second need of AYP is to continue to monitor the 5th grade reading proficiency rate and provide the necessary professional development in order to boost student achievement. Several modifications to the delivery of instruction in Grade 5 have already occurred (heterogeneous grouping) and we will be analyzing the long-term data collected from this change.

The above needs will be addressed during the life of the current professional development plan by developing summer professional development courses and workshops that address the above areas. The January in-service day will be devoted to these areas by offering multiple workshop options that address the needs of the individual teacher, depending upon their level of expertise in a particular area and the area of teaching in which they are engaged.

## Professional Education Action Plan

### **Goal: FOUR-YEAR GRADUATION RATE (for districts and schools that graduate seniors)**

**Description:** Graduate rate will meet or exceed a 90% threshold (NCLB requires 80% threshold).

#### **Strategy: Interventions**

**Description:** Provide strategies to prevent student dropouts. Promote post-secondary education options. During the 2008-2009 school year the district has purchased "seats" at the York County High School. The school is for students who are at-risk of dropping out of school and offers the students a flexible schedule and easy access to curriculum.

#### **Activity: Implement interventions to prevent dropouts**

**Description:** Implement interventions to be employed aimed at decreasing student dropouts. Programs may include; advisor/advisee program, mentoring programs, career counseling, apprenticeships, diversified occupations, and exit interviews.

Provide staff with ongoing training and resources to implement interventions.

During the 2008-2009 school year BSSD now offers students who have expressed an interest in dropping out of school an alternative placement. Students who meet the entrance criteria for the York County High School are able to enroll and complete their HS education.

<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Paul Healey	Start: 8/25/2006 Finish: 8/25/2012	-

  

<b>Professional Development Activity Information</b>		
<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>
BSSD		Not approved

<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>
<b>Follow-up Activities</b>	<b>Evaluation Methods</b>	

**Status:** Complete

## **Goal: MATHEMATICS**

**Description:** All students will either meet or exceed the math thresholds as defined in NCLB Act of 2001.

### **Strategy: Student Progress and Proficiency**

**Description:** To continue to monitor students' progress and their proficiency levels throughout the span of the Strategic Plan. The district is committed to the use of our district Data Days which enable all teachers to examine the progress of our students using the 4Sight assessment data.

### **Activity: Utilize PSSA Data**

**Description:** Utilize PSSA data to identify students who have not met the proficiency levels in Math each year.

Provide teachers with ongoing training on how to analyze data, how to use new software programs, and provide data days to examine data on a regular basis.

<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Paul Healey	Start: 8/25/2006 Finish: 8/25/2012	-

#### **Professional Development Activity Information**

<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
0.00	0	0
<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>
BSSD	• School Entity	Not approved

<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>
Provide teachers with ongoing training on how to analyze data, how to use new software		<i>For classroom teachers, school counselors and education specialists:</i>

programs, and provide data days to examine data on a regular basis.

- 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.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

*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.
- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

**Educator Groups Which Will Participate in this Activity**

<b>Role</b>	<b>Grade Level</b>	<b>Subject Area</b>
<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Principals / asst. principals</li> <li>• Superintendent / asst. superintendents</li> <li>• Other educational</li> </ul>	<ul style="list-style-type: none"> <li>• Early childhood (preK-grade 3)</li> <li>• Middle (grades 6-8)</li> <li>• Elementary (grades 2-5)</li> </ul>	<ul style="list-style-type: none"> <li>• Kindergarten Early Learning Standards</li> <li>• Mathematics</li> </ul>

specialists

- High school (grades 9-12)

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**Follow-up Activities****Evaluation Methods**

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|---|--|
| <ul style="list-style-type: none"><li>• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li><li>• Analysis of student work, with administrator and/or peers</li><li>• Creating lessons to meet varied student learning styles</li></ul> | <ul style="list-style-type: none"><li>• Student PSSA data</li><li>• Standardized student assessment data other than the PSSA</li></ul> |
|---|--|

**Status:** In Progress — Upcoming

## ***Goal:* POSITIVE AND INCLUSIVE SCHOOL CLIMATE**

**Description:** The Bermudian Springs School District will continue to enrich and expand a positive and inclusive school climate.

