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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

### **Academic Standards and Assessment Midpoint Review**

**Thursday, October 06, 2011**

**(Receipt Acknowledged: Monday, September 20, 2010)**

**Entity:** Central Columbia SD  
**Address:** 4777 Old Berwick Rd  
Bloomsburg, PA 17815-3515  
**Phone:** (570) 784-2850  
**Contact Name:** Harry Mathias

## **Educational Community**

The Central Columbia School District is serviced by a campus arrangement of the facilities with all buildings located on the same parcel of land. The district has four main buildings: an elementary school serving grades K-4, a middle school serving grades 5-8, a high school serving grades 9-12 and a central office building that houses the administrative offices, as well as the maintenance department.

The elementary school was built in 1989 and houses K-4. The building was constructed with one wing for each grade and the library serving as the structural and education centerpiece. There's a full-service kitchen and a multi-purpose cafeteria. The building also houses a full-size gymnasium with a seating capacity of 1,000. There is adequate parking and a playground.

The middle school was constructed in 1972 as an open classroom structure. Renovations in 1986 brought about enclosed classrooms. A \$22.4 million renovation in 2005-2007 added additional space and renovated most of the remaining building. The middle school houses grades 5-8, and includes a 25 yard swimming pool, technology areas, agriculture areas, family and consumer science classrooms, several large group instruction areas, a band room, a chorus room, a large cafeteria, guidance and nurses suites and instructional planning areas. The building also houses a full-size gymnasium and an adaptive gymnasium. As in the elementary school, the library serves as the educational and structural focal point of the building.

The high school was built in 1962 and has begun to show wear. The building houses grades 9-12 and includes a centrally located library, science and computer laboratories, wood, metal, plastics and agricultural shop areas, chorus room, band room, home economics rooms, and auditorium. The agricultural shop was renovated in 1995 and includes an aqua-culture lab and a fully operational greenhouse. Renovations in 1986 created new science and computer lab facilities. The building also houses a full size gymnasium and an adaptive gymnasium.

The district office building was formerly a truck freight terminal. Renovations were completed in January 1994. The building houses the office of the Superintendent, Business Administrator, Director of Technology, Transportation Supervisor, Special Education Director, Curriculum Coordinator and Building and Grounds Supervisor. The building also houses the maintenance department, serves as a warehouse for district supplies, and is the central mailing location.

The district property occupies 104 acres and is located adjacent to US Route 11. The grounds include a football stadium, fields for baseball, softball, field hockey and soccer as well as track and field facilities, tennis courts and a cross country course. The district's sewage treatment plant is on site. A small stream and wetlands are found on the northern perimeter of the property and are used for educational purposes.

## **Mission**

*Central Columbia School District*

*provides excellence in education to*

*enable all students to reach*

*their potential as successful and*

*contributing members of a global society.*

## **Vision**

Providing students optimal educational opportunities that lead to future achievements.

## Shared Values

The Central Columbia School District Strategic Plan Steering Committee has reaffirmed our Belief Statements from our previous strategic plans into our Shared Value Statements. The Board of Education has approved the following Shared Values for the 2007-2013 district Strategic Plan:

- *The needs of all children must drive the educational system.*
- *Quality schools are committed to excellence providing a variety of means to achieve that goal.*
- *All human beings have worth and shall be treated with respect, courtesy and dignity.*
- *All people are expected to assume appropriate personal responsibility and must be accountable for their performance and actions.*
- *In a quality educational process: community, families, students and staff communicate and collaborate in decision making.*
- *“Learning to Learn” by being creative, flexible and willing to change is essential to meet the challenges of a changing global society.*

## Academic Standards

The Central Columbia School District has as its objective that all students will become proficient or higher on Pennsylvania Academic Standards in the following content areas:

- Reading, Writing, Listening and Speaking
- Mathematics
- Science and Technology
- History
- Geography
- Economics
- Family and Consumer Sciences
- Arts and Humanities
- Health, Safety, and Physical Education
- World Languages
- Environment and Ecology
- Civics and Government
- Career Education and Work

The district aligns its curriculum both vertically and horizontally with the PA Academic Standards. Curriculum is reviewed and updated on an ongoing basis. Assessment Anchors are used to provide guidance for the district's curriculum and assessment plan. Content area curriculums are written to include objectives, essential questions, alignment to PA Academic Standards, enrichments, correctives and assessments. The district's local assessment system is designed to provide data on individual student attainment of the PA Academic Standards, aggregate and disaggregated group data for decision-making purposes, and data to assess the quality of the instructional program. The Pennsylvania System of School Assessment (PSSA) is also used for these purposes.

## Strategic Planning Process

The Central Columbia School District and members of its greater community have worked together to develop the district's third strategic plan. The plan outlines how the District intends to achieve its goals through core strategies, principles of collaboration, and continuous improvement for all students.

The strategic plan clarifies the future direction of the Central Columbia School District by reaffirming its mission and beliefs, anticipating long-term opportunities and developing long range objectives. It provides criteria for making decisions about educating the children of the community at both the district building levels while providing a structure for district and public accountability about the success of its students and schools.

The district advertised in the spring of 2006 throughout the community and school system for volunteers to the Steering Committee, the Needs Assessment committee and various subcommittees that may arise. The district also conducted an open-response web-based needs assessment open to all community members during the summer of 2006. The Steering Committee was selected by the School Board and met regularly from September 2006-July 2007 to develop the plan. In late fall 2006, the Steering Committee identified three areas of specialized study for specific subcommittees: The Educational Program, Communications, and Facilities. These subcommittees met from January through April 2007 when their reports were sent to the Steering Committee.

The Steering Committee developed and finalized the goals and activities contained herein and forwarded the Plan onto the Board of Education on July 12, 2007.

The Steering Committee intends to meet twice annually to monitor and update the Strategic Plan.

In the Winter of 2010 internal and external advertisements were placed in the school community seeking volunteers to review the progress made at the mid-point of the current strategic plan. Meetings were held two times a month to review existing goals, strategies, and activities. This resulted in some items being removed because they were no longer relevant, further developing areas that were in need of revision, and adding goals where new areas of emphasis had emerged. The School Board participated in these discussions and were given several presentations to share developments. The School Board reviewed the completed plan during the month of July and then formally accepted the plan in August of 2010.

## Strategic Planning Committee

<b>Name</b>	<b>Affiliation</b>	<b>Membership Category</b>	<b>Appointed By</b>
Bittenbender, Luanne	Business Representative	Business Representative	School Board
Brown, Lynne	Support Staff	Parent	School Board
Davis, Jeffrey	Community	Community Representative	School Board
Dow, Jean	Director of Special Education/School Psych.	Ed Specialist - School Counselor	Administrators
Dysart, Janice	Teacher	Middle School Teacher	Teachers
Fogarty, Bob	Board Member	Board Member	School Board
Hampton, Kimberly	Support Staff	Other	School Board
Heintzelman, Chad	Middle School Principal	Administrator	Teachers

Hippenstiel, Jason	Teacher	Secondary School Teacher	Teachers
Hollister, Jim	Community	Community Representative	School Board
Jackson, Sue	Board Member	Board Member	School Board
Kurelja, John	Administrator	Administrator	Administrators
LaMacchia, Carolyn	Parent	Parent	School Board
Mathias, Harry	Superintendent	Administrator	Administrators
Mookerjee, Swapan	Parent	Parent	School Board
Rhoads, Bruce	Board Member	Board Member	School Board
Sharrow, Tom	Assistant Principal	Administrator	Administrators
Snyder, Beth	Parent	Parent	School Board
Sokoloski, Michael	Business Administrator	Administrator	Administrators
Williams, Roger	Board Member	Board Member	School Board
Withrow, Ellen	Parent	Parent	School Board

## Data

## Reflections

- **AYP Report**

**Concern Last Modified: 5/16/2010**

Although the District has met AYP in both 2008 and 2009, the current data reveals a problem with the reading program particularly in the 3-5 grade span. The district did not meet AYP for the target group IEP students using either the growth model, confidence interval or safe harbor methods.

**Identified High Priority Cause:**

The Central Columbia School District has made the language arts curriculum a focus for the 2009/10 school year. This focus will continue into the 2010/11 school year. After taking a close look at the PSSA data over the last few years, several causes for poor reading achievement have been identified. These causes include:

1. The curriculum needs to be re-written to make sure that all standards and anchors are being addressed at each grade level.
2. Staff need additional training on how to build lessons that address grade level standards.
3. Additional time is needed in the school day for instruction.
4. Additional time is needed during the day to increase the amount of instruction given to writing.

