
Pennsylvania Department of Education



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

Academic Standards and Assessment Midpoint Review

Tuesday, May 01, 2012

(Receipt Acknowledged: Tuesday, September 27, 2011)

Entity: Conewago Valley SD

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Educational Community

Conewago Valley School District is located in south central Pennsylvania at the north central tip of Adams County. The District with a total of 70 square miles, is located between three major areas: Harrisburg, the state capital on the northeast; Gettysburg, to the southwest; and Maryland, a major contributor to the increase of our student population to the southeast. The major population centers of the school district are Oxford Township, a community of approximately 5,000 people and Conewago Township, a community of approximately 6,000 people. The school district is comprised of 11 municipalities. They are Abbottstown Borough, Berwick Township, Bonneauville Borough, Conewago Township, Hamilton Township, McSherrystown Borough, Mount Pleasant Township, New Oxford Borough, Oxford Township, Straban Township, and Tyrone Township.

Conewago Valley School District operates five educational facilities organized on a K-3, 4-6, 7-8, and 9-12 plan. The District completed the construction of additions to both elementary buildings to accommodate Full Day Kindergarten in the fall of 2011. The enrollment in the district is no longer increasing. The feasibility study completed a few years ago will be utilized once the economy improves and building within the district increases. The five school buildings include a comprehensive high school, a middle school, an intermediate school and two elementary schools. The district is divided into two attendance areas for elementary enrollment. The elementary buildings are Conewago Township Elementary and New Oxford Elementary. Four of the schools are located in the New Oxford Area. Conewago Township Elementary is located in McSherrystown, approximately 12 miles from the other buildings. The current district enrollment is 3,926. The building enrollments for 2011-2012 school year are Conewago Township Elementary - 543, New Oxford Elementary - 595, Conewago Valley Intermediate - 907, New Oxford Middle School - 625, and New Oxford High School - 1256.

The school district employs 425 individuals including 15 administrators, 255 faculty members, 33 instructional aides/paraprofessionals, and 122 support staff. The District encourages the professional staff to continue their own professional development through college courses, independent studies, book discussion groups, attendance at conferences and workshops, and professional learning communities. 73 % of the professional staff has earned advanced degrees.

The curriculum is comprehensive, providing students with an education in the arts, business education, computer education, English, family and consumer sciences, foreign languages, health, language arts, mathematics, physical education, the sciences, and social studies. A full-day kindergarten program for all students was implemented for the 2011-12 school year. Block scheduling has been in place at the high school since 2005. Advanced placement courses, internships, job shadowing, and college courses are available for high school students. Seniors may participate in a diversified occupation work experience. Counseling services, gifted education, and a full range of special education services are available at all levels.

Alternative education programs are available to secondary students through the school-based HOPE program, York County High School Adams-Hanover Satellite Campus, and Lincoln Intermediate Unit. With these opportunities for more secondary students to be successful, Conewago Valley School District can report a positive graduation rate of 90%.

Co-Curricular offerings provide a comprehensive program of inter-scholastic and recreational sports for boys and girls. The athletic facilities are exemplary and are shared with many community athletic organizations. Many students participate in multiple activities, including music organizations, such as band, chorus, and orchestra; drama opportunities; school yearbook and newspaper; a variety of clubs, service organizations, and booster groups. New Oxford High

School has active chapters of the National Honor Society, National Art Honor Society, FFA, and FBLA.

Mission

Conewago Valley School District, in partnership with students, families and the community, provides a safe learning environment that promotes academic engagement and social growth enabling students to succeed in a diverse and changing world.

Vision

Conewago Valley School District empowers students.

Shared Values

We believe ...

- ∅ Students need to be connected to something positive.
- ∅ Students need to be prepared for lifelong learning in a diverse global society.
- ∅ Students, families, teachers and the community are partners in the education process.
- ∅ School should be a learning environment that values each individual and promotes self-worth.
- ∅ Students should have opportunities to develop individual talents.
- ∅ Students should know they have the ability to affect their surroundings, determine their future and be an asset to the local and global community.
- ∅ Curricular and co-curricular opportunities are important in the learning environment.
- ∅ Education encompasses the development of the whole individual: academic, creative, social, physical and emotional.
- ∅ Students must be able to function in an ever-changing technological society.
- ∅ Students should be given the opportunity to reach their maximum potential in a safe, caring, and respectful environment.
- ∅ All district employees share in the responsibility of providing a supportive learning environment within our schools.
- ∅ Appropriate facilities, programs, and resources should be provided.
- ∅ Diversity strengthens and enriches the climate and culture of our schools.

Academic Standards

Academic Standards

The Conewago Valley School District accepts the Pennsylvania Academic Standards developed and adopted by the Pennsylvania State Board of Education as set forth in Section 4.12 of 22 PA Code, Chapter 4 Curriculum, to be consistent with the goals and mission of the District and adopts them for the development of this plan.