### ***Strategy:* Expand and Improve Diversity Council**

**Description:**

### ***Activity:* Promote awareness and acceptance of individual differences**

**Description:** The Diversity Council will take an active role in providing programs and activities at the MS/HS levels aimed at promoting awareness and acceptance of individual differences. Programs may include; classroom lessons and discussion on diversity, guest speakers, school wide programs, and parent education. The No Place for Hate program has also been incorporated in our secondary schools.

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**Person Responsible****Timeline for Implementation****Resources**

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Paul Healey

Start: 8/25/2008  
Finish: 12/2/2009

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**Professional Development Activity Information**

<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
1.00	3	150
<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>
BSSD	<ul style="list-style-type: none"> <li>• School Entity</li> <li>• Non-profit organization</li> </ul>	Approved

<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>
BSSD staff members will gain an awareness of cultural diversity and how that information can be utilized when making instructional decisions in their classrooms.		<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>• Empowers educators to work effectively with <u>parents and community partners</u>.</li> </ul> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> <li>• Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.</li> </ul>

**Educator Groups Which Will Participate in this Activity**

<b>Role</b>	<b>Grade Level</b>
<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Principals / asst. principals</li> <li>• Superintendent / asst. superintendents</li> <li>• School counselors</li> <li>• Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>• Early childhood (preK-grade 3)</li> <li>• Middle (grades 6-8)</li> <li>• Elementary (grades 2-5)</li> <li>• High school (grades 9-12)</li> </ul>

<b>Follow-up Activities</b>	<b>Evaluation Methods</b>
<ul style="list-style-type: none"> <li>• Team development and sharing of content-area lesson implementation outcomes, with involvement of</li> </ul>	<ul style="list-style-type: none"> <li>• Divesity Committee (Committee will be charged with leading and organizing professional development and awareness assemblies. Effectiveness of each activity will be discussing during committee meetings</li> </ul>

administrator and/or peers and will be identified through a variety of sources.)

**Status:** In Progress — Overdue

**Strategy: Promote Staff Awareness and Acceptance of Diversity Issues**

**Description:** Implement activities for all staff members in an effort to create an organizational culture that embraces diversity.

**Activity: Develop organizational culture that embraces diversity**

**Description:** The District will implement strategies and programs for all staff members aimed at developing an organizational culture that embraces diversity. Several examples of activities may include; speakers from Human Relations Commission, recruiting minority educators, etc.

**Person Responsible Timeline for Implementation Resources**

None Selected	Start: 1/1/2007	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Goal: PROFESSIONAL LEARNING COMMUNITIES**

**Description:** The District will implement Professional Learning Communities in all school buildings by the end of the 2007-08 school year. During the 2008-2009 school the district has committed to the implementation of the Learning Focus Strategies (LFS) framework.

**Strategy: A. Review of Literature**

**Description:** Administrators will research and review current literature on Professional Learning Communities.

**Activity: Readings and Discussions**

**Description:** Each administrator will be provided with a copy of the book entitled On Common Ground. Readings and discussions with the administrators will occur throughout the 06-07 school year.

**Person Responsible Timeline for Implementation Resources**

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**Professional Development Activity Information**

<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
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0.00	0	0
<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>
BSSD	<ul style="list-style-type: none"> <li>School Entity</li> </ul>	Approved

**Knowledge and Skills**

**Research and Best Practices**

**Designed to Accomplish**

Provide ongoing training for staff on how to analyze data, utilize new software programs, and work with others on using data to drive instruction.

*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.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

*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.
- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a

culture of teaching and learning, with an emphasis on learning.