**Strength Last Modified: 5/16/2010**

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The District achieved AYP in all other areas for all subgroups. Despite making AYP in all other areas, the District continues to strive for improvement in these areas for all children but especially for those children who make up the subgroups.

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## Goals, Strategies and Activities

### Goal: Engage in High School Reform

Last Modified: 7/6/2010

**Description:** The district will perform an extension self-study of the high school program that ties in the goals of Project 720, research from best practices in all content areas, pedagogy, and use of time, and considers facility needs to best meet the academic needs of students. The district believes strongly in pursuing the goals of Project 720 and desire to work toward those goals regardless of receipt of a PDE Project 720 grant.

### Strategy: Continuous District/School Improvement Planning

Last Modified: 7/6/2010

**Description:** The district will use a systematic process to review data, set goals, develop action plans, implement action plans, and review results. This will be an ongoing process to improve student achievement that will strongly impact professional development activities in the district.

### Activity: Building level S.M.A.R.T. goal development

Last Modified: 7/6/2010

**Description:** After reviewing curriculum and both local and state assessments school personnel will develop goals that are specific, measureable, attainable, results oriented, and time bound. These goals will complement the district goals for instruction and achievement. The progress on these goals will be measured regularly (per marking period minimum).

Person Responsible	Timeline for Implementation	Resources
Mathias, Harry	Start: 9/1/2010 Finish: 6/1/2013	-

  

Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	5	160

  

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
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**Knowledge and Skills**

**Research and Best Practices**

**Designed to Accomplish**

Data driven decision making, standards aligned instruction, researched based instructional strategies, assessment development.

The framework for this work comes from Getting Results information released by the Pennsylvania Department of Education.

*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.
- Empowers educators to work effectively with parents and community partners.

*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>• School counselors</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**

**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> <li>• Peer-to-peer lesson discussions</li> <li>• Lesson modeling with mentoring</li> <li>• Journaling and reflecting</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> <li>• Review of participant lesson plans</li> </ul> |
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**Status:** Not Started — Overdue

## Activity: Department Head Development

Last Modified: 9/1/2010

**Description:** Department Heads will be utilized to review both state and local assessment data, align curriculum to the Standards Aligned System, and to review and suggest materials to support the curriculum. Department Heads will also serve as facilitators for their departments to improve overall operations and communication.

Person Responsible	Timeline for Implementation	Resources
Mathias, Harry	Start: 7/19/2010 Finish: 6/3/2013	\$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
2.00	4	16
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Central Columbia School District	<ul style="list-style-type: none"> <li>School Entity</li> </ul>	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Data driven decision making, standards aligned curriculum and instruction, professional learning communities, and assessment development.	This work is based on the meta-analysis of research conducted by Marzano regarding highly effective practices.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.</li> <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 the knowledge and skills to <u>think and plan strategically</u>, ensuring that</li> </ul>

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>• 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>

<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 administrator and/or peers</li> <li>• Analysis of student work, with</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> <li>• Participant survey</li> <li>• Review of participant lesson plans</li> </ul>

- administrator and/or peers
- Peer-to-peer lesson discussions
- Lesson modeling with mentoring
- Journaling and reflecting
- Review of written reports summarizing instructional activity

**Status:** In Progress — Upcoming

<b>Date</b>	<b>Comment</b>
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9/1/2010	We held professional development activities in the summer of 2010 to begin the process and we will follow up with regular meetings over the course of the school year.
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**Activity: Disaggregate and review student achievement data**

Last Modified: 7/6/2010

**Description:** The district will disaggregate and review student achievement data to uncover strengths and weaknesses in our student achievement and establish district achievement and instructional goals.

**Person Responsible Timeline for Implementation Resources**

None Selected	Start: 7/1/2010 Finish: Ongoing	-
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**Status:** In Progress — Upcoming

<b>Date</b>	<b>Comment</b>
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7/6/2010	This process has begun in preparation of the 2010-2011 school year.
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**Activity: Review the use of time as it pertains to each content area**

Last Modified: 7/6/2010

**Description:** We will review the use of time across the district to make sure we are allocating our most precious resource most effectively.

**Person Responsible Timeline for Implementation Resources**

Mathias, Harry	Start: 7/1/2010 Finish: Ongoing	-
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**Status:** In Progress — Upcoming

Date	Comment
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7/6/2010	This process has begun and will continue every year as we review our student achievement data.
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### **Strategy: Perform High School Reform Study**

**Description:** The district will pursue a study to reform the high school program to align to Project 720 goals.

### **Activity: Align Program to Exemplary HS Program research**

Last Modified: 7/14/2010

**Description:** HS stakeholders will engage in HS reform study and activities in the areas of curriculum, instruction, use of time, and professional development to benchmark the HS program to Exemplary programs research, pathways models, and rigor, relevance and relationship models.

Person Responsible	Timeline for Implementation	Resources
Mathias, Harry	Start: 8/22/2007 Finish: 6/5/2009	\$10,000.00

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

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2.00	10	50
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Central Columbia School District	<ul style="list-style-type: none"> <li>School Entity</li> </ul>	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Will develop instructional skills to align with Project 720 Goals.	Aligned to PDE initiative.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.</li> <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</li> </ul>

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>• School counselors</li> <li>• Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <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>• Mathematics</li> <li>• History</li> <li>• Career Education and Work</li> <li>• Economics</li> <li>• Family and Consumer Sciences</li> <li>• Geography</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>• 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</li> </ul>

- administrator and/or peers
  - Analysis of student work, with administrator and/or peers
  - Creating lessons to meet varied student learning styles
- PSSA
  - Classroom student assessment data

**Status:** Complete

Date	Comment
7/14/2010	Through an indepth study of our high school programs and the use of project 720 funds, we have carefully reviewed and made changes to our high school program to implement a pathways model. This process has led to new positions, called pathway chairs, that help us to effectively deliver this model and nurture each of our five pathways from a K-12 perspective.

**Activity: Develop relevant 21st century workforce development programs**

Last Modified: 6/30/2010

**Description:** Work with WIB, higher education and regional businesses to develop up-to-date workforce development programs.

Person Responsible	Timeline for Implementation	Resources
Mathias, Harry	Start: 8/22/2007 Finish: 6/5/2009	\$6,000.00

**Professional Development Activity Information**

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2.00	5	100
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Central Columbia School District	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Participants will be able to successfully implement the Career Education and Work Standards	Aligned to goals of PDE Career and Counseling Grant	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>• Enhances the educator's <u>content knowledge</u> in the area of the</li> </ul>

- 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.
- Empowers educators to work effectively with parents and community partners.

*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>School counselors</li> <li>Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>Middle (grades 6-8)</li> <li>High school (grades 9-12)</li> </ul>	<ul style="list-style-type: none"> <li>Science and Technology</li> <li>Environment and Ecology</li> <li>Health, Safety and Physical Education</li> <li>Mathematics</li> <li>Career Education and Work</li> </ul>

#### **Follow-up Activities**

- Team development and sharing of content-area lesson implementation

#### **Evaluation Methods**

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

- 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
- Standardized student assessment data other than the PSSA
- Classroom student assessment data

**Status:** Complete

<b>Date</b>	<b>Comment</b>
6/30/2010	This has been addressed through our work with high school reform and the use of Project 720 funds. We have developed partnerships with local businesses and higher education to offer our students more rigorous and relevant opportunities. Although this is completed our efforts in this area will continue into the future.

### **Activity: Develop Research-based curriculum**

Last Modified: 6/30/2010

**Description:** Study all curriculum areas to ensure that curriculum and instruction are being implemented based on latest research and best practices

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

Mathias, Harry	Start: 8/22/2007 Finish: 6/5/2009	\$50,000.00
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**Status:** Complete

<b>Date</b>	<b>Comment</b>
6/30/2010	This has been a primary focus for our school district. We have met with staff members from every department and significant teacher time has been allocated to make this a reality. The curriculum coordinator led each department through the process of developing their curriculum using the standards aligned system and our own curriculum planning tool. As much as this is completed activity, it is also ongoing process that will continue into the future.

### **Activity: Renovate facility to meet programmatic needs**

Last Modified: 6/30/2010

**Description:** The district will look to renovate the HS facility to meet programmatic needs

**Person Responsible Timeline for Implementation Resources**

Mathias, Harry	Start: 6/13/2011 Finish: 8/16/2013	\$3.00
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**Status:** In Progress — Upcoming

**Date Comment**

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6/30/2010 We have met with an architect and had a district wide needs assessment done. We have also reviewed potential plans for the renovation of the high school.