The district will adopt and utilize the new PA Common Core Standards in the time frame established by the Pennsylvania Department of Education.

The District has adopted and incorporated the following state standards into our curriculum and instruction: Reading, Writing, Speaking, Listening, Mathematics, Science & Technology, Environment & Ecology, History, Health, Safety & Physical Education, Geography, Family & Consumer Sciences, Economics, Civics & Government, Arts & Humanities, and Career Education & Work.

Communications (Reading, Writing, Speaking and Listening):

Each student shall demonstrate proficiency in the application of phonemic awareness, phonics and word study, vocabulary, fluency and text comprehension in reading critically across subject areas; in the interpretation and analysis of literacy expression with analysis of the origins and structures of the English language; and learning how to search a variety of texts to conduct research. Each student shall demonstrate proficiency in narrative, informational and persuasive formal writing for an audience, including spelling and editing skills; and informal writing to capture and organize information for individual use. Each student shall demonstrate proficiency in speaking and listening by participation in conversation and formal speaking presentations.

Mathematics:

Each student shall think, reason and communicate mathematically by demonstrating proficiency in numbers, computation, measurement, statistics and data analysis, probability and predictions, algebra and functions, geometry, trigonometry and the concepts of calculus.

Science and Technology:

Each student shall demonstrate a proficient level of understanding of the natural world and facts, principles, theories and laws in the areas of biology, chemistry, physics and earth sciences. Each student shall demonstrate a proficiency level of understanding that technology is the application of science to enable societal development including food and fiber production, manufacturing, building, transportation and communication. They will also understand, at the proficient level, the framework upon which science and technology knowledge are organized — motion and force, energy, structure of matter, change over time and machines.

Environment and Ecology:

Each student shall demonstrate a proficient level of understanding of the components of ecological systems and their interrelationships with social systems and technologies. Each student shall understand, at the proficient level, that these components incorporate the disciplines of resource management, agricultural diversity, government, and the impact of human actions on natural systems through the study of watersheds, threatened and endangered species, pest management and the development of laws and regulations.

Social Studies — To include:

History — Each student shall demonstrate a proficient level of ability to comprehend chronology, develop historical comprehension, evaluate historical interpretation, and to understand historical research. Each student shall acquire a proficient level of knowledge and skill to analyze the interaction of cultural, economic, political and social relations in the Commonwealth, in the United States and in the world.

Geography — Each student shall demonstrate a proficient level of understanding of the relationships among people, places and environments, of geographic tools and methods, characteristics of place, concept of regions and physical processes.

Civics and Government — Each student shall demonstrate a proficient level of understanding of the American representative form of government, its values and principles, the Constitution of the Commonwealth, the rights and responsibilities of citizenship and how governments operate at the local, state and national levels.

Economics — Each student shall demonstrate a proficiency level of knowledge in the economic principles necessary for the production, exchange and consumption of goods and services. Each student will have a proficient level of understanding of how economies work, economic reasoning, economic decision making, and economic systems in the Commonwealth, the United States and the world.

Arts and Humanities:

Each student shall have a proficient level of understanding of dance, theater, music, visual arts, language and literature including forms of expression, historical and cultural context, critical and aesthetic judgment and production, performance or exhibition of work.

Career Education and Work:

Each student will develop career options aligned to their individual interests, aptitudes and skills. Students shall demonstrate a proficient level of understanding of the job-seeking and job-retention skills needed to be prepared for the world of work immediately upon graduation or after post-secondary training or education.

Health, Safety and Physical Education:

Each student will have a proficient level of understanding of the knowledge and skills necessary to enable them to achieve and maintain a physically active and healthful life.

Family and Consumer Sciences:

Each student will have a proficient level of understanding of the knowledge, skills, attitudes and behaviors needed for strengthening the well-being of individuals and families across the life span; becoming responsible citizens and leaders in family, community and work settings; promoting optimal nutrition and wellness across the life span; managing resources to meet the material needs of individuals and families; balancing personal, home, family, community and work environments; successful life management, employment and career development; functioning as providers and consumers of goods and services; and appreciating human worth and accepting responsibility for one's actions and success in family and work life.

World Languages:

Each student will have the opportunity to learn to communicate in a language other than English, including the ability to understand and interpret written and spoken language on a variety of topics and to develop knowledge and understanding of other cultures.

Strategic Planning Process

The strategic planning process for the Conewago Valley School District began with an overview to the Administrative Team of all the necessary components to be included in the final strategic plan. Building principals and other district office administrators served on the steering committee. The Board of School Directors was given an overview in September 2007 of the expectations of the strategic planning for the school district. The teacher's association, support staff, student council, local business organizations, parent groups and the school board had representatives on the steering committee.