**Educator Groups Which Will Participate in this Activity**

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> <li>Classroom teachers</li> <li>Principals / asst. principals</li> <li>Superintendent / asst. superintendents</li> <li>Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>Early childhood (preK-grade 3)</li> <li>Middle (grades 6-8)</li> <li>Elementary (grades 2-5)</li> <li>High school (grades 9-12)</li> </ul>	<ul style="list-style-type: none"> <li>Reading, Writing, Speaking &amp; Listening</li> <li>Kindergarten Early Learning Standards</li> </ul>

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> <li>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> <li>Analysis of student work, with administrator and/or peers</li> </ul>	<ul style="list-style-type: none"> <li>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li> <li>Student PSSA data</li> <li>Standardized student assessment data other than the PSSA</li> <li>Classroom student assessment data</li> </ul>

**Status:** In Progress — Upcoming

**Goal: TECHNOLOGY**

**Description:** Utilize technology to improve our curriculum offerings, instruction, and to streamline our organizational processes.

**Strategy: Infuse Technology Into the Curriculum**

**Description:** The District will engage in ongoing staff development in order to equip teachers with the tools necessary to infuse technology into the curriculum.

Use of Internet, Distance Learning, Smartboards, Hand-helds, Plato software, Compass Learning software, Blended Schools, Performance Tracker, 4Sight assessments, PVAAS, Emetric, Health E-tools, Promethian Boards, Airliners, are just a few examples of the tools that will be utilized throughout the period of this plan.

## Activity: Multiple Uses of Technology for Instruction

**Description:** The District will encourage multiple uses of technology for instruction. Strategies will include but not be limited to: Blended Schools, 4 Sight On-Line Benchmark Assessments, Performance Tracker, Plato software, Compass Learning software, Internet2, Smartboards, Video Streaming, Hand-helds, and Classrooms of the Future.

Professional development opportunities will continue to be offered for staff in a variety of areas related to technology.

Person Responsible	Timeline for Implementation	Resources
Paul Healey	Start: 8/25/2007 Finish: 8/25/2012	\$25,000.00

### Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	3	150
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
BSSD	<ul style="list-style-type: none"> <li>School Entity</li> <li>Company</li> </ul>	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Staff members will gain knowledge regarding the use of a variety of curriculum software programs.	It is vital that we continually look at resources that will enable us to meet the needs of all students.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> <li>Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making.</li> </ul> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> <li>Provides leaders with the</li> </ul>

ability to access and use appropriate data to inform decision-making.

- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

### **Educator Groups Which Will Participate in this Activity**

<b>Role</b>	<b>Grade Level</b>	<b>Subject Area</b>
<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Principals / asst. principals</li> <li>• Superintendent / asst. superintendents</li> <li>• School counselors</li> <li>• Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>• Early childhood (preK-grade 3)</li> <li>• Middle (grades 6-8)</li> <li>• Elementary (grades 2-5)</li> <li>• High school (grades 9-12)</li> </ul>	<ul style="list-style-type: none"> <li>• Reading, Writing, Speaking &amp; Listening</li> <li>• Science and Technology</li> <li>• Arts &amp; Humanities</li> <li>• Civics and Government</li> <li>• Environment and Ecology</li> <li>• Health, Safety and Physical Education</li> <li>• World Languages</li> <li>• Kindergarten Early Learning Standards</li> <li>• Mathematics</li> <li>• History</li> <li>• Career Education and Work</li> <li>• Economics</li> <li>• Family and Consumer Sciences</li> <li>• Geography</li> </ul>

### **Follow-up Activities**

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

### **Evaluation Methods**

- Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
- Student PSSA data
- Standardized student assessment data other than the PSSA
- Classroom student assessment data

**Status:** In Progress — Upcoming

## **Goal: UTILIZE DATA TO DRIVE INSTRUCTION**

**Description:** The District will utilize benchmark testing, PSSA results, and other locally administered assessments in order to make informed decisions about instruction. By knowing each student's strengths and weaknesses, teachers will be able to use data to differentiate instruction for all students.

### **Strategy: A. Investigate and acquire a student data warehouse system**

**Description:** The District will research and purchase a student data software program that will meet its needs. All local and state data will be programmed into the system and then extracted for teacher use.