**Activity: Secure support and funding for project**

Last Modified: 2/23/2010

**Description:** Pursue funding through a dedicated referendum

**Person Responsible Timeline for Implementation Resources**

Mathias, Harry	Start: 7/1/2009 Finish: 6/30/2011	-
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**Status:** In Progress — Overdue

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

Last Modified: 6/29/2010

**Description:** State: Graduate rate will meet an 80% threshold and/or show growth.  
Local: Graduation rate will reach 100% by 2013.

**Strategy: Academic Proficiency for all students**

**Description:**

**Activity: Academic Instruction, Assessment and remediation**

Last Modified: 2/23/2010

**Description:** The district will research, plan, implement and evaluate a program of high school curriculum development, rigorous and relevant instruction, reliable assessment, and remediation based on the individual needs of students--with the goal of meeting graduation proficiency for all students.

**Person Responsible Timeline for Implementation Resources**

Mathias, Harry	Start: 1/1/2008 Finish: Ongoing	\$30,000.00
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**Status:** In Progress — Upcoming

**Activity: Professional Development**

Last Modified: 7/14/2010

**Description:** Provide opportunities for professional staff to reflect, plan, and implement a structured, customized professional development model targeted at the academic proficiency of students.

Person Responsible	Timeline for Implementation	Resources
Mathias, Harry	Start: 8/22/2007 Finish: 9/30/2013	\$10,000.00

**Professional Development Activity Information**

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2.00	20	150
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Various	<ul style="list-style-type: none"> <li>• School Entity</li> <li>• College</li> <li>• Intermediate Unit</li> <li>• Individual</li> </ul>	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Instructional skills Curriculum development skills Assessment development and analysis skills		<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>• Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.</li> <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</li> </ul>

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

- Empowers educators to work effectively with parents and community partners.

*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>• 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

- 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

#### 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

### **Strategy: Graduation Project**

**Description:**

**Activity: Complete an academic and career-based graduation project**

Last Modified: 7/12/2010

**Description:** All students will complete a graduation project that is individualized, aligns to the students' academic skills and aptitudes and aligns to future career options.

Person Responsible	Timeline for Implementation	Resources
Mathias, Harry	Start: 6/1/2011 Finish: 6/1/2011	\$30,000.00

  

Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2.00	3	100
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Central Columbia School District	<ul style="list-style-type: none"> <li>• School Entity</li> </ul>	Approved

**Knowledge and Skills****Research and Best Practices Designed to Accomplish**

Skills needed to identify student aptitudes and interests and guide students towards a reflective career development process.

Based on Dr. Kenneth Gray's "Other Ways to Win".

*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.
- Empowers educators to work effectively with parents and community partners.

*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> </ul>	<ul style="list-style-type: none"> <li>• Middle (grades 6-8)</li> <li>• High school</li> </ul>	<ul style="list-style-type: none"> <li>• Reading, Writing, Speaking &amp; Listening</li> <li>• Science and Technology</li> </ul>

- |  |                      |  |
|--|----------------------|--|
| <ul style="list-style-type: none"> <li>• Superintendent / asst. superintendents</li> <li>• School counselors</li> <li>• Other educational specialists</li> </ul> | <p>(grades 9-12)</p> | <ul style="list-style-type: none"> <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>• 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	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>• Participant survey</li> </ul>

**Status:** In Progress — Overdue

## **Goal: Improve District Communication**

Last Modified: 7/13/2010

**Description:** The district will enhance communication with various constituents and will improve the infrastructure as required to achieve this goal.

### **Strategy: Provide Comprehensive Career information to parents and students**

Last Modified: 6/29/2010

**Description:** Through the use of technology we will develop current methods of communicating with parents and students regarding our educational system.

### **Activity: Career and Counseling initiatives**

Last Modified: 7/1/2010

**Description:** Parent Workshops  
Mentor Programs  
Advisor/Advisee Program  
Explore Pathway/Academy Model  
Educator in the Workplace

**Person Responsible Timeline for Implementation Resources**

Mathias, Harry	Start: 8/22/2007 Finish: 6/30/2010	\$3,000.00
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**Status:** Complete

**Date      Comment**

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7/1/2010 Parent workshops have been held and the advisor/advisee program has been reviewed and updated to better serve our students. This program is tied to our guidance department and our Futures 1, 2, and 3 courses. Advisors and advisees will be together for the duration of each students high school career.

**Strategy: Provide for systematic parent/community feedback**

Last Modified: 7/13/2010

**Description:**

**Activity: Consider periodic parent surveys**

Last Modified: 6/30/2010

**Description:**

**Person Responsible Timeline for Implementation Resources**

Mathias, Harry	Start: 3/3/2008 Finish: 6/30/2009	-
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**Status:** Complete

**Date      Comment**

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6/30/2010 Through the use of technology tools like survey monkey and moodle we have developed and administered surveys and questionnaires to our parents and school community. The use of blogs has been very valuable as well.

**Strategy: Provide opportunities to help parents access to communication resources of district website**

**Description:**

## **Activity: On-line Training**

Last Modified: 7/13/2010

**Description:** We host our web server on campus. We have added a number of web services and educational resources on our district web site. Atomic learning, Discovery Education Streaming, Moodle, Google Doc's and Apps, My Drives, Odyssey and WordPress.

Gradebook  
Curriculum Mapper  
Performance Pathways  
Odyssey  
Web-site navigation

<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Mathias, Harry	Start: 7/1/2009 Finish: 7/31/2013	-

### **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>
<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>
		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

<b>Date</b>	<b>Comment</b>
7/13/2010	We continue to host our web server on campus. We have added a number of web services and educational resources on our district's web site. Atomic learning; on-line instruction resource. Discovery Education Streaming; digital video educational resource. Moodle; open source community based tools for learning. Google Doc's and Apps; online documents, spreadsheets and presentations. My Drives; web access of individual network files saved at the district. Odyssey; Online learning tool. WordPress; open source web page and blogging resource.

## **Strategy: Upgrade telecommunications systems**

**Description:**

### **Activity: Consider Phones with external access in classrooms**

Last Modified: 7/14/2010

**Description:** Classroom phones that provide communication with identified offices and classrooms. Also, the phones provide ability to contact 911.

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

Mathias, Harry      Start: 6/1/2009      -  
Finish: Ongoing

**Status:** In Progress — Upcoming

#### **Date      Comment**

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7/13/2010 The Elementary School classrooms will be upgraded in summer 2010. This classroom phone system is different from the system installed in the Middle School. It is designed to have all the classroom phones call selected extensions (Main Office, Principal Office, Nurse).

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7/13/2010 Classroom phones with external access are currently available in the Middle School. External access is controlled with the systems class-of-service. No outside calls can connect to the classroom during the educational day. All calls are routed to staff/teacher voice mail boxes during this time frame. All outside lines are protected by a user password. For safety and security, all classroom phones can call 911.

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### **Activity: Develop portal for parent access to information software**

Last Modified: 7/13/2010

**Description:** Web based service that allows administrators, teachers, parents and students access to active and archived individualized student information.

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

Ed Tech Plan Admin    Start: 7/1/2008      -  
Finish: 7/31/2013

**Status:** Complete

#### **Date      Comment**

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6/30/2010 This has been completed through the hard work of our technology department and the delight of our parents.

### **Activity: Telecommunication upgrades**

Last Modified: 7/13/2010

**Description:** District telephone and outside line access.

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

Mathias, Harry      Start: 7/1/2009      \$30,000.00  
Finish: 7/31/2013

**Status:** Complete

Date	Comment
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7/13/2010	The telecommunications system for the district has been upgraded. Individual POTS lines, which were inefficient, costly and isolated school buildings, have been replaced with a T1 PRI telecommunications connection. The district has replaced individual building telephone systems with a district system. This approach takes advantage of the T1 PRI and allows for better communication and voice mail boxes for all staff.
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### **Activity: Wireless Network Access**

Last Modified: 7/13/2010

**Description:** The district would like to install a wireless overlay in all the buildings. This wireless overlay will allow for wireless connection to the district's intranet and internet access.