### **Activity: B. Staff training on data warehousing**

**Description:** The District will provide ongoing training for administrators and staff on the use of the newly acquired student data warehousing program.

<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Paul Healey	Start: 8/25/2006 Finish: 8/25/2012	-

#### **Professional Development Activity Information**

<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
3.00	3	150
<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>
BSSD	<ul style="list-style-type: none"><li>School Entity</li></ul>	Approved

<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>
Staff members will gain an understanding of how to use Performance Tracker, the information and reports it can generate, and how to review specific data.	Utilization of data to make decisions has been identified as a best practice.	<i>For classroom teachers, school counselors and education specialists:</i> <ul style="list-style-type: none"><li>Enhances the educator's</li></ul>

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.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

*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.

### **Educator Groups Which Will Participate in this Activity**

<b>Role</b>	<b>Grade Level</b>	<b>Subject Area</b>
<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Principals / asst. principals</li> <li>• Superintendent / asst. superintendents</li> <li>• School counselors</li> <li>• Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>• Early childhood (preK-grade 3)</li> <li>• Middle (grades 6-8)</li> <li>• Elementary (grades 2-5)</li> <li>• High school (grades 9-12)</li> </ul>	<ul style="list-style-type: none"> <li>• Reading, Writing, Speaking &amp; Listening</li> <li>• Science and Technology</li> <li>• Arts &amp; Humanities</li> <li>• Civics and Government</li> <li>• Environment and Ecology</li> <li>• Health, Safety and Physical Education</li> <li>• World Languages</li> <li>• Kindergarten Early Learning Standards</li> <li>• Mathematics</li> <li>• History</li> <li>• Career Education and Work</li> <li>• Economics</li> </ul>

- Family and Consumer Sciences
- Geography

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> <li>• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> <li>• Analysis of student work, with administrator and/or peers</li> <li>• Creating lessons to meet varied student learning styles</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li> <li>• Student PSSA data</li> <li>• Standardized student assessment data other than the PSSA</li> <li>• Classroom student assessment data</li> </ul>

**Status:** Complete

### **Strategy: B. Implement benchmark testing in the areas of reading and math for grades 3-11**

**Description:** The district will secure online benchmark testing in the areas for reading and math for grades 3- 11. After staff development, testing will be implemented for the 06-07 school year and continue for the length of the strategic plan.

#### **Activity: Train principals, teachers and students**

**Description:** The district will develop a plan to train the three stakeholder groups for the implementation of the benchmark assessments starting with the 06-07 school year and continuing throughout the duration of the Strategic Plan.

Person Responsible	Timeline for Implementation	Resources
Paul Healey	Start: 8/25/2006 Finish: 8/25/2012	\$12,000.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	3	150
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status

BSSD

- School Entity

Approved

**Knowledge and Skills**

**Research and Best Practices**

**Designed to Accomplish**

BSSD staff members will gain an understanding of how to administer the benchmark assessments, the information they can provide, as well as what to do with the information gained.

Utilization of benchmark assessments has been identified as a best practice.

*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.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

*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.
- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

**Educator Groups Which Will Participate in this Activity**

<b>Role</b>	<b>Grade Level</b>	<b>Subject Area</b>
<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Principals / asst. principals</li> <li>• Superintendent / asst.</li> </ul>	<ul style="list-style-type: none"> <li>• Early childhood (preK-grade 3)</li> <li>• Middle (grades 6-8)</li> </ul>	<ul style="list-style-type: none"> <li>• Reading, Writing, Speaking &amp; Listening</li> <li>• Science and Technology</li> <li>• Arts &amp; Humanities</li> </ul>

- superintendents
- School counselors
- Other educational specialists

- Elementary (grades 2-5)
- High school (grades 9-12)

- Civics and Government
- Environment and Ecology
- Health, Safety and Physical Education
- World Languages
- Kindergarten Early Learning Standards
- Mathematics
- History
- Career Education and Work
- Economics
- Family and Consumer Sciences
- Geography

**Follow-up Activities**

**Evaluation Methods**

- Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
- Analysis of student work, with administrator and/or peers

- Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
- Student PSSA data
- Standardized student assessment data other than the PSSA
- Classroom student assessment data

**Status:** Complete

**Activity: Utilize data for instruction**

**Description:** Teachers will utilize the benchmark assessments in reading and math to make instructional decisions for students. Our goal is assess each student in grades 3-11 in the areas of reading and math at least three times per year.