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

Ed Tech Plan Admin	Start: 7/1/2009	-
	Finish: 7/31/2013	

**Status:** In Progress — Upcoming

Date	Comment
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7/13/2010	All buildings have been wired with wireless access points that create two separate wireless systems. One is targeted for administrative and staff use and the other is designed for student use. The administrative/staff wireless network overlay is a broad spectrum wireless network that supports 802.11 B/G. This wireless network is designed to support up to 40 simultaneous users that covers the interior of all the district's buildings. The student wireless network supports 802.11 A. This wireless network is designed for 30 users per classroom. Each laptop cart contains 27 laptops. Each cart has two access points that directly support the laptops form that cart. This system optimizes the wireless signal and prevents frequency interference and cross talk. This is also the most economical approach to support a wireless classroom.
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## **Goal: MATHEMATICS**

Last Modified: 7/6/2010

**Description:** State: At least 56% of all students will be proficient in Mathematics, as measured by the annual state-wide PSSA assessments.

Local: At least 90% of all students will be proficient in Mathematics, as measured by annual state-wide assessments by 2013.

### **Strategy: Continuous District/School Improvement Planning**

Last Modified: 7/6/2010

**Description:** The district will use a systematic process to review data, set goals, develop action plans, implement action plans, and review results. This will be an ongoing process to improve student achievement that will strongly impact professional development activities in the district.

## **Activity: Building level S.M.A.R.T. goal development**

Last Modified: 7/6/2010

**Description:** After reviewing curriculum and both local and state assessments school personnel will develop goals that are specific, measureable, attainable, results oriented, and time bound. These goals will complement the district goals for instruction and achievement. The progress on these goals will be measured regularly (per marking period minimum).

<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Mathias, Harry	Start: 9/1/2010 Finish: 6/1/2013	-

### **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	5	160
<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>
Central Columbia School District	• School Entity	Approved

<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>
Data driven decision making, standards aligned instruction, researched based instructional strategies, assessment development.	The framework for this work comes from Getting Results information released by the Pennsylvania Department of Education.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>• Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.</li> <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> <li>• Empowers educators to work effectively with <u>parents and community</u></li> </ul>

partners.

*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**

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<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></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>

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**Follow-up Activities**

**Evaluation Methods**

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- 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
- Lesson modeling with mentoring
- Journaling and reflecting
- 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
- Review of participant lesson plans

**Status:** Not Started — Overdue

### **Activity: Department Head Development**

Last Modified: 9/1/2010

**Description:** Department Heads will be utilized to review both state and local assessment data, align curriculum to the Standards Aligned System, and to review and suggest materials to support the curriculum. Department Heads will also serve as facilitators for their departments to improve overall operations and communication.

<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Mathias, Harry	Start: 7/19/2010 Finish: 6/3/2013	\$12,000.00

#### **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>
2.00	4	16
<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>
Central Columbia School District	• School Entity	Approved
<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>
Data driven decision	This work is based on the	<i>For classroom teachers, school</i>

making, standards aligned curriculum and instruction, professional learning communities, and assessment development.

meta-analysis of research conducted by Marzano regarding highly effective practices.

*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.
- 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>• 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> </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> </ul>

- High school (grades 9-12)
- 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**

- |  |  |
|--|--|
| <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>• Peer-to-peer lesson discussions</li> <li>• Lesson modeling with mentoring</li> <li>• Journaling and reflecting</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> <li>• Participant survey</li> <li>• Review of participant lesson plans</li> <li>• Review of written reports summarizing instructional activity</li> </ul> |
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**Status:** In Progress — Upcoming

<b>Date</b>	<b>Comment</b>
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9/1/2010	We held professional development activities in the summer of 2010 to begin the process and we will follow up with regular meetings over the course of the school year.
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### **Activity: Disaggregate and review student achievement data**

Last Modified: 7/6/2010

**Description:** The district will disaggregate and review student achievement data to uncover strengths and weaknesses in our student achievement and establish district achievement and instructional goals.

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

None Selected      Start: 7/1/2010      -  
Finish: Ongoing

**Status:** In Progress — Upcoming

**Date      Comment**

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7/6/2010 This process has begun in preparation of the 2010-2011 school year.

**Activity: Review the use of time as it pertains to each content area**

Last Modified: 7/6/2010

**Description:** We will review the use of time across the district to make sure we are allocating our most precious resource most effectively.

**Person Responsible Timeline for Implementation Resources**

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Mathias, Harry      Start: 7/1/2010      -  
Finish: Ongoing

**Status:** In Progress — Upcoming

**Date      Comment**

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7/6/2010 This process has begun and will continue every year as we review our student achievement data.

**Strategy: Curriculum, Instruction, and Assessment**

Last Modified: 7/1/2010

**Description:**

**Activity: Align Curriculum to PA Academic Standards**

Last Modified: 7/12/2010

**Description:** Align K-12 curriculum to PA Academic Standards. Also look for horizontal alignment possibilities

<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Mathias, Harry	Start: 7/14/2008 Finish: 7/14/2013	\$60,000.00

**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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1.00 Organization or Institution Name	15 Type of Provider	20 Provider's Department of Education Approval Status
Central Columbia School District CSIU International Center For Leadership in Education Bucknell University	<ul style="list-style-type: none"> <li>• School Entity</li> <li>• College</li> <li>• Intermediate Unit</li> <li>• Association</li> <li>• Individual</li> <li>• Company</li> </ul>	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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Alignment of curriculum, instruction and assessment practices to PA Academic Standards, PSSA, 4Sight assessment results

*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.
- Empowers educators to work effectively with parents and community partners.

*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>• 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>• Mathematics</li> <li>• Career Education and Work</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 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> <li>• Participant survey</li> </ul>

**Status:** Complete

<b>Date</b>	<b>Comment</b>
6/30/2010	This was comprehensively completed over the course of the 2009/2010 school year. We participated in a curriculum collaboration project with the districts in the Central Susquehanna Intermediate Unit. We continued this process with our own personnel. The primary focus of these efforts was to utilize the standards aligned system to create and align our curriculum to the state standards. We have done this using our own curriculum tool and have trained teachers in its appropriate use.

**Activity: Align Instruction to Student Needs**

Last Modified: 7/12/2010

**Description:** All teachers will customize instruction to the academic needs of their students based on available data--including correctives and enrichments.

Person Responsible	Timeline for Implementation	Resources
Mathias, Harry	Start: 7/1/2008 Finish: 7/1/2013	\$60,000.00

**Professional Development Activity Information**

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
4.00	10	40

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
various	<ul style="list-style-type: none"> <li>• School Entity</li> <li>• College</li> <li>• Intermediate Unit</li> <li>• Individual</li> <li>• Company</li> </ul>	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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*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.
- 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>• 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>• Mathematics</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 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> <li>• Lesson modeling with mentoring</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

### **Activity: Assess Student Attainment of Academic Standards**

Last Modified: 2/23/2010

**Description:** All teachers will take part in administering and evaluating students based on the district's assessment plan.

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

Mathias, Harry	Start: 1/1/2008 Finish: Ongoing	\$60,000.00
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**Status:** In Progress — Upcoming

### **Activity: Keystone Assessment Preparation**

Last Modified: 7/1/2010

**Description:** We will review information provided on the standards aligned system to develop our curriculum to effectively prepare our students for taking the Keystone Assessments.

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

Chapter 4 Admin	Start: 7/1/2010 Finish: 6/1/2011	-
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**Status:** In Progress — Overdue

#### **Date Comment**

7/1/2010	We have reviewed released items from the state and developed curriculum for the courses to be tested in the 2010-2011 school year.
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### **Activity: Research and Implement successful teaching practices**

Last Modified: 7/12/2010

**Description:** Develop and implement a comprehensive model of professional development based on pedagogical best practices

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

Mathias, Harry	Start: 7/1/2008 Finish: 7/1/2013	\$60,000.00
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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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<b>Organization or</b>	<b>Type of Provider</b>	<b>Provider's Department of</b>
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Institution Name		Education Approval Status
		Not approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Follow-up Activities	Evaluation Methods	

**Status:** In Progress — Upcoming

## Goal: Maximize Student Achievement

Last Modified: 7/13/2010

**Description:** The district will attempt to maximize student achievement through various research-based initiatives as strategies.

### Strategy: Continuous District/School Improvement Planning

Last Modified: 7/6/2010

**Description:** The district will use a systematic process to review data, set goals, develop action plans, implement action plans, and review results. This will be an ongoing process to improve student achievement that will strongly impact professional development activities in the district.

### Activity: Building level S.M.A.R.T. goal development

Last Modified: 7/6/2010

**Description:** After reviewing curriculum and both local and state assessments school personnel will develop goals that are specific, measureable, attainable, results oriented, and time bound. These goals will complement the district goals for instruction and achievement. The progress on these goals will be measured regularly (per marking period minimum).

Person Responsible	Timeline for Implementation	Resources
Mathias, Harry	Start: 9/1/2010 Finish: 6/1/2013	-
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	5	160
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Central Columbia School District	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Data driven decision making, standards aligned instruction, researched based instructional strategies, assessment development.	The framework for this work comes from Getting Results information released by the Pennsylvania Department of Education.	<p data-bbox="927 344 1361 450"><i>For classroom teachers, school counselors and education specialists:</i></p> <ul data-bbox="975 472 1361 1122" style="list-style-type: none"> <li data-bbox="975 472 1361 607">• Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.</li> <li data-bbox="975 607 1361 786">• Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> <li data-bbox="975 786 1361 987">• 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> <li data-bbox="975 987 1361 1122">• Empowers educators to work effectively with <u>parents and community partners</u>.</li> </ul> <p data-bbox="927 1144 1361 1249"><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul data-bbox="975 1272 1361 1937" style="list-style-type: none"> <li data-bbox="975 1272 1361 1637">• Provides the knowledge and skills to <u>think and plan strategically</u>, 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.</li> <li data-bbox="975 1637 1361 1749">• Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making.</li> <li data-bbox="975 1749 1361 1861">• Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.</li> <li data-bbox="975 1861 1361 1937">• Instructs the leader in <u>managing resources</u> for</li> </ul>

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> </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**

**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> <li>• Peer-to-peer lesson discussions</li> <li>• Lesson modeling with mentoring</li> <li>• Journaling and reflecting</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> <li>• Review of participant lesson plans</li> </ul> |
|---|--|

**Status:** Not Started — Overdue

**Activity:** Department Head Development

Last Modified: 9/1/2010

**Description:** Department Heads will be utilized to review both state and local assessment data, align curriculum to the Standards Aligned System, and to review and suggest materials to support the curriculum. Department Heads will also serve as facilitators for their departments to improve overall operations and communication.

Person Responsible	Timeline for Implementation	Resources
Mathias, Harry	Start: 7/19/2010 Finish: 6/3/2013	\$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
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2.00	4	16
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Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
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Central Columbia School District	• School Entity	Approved
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Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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Data driven decision making, standards aligned curriculum and instruction, professional learning communities, and assessment development.	This work is based on the meta-analysis of research conducted by Marzano regarding highly effective practices.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>• Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.</li> <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 the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials</li> </ul>
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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>• 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**

### **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>• Peer-to-peer lesson</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> <li>• Participant survey</li> <li>• Review of participant lesson plans</li> <li>• Review of written reports summarizing instructional activity</li> </ul> |
|---|--|

- discussions
- Lesson modeling with mentoring
- Journaling and reflecting

**Status:** In Progress — Upcoming

<b>Date</b>	<b>Comment</b>
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9/1/2010	We held professional development activities in the summer of 2010 to begin the process and we will follow up with regular meetings over the course of the school year.
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### **Activity: Disaggregate and review student achievement data**

Last Modified: 7/6/2010

**Description:** The district will disaggregate and review student achievement data to uncover strengths and weaknesses in our student achievement and establish district achievement and instructional goals.

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

None Selected	Start: 7/1/2010 Finish: Ongoing	-
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**Status:** In Progress — Upcoming

<b>Date</b>	<b>Comment</b>
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7/6/2010	This process has begun in preparation of the 2010-2011 school year.
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### **Activity: Review the use of time as it pertains to each content area**

Last Modified: 7/6/2010

**Description:** We will review the use of time across the district to make sure we are allocating our most precious resource most effectively.

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

Mathias, Harry	Start: 7/1/2010 Finish: Ongoing	-
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**Status:** In Progress — Upcoming

<b>Date</b>	<b>Comment</b>
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7/6/2010	This process has begun and will continue every year as we review our student achievement data.
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**Strategy: The district will pursue activities to improve student academic achievement**

Last Modified: 7/15/2010

**Description:**

**Activity: Address Parent/School Relationships**

Last Modified: 6/30/2010

**Description:** Engage stakeholders in developing activities to improve parent/school relationships

**Person Responsible Timeline for Implementation Resources**

Mathias, Harry	Start: 7/1/2008	-
	Finish: 6/30/2009	

**Status:** Complete

**Date Comment**

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6/30/2010 Through the use of roundtable meetings, parent meetings, community meetings, Act 48, meetings, and strategic planning meetings we have developed procedures like more effectively using technology to improve parent/school relationships.

**Activity: Create a Differentiated Supervision Model**

Last Modified: 6/30/2010

**Description:** Teachers and administrators will investigate ways to customize the supervision model.

**Person Responsible Timeline for Implementation Resources**

Mathias, Harry	Start: 7/1/2008	\$10,000.00
	Finish: 6/30/2009	

**Status:** Complete

**Date Comment**

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6/30/2010 A team of administrators and teacher leaders met to discuss effective instructional strategies and the manner by which the implementation of these strategies was going to be monitored. We have settled on a comprehensive monitoring and evaluation system that includes more frequent walk thru's, individual and group meetings to discuss student achievement data and instructional strategies, and finally a traditional clinical supervision model. An integral part of this process will be the implementation of educational rounds for targeted populations of teachers.

## **Activity: Create Individualized Professional Development Plans for All Staff**

Last Modified: 2/23/2010

**Description:** Staff will use student achievement data to develop individual professional development goals and plans

<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Mathias, Harry	Start: 10/11/2007 Finish: 6/15/2013	\$15,000.00

### **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>
2.00	3	150
<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>
Central Columbia School District	<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>
Reflective and goal setting skills	Align to PLC research of Richard DuFour	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.</li> <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> <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>Provides the knowledge and skills to <u>think and plan</u></li> </ul>

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>• 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

### **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
- Participant survey

- meet varied student learning styles
- Lesson modeling with mentoring
- Journaling and reflecting

**Status:** In Progress — Upcoming

### **Activity: Expand the Role of the Act 48 Committee**

Last Modified: 6/30/2010

**Description:** The Act 48 Committee will expand to include discussions and decision making regarding Curriculum, Instruction and Professional Development Issues

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

Mathias, Harry	Start: 8/1/2007 Finish: 6/30/2008	\$10,000.00
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**Status:** Complete

#### **Date Comment**

6/30/2010	We have restructured our Act 48 committee to be the apex of our curriculum and professional development activities in the district. We regularly survey staff and gather feedback for future in-services around the district. This has been up and running since June of 2008.
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### **Activity: Full Day Kindergarten Review**

Last Modified: 7/1/2010

**Description:** Currently our school district has half day kindergarten. We will be reviewing the data from around the state to determine if there is evidence to support moving toward full day kindergarten.

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

Mathias, Harry	Start: 9/1/2010 Finish: 6/1/2011	-
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**Status:** Not Started — Overdue

## Activity: Pre-Kindergarten Transition

Last Modified: 7/15/2010

**Description:** Kindergarten teachers and the Elementary School principal will meet annually with our community's early childhood providers. These meetings will be used to communicate curriculum planning and transitioning issues for students and families.

### Person Responsible Timeline for Implementation Resources

Mathias, Harry	Start: 6/1/2011 Finish: Ongoing	-
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**Status:** Not Started — Overdue

## Activity: Provide Customized Learning Opportunities

Last Modified: 7/13/2010

**Description:** The district will continue to use all available means to expand offerings to students that meet their individual needs. This will happen through the creative use of time and technology.

Person Responsible	Timeline for Implementation	Resources
Mathias, Harry	Start: 7/1/2010 Finish: 6/28/2013	\$10,000.00

### Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2.00	10	150
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Central Columbia School District	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Skills needed to address individual student needs vis-a-vis the PA academic standards		<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.</li> <li>Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to</li> </ul>

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.
- Empowers educators to work effectively with parents and community partners.

*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>• 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> </ul>

- 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> <li>• Lesson modeling with mentoring</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

Date	Comment
6/30/2010	This will be addressed through the use of SMART goals where our district will be aligning our instruction specifically to meet student needs.

### **Activity: Revise the Teacher Induction Program**

Last Modified: 7/1/2010

**Description:** The teacher induction program will be revised to include more training on standards-based instruction, use of data, and differentiated instruction.

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

Mathias, Harry	Start: 7/1/2010 Finish: 6/28/2013	\$5,000.00
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**Status:** Complete

Date	Comment
6/30/2010	This is being done on a yearly basis based on our goals and the data we collect from our inductees.
7/1/2010	The teacher induction plan is revised annually based on surveys conducted with our inductees. We have begun requiring all new teachers to attend instructional strategies training prior to the start of the school year as part of their induction plan. This instruction specifically targets standards-based instruction, uses of data, and differentiated instruction.