Train teachers on how to use this data to drive instruction.

**Person Responsible**

**Timeline for Implementation**

**Resources**

Paul Healey

Start: 8/25/2006  
Finish: 8/25/2012

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**Professional Development Activity Information**

**Number of Hours Per Session**

**Total Number of Sessions Per School Year**

**Estimated Number of Participants Per Year**

1.00	1	150
<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>

BSSD	<ul style="list-style-type: none"> <li>School Entity</li> </ul>	Approved
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<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>
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BSSD staff members will gain an understanding of how the benchmark assessments were developed and how they should be administered. In addition, staff members will gain an understanding of the information

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

**Educator Groups Which Will Participate in this Activity**

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> <li>Classroom teachers</li> <li>Principals / asst. principals</li> <li>Superintendent / asst. superintendents</li> <li>Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>Early childhood (preK-grade 3)</li> <li>Middle (grades 6-8)</li> <li>Elementary (grades 2-5)</li> <li>High school</li> </ul>	<ul style="list-style-type: none"> <li>Reading, Writing, Speaking &amp; Listening</li> <li>Mathematics</li> </ul>

(grades 9-12)

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"><li>• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li><li>• Analysis of student work, with administrator and/or peers</li></ul>	<ul style="list-style-type: none"><li>• Student PSSA data</li></ul>

**Status:** In Progress — Upcoming

### **Strategy: Continue to utilize curriculum-based assessments in grades 1-12**

**Description:** Assessments are presently administered in grades 1-12 in non PSSA assessed areas and we plan to continue to administer and utilize the results throughout the plan.

### **Activity: Utilize data to make instructional decisions**

**Description:** Provide teachers with the data to use for instructional decisions.

Provide training opportunities and time to analyze data.

Person Responsible	Timeline for Implementation	Resources
Paul Healey	Start: 7/25/2006 Finish: 12/31/9999	-

### **Professional Development Activity Information**

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
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Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
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BSSD

Not approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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Follow-up Activities	Evaluation Methods
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**Status:** In Progress — Upcoming

### **Annual Review Process**

On an annual basis, the Professional Development Committee will review the plan and analyze the progress toward the district priority goals. The review will include evaluation of the goals, activities, delivery system, and attainment of competencies for each activity. The plan will be revised as needed. Amendments to the plan must be recommended by the Professional Development Committee, approved by the School Board of Directors, and submitted to the Department of Education for approval.

During the 2008-2009 school year we have incorporated a portion of time during the Administrative Management Curriculum meeting as well as a portion of the Curriculum Council meeting to further discuss our LFS initiative. LFS will become a standing topic of discussion in both of those meetings through the completion of this strategic plan.

## **Supporting Documents**

### **Supporting Documents - Attachments**

- Corrective Reading
- Advance Placement Courses
- College in the High School
- DRA
- Extended Day Kindergarten (EDK)
- SAT Comprehensive Math Analysis
- SAT Review
- Terra Nova - Obtained vs. Anticipated
- Terra Nova Scores

### **Contact Information**

## Appendix B

### Entity Information Page

**Entity:** Bermudian Springs SD

**Address:**

7335 Carlisle Pike  
York Springs, PA 17372

**Superintendent or Chief Administrative Officer:** Dr. Paul Healey

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**Telephone:** 717-528-4113 ext. 1710

**Fax:** 717-528-7981

**Professional Education Committee Chairperson:** Dr. Shane Hotchkiss

**E-mail:** shotchkiss@bermudian.org

**Telephone:** 717-528-4113 ext. 1711

**Fax:** 717-528-7981

**Act 48 Reporting Contact:** Carol Tucker

**E-mail:** ctucker@bermudian.org

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