**Activity: Study the Use of Extended Learning Opportunities for all Students**

Last Modified: 2/23/2010

**Description:** The district will look to implement additional learning opportunities for all students

Person Responsible	Timeline for Implementation	Resources
Mathias, Harry	Start: 10/11/2007 Finish: 7/1/2013	\$48,000.00

**Professional Development Activity Information**

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2.00	5	150
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status

Central Columbia School District	<ul style="list-style-type: none"> <li>School Entity</li> </ul>	Approved
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Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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Skills needed to extend individual student skills and knowledge beyond minimum standards.

*For classroom teachers, school counselors and education specialists:*

- Enhances the educator's content knowledge in the area of the educator's certification or assignment.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
- Empowers educators to work effectively with parents and community partners.

*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>• 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**

**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> <li>• Lesson modeling with</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> |
|---|--|

mentoring

**Status:** In Progress — Upcoming

### **Activity: Study the Use of Time**

Last Modified: 6/30/2010

**Description:** The district will study and implement ways to most effectively use available time to maximize student achievement

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

Mathias, Harry	Start: 8/22/2007	-
	Finish: 6/30/2009	

**Status:** Complete

#### **Date Comment**

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2/23/2010	The district has undertaken a study to investigate ways to utilize our time more efficiently to increase student achievement. Recommendations to the Strategic Planning Steering Committee will be made at the April 2010 meeting.
6/30/2010	Our district enlisted the help of the entire school community and engaged in a 6 month study of our current use of time to develop and present a list of recommendations to our Strategic Planning Steering Committee and our School Board. The result was the addition of close to 30 minutes of instructional time to our school day across our school district for the 2010-2011 school year.

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## **Goal: READING/Writing**

Last Modified: 7/6/2010

**Description:** State: At least 63% of all students will be proficient in Reading, as measured by the annual state-wide PSSA assessments. Local: At least 84% of all students will be proficient in reading and writing based on annual state-wide assessments.

### **Strategy: Continuous District/School Improvement Planning**

Last Modified: 7/6/2010

**Description:** The district will use a systematic process to review data, set goals, develop action plans, implement action plans, and review results. This will be an ongoing process to improve student achievement that will strongly impact professional development activities in the district.

**Activity: Building level S.M.A.R.T. goal development**

Last Modified: 7/6/2010

**Description:** After reviewing curriculum and both local and state assessments school personnel will develop goals that are specific, measureable, attainable, results oriented, and time bound. These goals will complement the district goals for instruction and achievement. The progress on these goals will be measured regularly (per marking period minimum).

Person Responsible	Timeline for Implementation	Resources
Mathias, Harry	Start: 9/1/2010 Finish: 6/1/2013	-

**Professional Development Activity Information**

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	5	160
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Central Columbia School Distric	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Data driven decision making, standards aligned instruction, researched based instructional strategies, assessment development.	The framework for this work comes from Getting Results information released by the Pennsylvania Department of Education.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>• Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.</li> <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> <li>• Empowers educators to work effectively with <u>parents and community partners</u>.</li> </ul>

*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>• School counselors</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**

**Evaluation Methods**

- |  |   |
|--|---|
| <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>• 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> </ul> |
|--|---|

- 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
- Lesson modeling with mentoring
- Journaling and reflecting
- Standardized student assessment data other than the PSSA
- Classroom student assessment data
- Review of participant lesson plans

**Status:** Not Started — Overdue

### **Activity: Department Head Development**

Last Modified: 9/1/2010

**Description:** Department Heads will be utilized to review both state and local assessment data, align curriculum to the Standards Aligned System, and to review and suggest materials to support the curriculum. Department Heads will also serve as facilitators for their departments to improve overall operations and communication.

<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Mathias, Harry	Start: 7/19/2010 Finish: 6/3/2013	\$12,000.00

#### **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>
2.00	4	16
<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>
Central Columbia School District	• School Entity	Approved

<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>
Data driven decision making, standards aligned curriculum and instruction, professional learning communities, and assessment development.	This work is based on the meta-analysis of research conducted by Marzano regarding highly effective practices.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>• Enhances the educator's <u>content knowledge</u> in the area of the educator's certification</li> </ul>

- 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>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</li> </ul>

- Standards
- Mathematics
- History
- Career Education and Work
- Economics
- 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>• Peer-to-peer lesson discussions</li> <li>• Lesson modeling with mentoring</li> <li>• Journaling and reflecting</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> <li>• Participant survey</li> <li>• Review of participant lesson plans</li> <li>• Review of written reports summarizing instructional activity</li> </ul>

**Status:** In Progress — Upcoming

Date	Comment
9/1/2010	We held professional development activities in the summer of 2010 to begin the process and we will follow up with regular meetings over the course of the school year.

**Activity: Disaggregate and review student achievement data**

Last Modified: 7/6/2010

**Description:** The district will disaggregate and review student achievement data to uncover strengths and weaknesses in our student achievement and establish district achievement and instructional goals.

**Person Responsible Timeline for Implementation Resources**

None Selected	Start: 7/1/2010	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

<b>Date</b>	<b>Comment</b>
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7/6/2010	This process has begun in preparation of the 2010-2011 school year.
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**Activity: Review the use of time as it pertains to each content area**

Last Modified: 7/6/2010

**Description:** We will review the use of time across the district to make sure we are allocating our most precious resource most effectively.

**Person Responsible Timeline for Implementation Resources**

Mathias, Harry	Start: 7/1/2010	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

<b>Date</b>	<b>Comment</b>
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7/6/2010	This process has begun and will continue every year as we review our student achievement data.
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**Strategy: Curriculum, Instruction, and Assessment**

Last Modified: 7/1/2010

**Description:**

**Activity: Align Curriculum to PA Academic Standards**

Last Modified: 7/14/2010

**Description:** Align K-12 curriculum to PA Academic Standards. Also look for horizontal alignment possibilities

**Person Responsible Timeline for Implementation Resources**

Mathias, Harry	Start: 1/1/2008	\$60,000.00
	Finish: Ongoing	

**Status:** Complete

<b>Date</b>	<b>Comment</b>
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7/14/2010	This was comprehensively completed over the course of the 2009-2010 school year. We participated in a curriculum collaboration project with the districts in the Central Susquehanna Intermediate Unit. We continued this process with our own personnel. The primary focus of these efforts was to utilize the standards aligned system to create and align our curriculum to the state standards. We have done this using our own curriculum tool and have trained teachers in its appropriate use.
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## Activity: Align Instruction to Student Needs

Last Modified: 7/12/2010

**Description:** All teachers will customize instruction to the academic needs of their students based on available data--including correctives and enrichments.

Person Responsible	Timeline for Implementation	Resources
Mathias, Harry	Start: 7/1/2008 Finish: 7/1/2013	\$60,000.00

### Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2.00	10	150
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
various	<ul style="list-style-type: none"> <li>• School Entity</li> <li>• College</li> <li>• Intermediate Unit</li> <li>• Individual</li> <li>• Company</li> </ul>	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Skills necessary to improve student reading proficiency		<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>• Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.</li> <li>• Increases the educator's <u>teaching skills</u> based on <u>research on effective practice</u>, 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> <li>• Empowers educators to work effectively with <u>parents and</u></li> </ul>

community partners.

*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>• 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**

#### **Evaluation Methods**

- Team development and
- Classroom observation focusing on factors such as

- |  |  |
|--|--|
| <p>sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <ul style="list-style-type: none"> <li>• Analysis of student work, with administrator and/or peers</li> <li>• Creating lessons to meet varied student learning styles</li> <li>• Lesson modeling with mentoring</li> </ul> | <p>planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <ul style="list-style-type: none"> <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

**Activity: Assess Student Attainment of Academic Standards**

Last Modified: 2/23/2010

**Description:** All teachers will take part in administering and evaluating students based on the district's assessment plan.

**Person Responsible Timeline for Implementation Resources**

Mathias, Harry	Start: 1/1/2008 Finish: Ongoing	\$60,000.00
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**Status:** In Progress — Upcoming

**Activity: Keystone Assessment Preparation**

Last Modified: 7/1/2010

**Description:** We will review information provided on the standards aligned system to develop our curriculum to effectively prepare our students for taking the Keystone Assessments.

**Person Responsible Timeline for Implementation Resources**

Chapter 4 Admin	Start: 7/1/2010 Finish: 6/1/2011	-
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**Status:** In Progress — Overdue

**Date      Comment**

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7/1/2010 We have reviewed released items from the state and developed curriculum for the

courses to be tested in the 2010-2011 school year.

**Activity: Research and Implement successful teaching practices**

Last Modified: 7/12/2010

**Description:** Develop and implement a comprehensive model of professional development based on pedagogical best practices

Person Responsible	Timeline for Implementation	Resources
Mathias, Harry	Start: 8/23/2007 Finish: 10/15/2007	\$60,000.00

**Professional Development Activity Information**

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
N/A		Not approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Follow-up Activities	Evaluation Methods	

**Status:** Complete

Date	Comment
7/12/2010	We are currently doing this and have incorporated this model into our general operating procedures.
6/30/2010	Our district has embraced the work of Marzano and the leading research on effective teaching practices. We have developed yearly instructional goals for all staff members, provided materials and professional development for all staff members, and monitored the implementation of our instructional goals. This has been very effective and will continue as an ongoing process.

**Goal: Science**

Last Modified: 7/6/2010

**Description:** The district will achieve 80% proficiency on state science assessments by 2013.

**Strategy: Continuous District/School Improvement Planning**

Last Modified: 7/6/2010

**Description:** The district will use a systematic process to review data, set goals, develop action

plans, implement action plans, and review results. This will be an ongoing process to improve student achievement that will strongly impact professional development activities in the district.

**Activity: Building level S.M.A.R.T. goal development**

Last Modified: 7/6/2010

**Description:** After reviewing curriculum and both local and state assessments school personnel will develop goals that are specific, measureable, attainable, results oriented, and time bound. These goals will complement the district goals for instruction and achievement. The progress on these goals will be measured regularly (per marking period minimum).

Person Responsible	Timeline for Implementation	Resources
Mathias, Harry	Start: 9/1/2010 Finish: 6/1/2013	-

**Professional Development Activity Information**

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	5	160

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Central Columbia School Distric	<ul style="list-style-type: none"> <li>School Entity</li> </ul>	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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Data driven decision making, standards aligned instruction, researched based instructional strategies, assessment development.	The framework for this work comes from Getting Results information released by the Pennsylvania Department of Education.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.</li> <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> <li>Empowers educators to work effectively with</li> </ul>
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parents and community partners.

*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**

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<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></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****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> <li>• Peer-to-peer lesson discussions</li> <li>• Lesson modeling with mentoring</li> <li>• Journaling and reflecting</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> <li>• Review of participant lesson plans</li> </ul> |
|---|--|

**Status:** Not Started — Overdue

### **Activity: Department Head Development**

Last Modified: 9/1/2010

**Description:** Department Heads will be utilized to review both state and local assessment data, align curriculum to the Standards Aligned System, and to review and suggest materials to support the curriculum. Department Heads will also serve as facilitators for their departments to improve overall operations and communication.

<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Mathias, Harry	Start: 7/19/2010 Finish: 6/3/2013	\$12,000.00

#### **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>
2.00	4	16
<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>
Central Columbia School District	• School Entity	Approved
<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>

Data driven decision making, standards aligned curriculum and instruction, professional learning communities, and assessment development.

This work is based on the meta-analysis of research conducted by Marzano regarding highly effective practices.

*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.
- 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>• 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</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>

- 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
<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>• Peer-to-peer lesson discussions</li> <li>• Lesson modeling with mentoring</li> <li>• Journaling and reflecting</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> <li>• Participant survey</li> <li>• Review of participant lesson plans</li> <li>• Review of written reports summarizing instructional activity</li> </ul>

**Status:** In Progress — Upcoming

Date	Comment
9/1/2010	We held professional development activities in the summer of 2010 to begin the process and we will follow up with regular meetings over the course of the school year.

**Activity: Disaggregate and review student achievement data**

Last Modified: 7/6/2010

**Description:** The district will disaggregate and review student achievement data to uncover strengths and weaknesses in our student achievement and establish district achievement and instructional goals.

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

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None Selected      Start: 7/1/2010      -  
Finish: Ongoing

**Status:** In Progress — Upcoming

**Date      Comment**

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7/6/2010 This process has begun in preparation of the 2010-2011 school year.

### **Activity: Review the use of time as it pertains to each content area**

Last Modified: 7/6/2010

**Description:** We will review the use of time across the district to make sure we are allocating our most precious resource most effectively.

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

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Mathias, Harry      Start: 7/1/2010      -  
Finish: Ongoing

**Status:** In Progress — Upcoming

**Date      Comment**

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7/6/2010 This process has begun and will continue every year as we review our student achievement data.

### **Strategy: Curriculum, Instruction, and Assessment**

Last Modified: 7/1/2010

**Description:**

### **Activity: Keystone Assessment Preparation**

Last Modified: 7/1/2010

**Description:** We will review information provided on the standards aligned system to develop our curriculum to effectively prepare our students for taking the Keystone Assessments.

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

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Chapter 4 Admin      Start: 7/1/2010      -  
Finish: 6/1/2011

**Status:** In Progress — Overdue

**Date      Comment**

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7/1/2010 We have reviewed released items from the state and developed curriculum for the courses to be tested in the 2010-2011 school year.

## **Goal: STUDENT ATTENDANCE (any school that does not graduate seniors)**

Last Modified: 6/29/2010

**Description:** State: Student attendance will meet a 90% threshold and/or show growth. Local: Student attendance will meet a 98% threshold by 2013.

### **Strategy: Monitor and Promote Student Attendance**

**Description:**

### **Activity: Attendance Consequences**

Last Modified: 7/14/2010

**Description:** Consequences for poor attendance will be designed and implemented to decrease the number of students tardy and/or absent from school

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

Mathias, Harry	Start: 1/1/2008 Finish: Ongoing	-
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**Status:** Complete

#### **Date Comment**

7/14/2010	Our current attendance district wide is very strong. We have reviewed our attendance consequence system and made adjustments to align our actions from K-12.
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### **Activity: Provide Rigorous and Relevant Curriculum**

Last Modified: 7/12/2010

**Description:** Provide a rigorous and relevant curriculum for all students.

<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Mathias, Harry	Start: 10/11/2007 Finish: 6/30/2013	-

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

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
5.00	20	150
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
various	<ul style="list-style-type: none"> <li>• School Entity</li> <li>• College</li> <li>• Non-profit organization</li> <li>• Intermediate Unit</li> <li>• Association</li> <li>• Individual</li> <li>• Company</li> </ul>	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Aligned to Willard Daggett's International Center Research		<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>• Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.</li> <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> <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>• Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are</li> </ul>

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>• 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
- Lesson modeling with

### **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

mentoring

**Status:** Complete

**Date**      **Comment**

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7/1/2010 Our district has up to 40 in-service days with staff either over the summer or through the use of substitutes to develop our curriculum using the standards aligned system and our own curriculum planning tool. We have also established department heads that span K-6 and 7-12 for Language Arts, Science, Social Studies, and Mathematics in order to add continuity to our programs. These curriculum maps will be available to the public for the start of the 2010-2011 school year. These curriculum maps include extended thinking lessons and activities to better engage our students. We have also incorporated a pathways model with corresponding teacher leadership positions to facilitate relevant activities into all of our classrooms from K-12.

### **Activity: School Counts Program**

Last Modified: 7/12/2010

**Description:** Implement School Counts program for HS

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

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Mathias, Harry	Start: 1/1/2008	-
	Finish: Ongoing	

**Status:** Complete

**Date**      **Comment**

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7/12/2010 This program is up and running in the district.

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6/30/2010 This program has been implemented and is a resource for our students that go out into the workforce.

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## **Goal: STUDENT PARTICIPATION IN STATE ASSESSMENTS**

Last Modified: 6/29/2010

**Description:** State: At least 95% of eligible students will participate in required state-wide assessments. Local: At least 100% of eligible students will participate in required state-wide assessments by 2013.

### **Strategy: Student Participation**

**Description:**

### **Activity: Incentive Program**

Last Modified: 7/13/2010

**Description:** Provide encouragement, breakfast, lunch, and possible performance rewards for PSSA participation and performance.

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

Mathias, Harry	Start: 1/1/2008 Finish: Ongoing	\$25,000.00
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**Status:** Complete

#### **Date Comment**

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2/23/2010	Building representatives meet regularly to discuss how best to motivate students to put forth their best effort on all state assessments.
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## **Goal: Study and Improve District Facilities**

**Description:** The district will put in place a plan for continuous monitoring and upkeep of district facilities.

### **Strategy: Maintain and consider upgrades to exterior facilities**

**Description:** Facilities should match needs of physical education program  
Athletic facilities should be of high quality

### **Activity: Review Elementary School building**

Last Modified: 6/30/2010

**Description:** A complete review of the ES facility will be conducted

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

Mathias, Harry	Start: 7/1/2009 Finish: 6/30/2011	\$20,000.00
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**Status:** Complete

#### **Date Comment**

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6/30/2010	This was completed as part of the feasibility study conducted for the upcoming high school renovation.
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### **Activity: Review High School building structure**

Last Modified: 6/30/2010

**Description:** A complete review of the HS facility will be conducted

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

Mathias, Harry	Start: 7/1/2009 Finish: 6/30/2011	\$20,000.00
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**Status:** Complete

#### **Date Comment**

6/30/2010	This was completed as part of the district feasibility study completed in the Spring of 2010
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### **Activity: Review Storage Concerns**

Last Modified: 6/30/2010

**Description:** The district will study ways to improve storage capacity and efficiency

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

Mathias, Harry	Start: 10/1/2007 Finish: 6/30/2009	-
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**Status:** Complete

#### **Date Comment**

6/30/2010	As part of the feasibility study completed by our architect the overall needs of the district were analyzed and recommendations were made. This study included our storage concerns and will be part of any work done at the high school where our needs are the greatest. Regarding supplies we have worked with vendors to have deliveries made over the course of the year instead of all at once which has aided our temporary storage concerns.
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### **Deleted Strategies**

<b>Name</b>	<b>Deletion Rationale</b>	<b>Deletion Date</b>
Investigate placement of exterior message boards	This really is not a strategy and is an activity that we completed. This does not fit within our plan for completing a data driven strategic plan.	7/13/2010
TECHNOLOGY - Network and Internet Access	Duplicate Strategy	7/13/2010

## **Measurable Annual Improvement Targets**

The Central Columbia School District aligns its curriculum, instruction, assessment and professional development to strive to meet yearly achievement goals and attain AYP as outlined in the No Child Left Behind Act. The school district will continue to be aware of the changing AYP target goals, and work to customize student educational programs and teacher professional development programs to attain these goals. Arising needs will be identified and addressed through the Strategic Plan process and the district's Act 48 Professional Development Committee.

The district utilizes an extensive, comprehensive array of locally developed assessments, 4Sight Assessments, Title I assessments and PSSA scores. The data are used by administrators and teachers through a Professional Learning Community model to establish, analyze, and review individual and group SMART goals.

## **Curriculum, Instruction and Instructional Materials**

The Central Columbia School District utilizes a data warehousing software package to write, align, monitor and upgrade curriculum; as well as, store and analyze student and programmatic academic data. This software aligns with the PA Academic Standards and/or Anchors and permits ongoing analysis to meet changing needs. The curriculum is developed through a process whereby teams of teachers (both by grade level and academic standard area) collaborate under the supervision of a curriculum specialist to align curriculum, assignments, materials, and professional development plans to maximize student achievement, vis-a-vis, the PA Academic Standards. The curriculum is approved through the district's Professional Development/Curriculum Council and then forwarded on to the Board of Education. The district addresses needs as they develop through statute changes on data identified needs and does not use a time-based cycle per se.

The Central Columbia School district runs a K-12 program for gifted students. Students are referred for evaluation in one of three ways: parent request for evaluation, teacher referral or as a result of reviewing student achievement data which suggests that a student might be gifted. Public awareness activities are conducted each fall which are designed to reach all district residents. Students are evaluated within the specified time frame. Multiple criteria are used during the assessment process. The gifted written report includes recommendations as to whether the student is gifted and in need of specially designed instruction. The report is then disseminated to all team members including parents. Once the student has been identified as being mentally gifted, a GIEP is developed that addresses the student's strengths, needs and interests as outlined in the Gifted Written Report. The GIEP includes the student's present levels of education performance, annual goals and short-term learning outcomes which address student needs, specially designed instruction and support services to be provided to the student, objective criteria and assessment procedures to determine if the outcomes are being achieved and the dates for initiation and anticipated duration of gifted education. If the child also has a disability under Chapter 14, one IEP is developed that addresses both the child's gifted qualities and his/her disability. GIEP meetings are conducted at least once annually.

The GIEP team bases educational placement decisions on the gifted student's needs. The placement provides for appropriate specially designed instruction and allows the student to meaningful benefit from the rate, level and manner of instruction. Gifted students are provided with opportunities for acceleration and enrichment as appropriate for the student's needs. These opportunities go beyond what the student would receive in the general education program. The gifted curriculum is an extension of the general education curriculum and provides for opportunities to develop higher order thinking skills, creativity and problem-solving skills. The gifted program at Central Columbia provides a variety of programming options for students including: itinerant pull-out programs to work collaboratively with peers, enrichment and

acceleration in content areas, testing out of classes for credit, compacted classes, Honors and AP classes, ability to take college classes early, online classes, mentorships and internships that are designed to meet career interests, and independent studies and projects for credit.

## **Assessments and Public Reporting**

The Central Columbia School District has a long history of providing a comprehensive assessment for its students and a detailed reporting system to its community.

The District's assessment system includes common assessments in reading, writing, mathematics, science, and social studies to all students in grades 1-8 and course based in assessments in the above named areas in the high school. All local assessments are aligned to the PA Academic Standards. The district will be transitioning to the 4Sight assessments for reading and mathematics in grades 3-8 beginning in the 2007-08 school year. The district's assessment system also includes administration of the PSSA in those grades and subjects as defined by the No Child Left Behind Act.

Results from the assessment system are published and reported annually at the regular School Board meeting in October. The district has been publishing this "Data Portfolio" since 1996. The portfolio includes assessment data as well as other data furnished on PDE reports and results of surveys to the graduating classes of one-year and five-years prior. The data is released to the media, is provided to all residents in an annual newsletter and is published on the district's website.

## **Targeted Assistance For Struggling Students**

Each year members of the administration and faculty conduct an analysis of school district program data and individual student data. Those students determined to be "not proficient" through a comprehensive set of measures, is provided with an individualize Grade Level Learning Plan that is based on that student's data, is aligned to PA Academic Standards, and identifies specific areas for improvement. The Grade Level Learning Plan is used by teachers, summer school program teachers, and after-school programs to address the student's needs.

The district provides additional learning opportunities for students in the form of:

- differentiated instruction,
- software-based correctives
- after-school programs
- summer school programs
- additional time on task during the school data
- tutoring programs

## **Support for Struggling Schools**

All schools are meeting AYP. At this time we have not identified Struggling Schools.

## **Qualified, Effective Teachers and Capable Instructional Leaders**

The Central Columbia School District strives to hire and maintain high quality, highly qualified instructional staff. The district's Professional Development Committee and each building's Professional Learning Community structure focuses on academic goals and the academic achievement of students. Each group establishes activities to improve instructional quality. The

district's hiring policy mandates a thorough selection process and includes the observation of instruction and the use of teacher leaders, as well as, building administrators, in the selection process.

As part of the administration's supervisory process, the administration annually submits goals to the superintendent that regularly reflect student academic achievement objectives.

The teacher supervision process is designed to address the individual needs of teachers based on quality instruction. The process includes the development of individual and/or team goals and the alignment of individual professional development plans to those goals.

Formal and informal observations by certified administrators are a component of all professional educator's supervision.

## **Parent and Community Participation**

The Central Columbia School District strives to promote participation of parents, families and the community in the education of our children. Teachers commonly communicate with parents through telephone calls, emails and notes home. The Elementary School has an active Parent-Teacher Organization. In addition, there are numerous "booster" organizations that generate support for district programs. The Central Columbia Educational Foundation connects with alumni and community leaders to provide financial support for student scholarships and grants to teachers for innovative programs.

Parents are involved through parent/teacher conferences, family nights, Open House, band and chorus concerts, athletic events, classroom visits, volunteers, and numerous other activities. The district also engages in an active program of support with Bloomsburg University. In addition, the district has increased its emphasis on student volunteerism in our community.

Communication between the schools and the community is facilitated through the district newsletter, school mailings, regular press releases to local media, the district website, community meetings, and public School Board meetings. The district's report card, the "Data Portfolio" is published in October and is posted on the district website.

## **Pre-Kindergarten Transition**

No Pre-K Offered