The introductory meeting of the steering committee was held on October 30, 2007. At this meeting, the members were divided into four groups to analyze the results of the parent survey by brainstorming strengths and challenges of the school district. Dates for three additional meetings were set. The January 31, 2008 meeting was devoted to the creation of the mission, vision, and belief statements. The April 30, 2008 committee meeting was used to review the work completed by the reading, math, science, and professional development committee. Techniques to improve communication to parents and the community were also formulated. Graduation requirements, student services and technology were discussed during the June 17, 2008 committee meeting.

The Assistant Superintendent convened the Professional Development Committee to design a needs assessment survey for the professional staff, analyze the results, and plan future professional development activities. This committee also reviewed and provided input for the Adams County Induction Program. The Supervisor of Special Education created a committee with teachers and parents to generate the Special Education Plan. The Technology Coordinator convened the Technology Committee to reconstruct the Technology Plan.

Each committee worked on their subsections with regular updates provided to the Steering Committee, Administrative Team, and Board of Education. All plans were coordinated and written to reflect the school district's newly designed mission, vision and belief statements with the overall focus on student achievement. The plan addressed the needs of all students so that each student demonstrates proficiency.

The strategic plan was presented in its totality to the Board of School Directors on August 11, 2008 and was officially approved by the Board of School Directors at the September 2008 board meeting.

The original steering committee, with a few additions and changes, reconvened on March 1, 2011. Prior to this meeting, the subcommittees (Professional Development, Technology, Special Education, Curriculum Leaders) met and reviewed the goals and activities for their plan. The Professional Development Committee conducted and analyzed several surveys of the professional staff to determine future professional development activities. In addition, the six Adams County School Districts have planned and provided summer staff development activities together for the past two years and will continue this practice in the future. Each subcommittee provided an update to the steering committee and welcomed suggestions from this group. At this meeting, the members of the steering committee agreed to make a minor change to the vision statement.

The Mid-Point Review documents were tentatively approved by the Board of School Directors on August 1, 2011. Official approval occurred at the September 19, 2011 meeting.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Armocost, Ken	Conewago Valley Intermediate School	Administrator	Superintendent
Becker, Scott	Owner of Business	Business Representative	School Board
Biles, Barbara	Conewago Valley Intermediate School	Elementary School Teacher	Peers
Collada, Talitha	Student	Other	New Oxford HS Student Council
Cramer, James	Community	Community Representative	School Board
Dr. Daniel Trimmer	Superintendent	Administrator	School Board
Dr. Janet Trimmer	Director of Special Education	Administrator	Superintendent
Dr. Rebecca Harbaugh	Assistant Superintendent	Administrator	Superintendent
Eck, Lorraine	Guidance	Ed Specialist - School Counselor	Peers
Gallagher, Fran	Conewago Township Elementary	Elementary School Teacher	Peers
Gates, Gretchen	New Oxford Middle School	Administrator	Superintendent
Hall, Vince	Conewago Valley Education Association	Secondary School Teacher	Peers
Hess, Jaylene	Conewago Township Elementary	Parent	School Board
Hutchinson, Jammie	New Oxford Elementary	Parent	School Board
Kindschuh, Sarah	Student	Other	New Oxford HS Student Council
Knott, Joanna	Librarians	Other	Peers
Kraus, Alecia	New Oxford High School	Secondary School Teacher	Peers
Lewis, Cindy	New Oxford Elementary	Elementary School Teacher	Peers
Little, Drew	New Oxford Middle School	Middle School Teacher	Peers
Mrs. Kristin Chrismer	MS Special Education Teacher	Special Education Teacher	Peers
Mrs. Marcy Rickrode	School Psychologist	Ed Specialist - School Psychologist	Peers
Musselman, Andy	Community	Community Representative	School Board
Musselman, Patty	Conewago Valley Intermediate School Support Staff	Other	School Board
O'Brien, Michael	New Oxford High School	Administrator	Superintendent
Pritchett, Jerome	New Oxford High School	Parent	School Board
Rehm, Bryan	New Oxford High School	Secondary School Teacher	Peers
Sanders, Larry	Conewago Township	Administrator	Superintendent

	Elementary		
Sipe, Karen	District Office	Ed Specialist - Instructional Technology	Superintendent
Steckbeck, Julie	New Oxford Middle School	Parent	School Board
Stoltzfoos, Jerry	Business	Business Representative	School Board
Werick, Patty	Conewago Valley Intermediate School	Parent	School Board
Wildasin, Misti	New Oxford Elementary	Administrator	Superintendent

Data

Reflections

There are currently no reflections selected for this section.

Goals, Strategies and Activities

Goal: CURRICULUM & INSTRUCTION

Description: To provide a quality education for each student that meets or exceeds clearly defined student learning targets.

Strategy: Curriculum

Last Modified: 7/3/2011

Description: Align district curriculum with Pennsylvania state standards if standards for the content area have been approved by PDE. The district will realign the curriculum to the new PA Common Core Standards once they are approved by PDE.

Activity: Alignment

Last Modified: 4/14/2011

Description: Each department will be responsible for the alignment of the district curriculum to the PA standards (if available). Gaps and overlaps within and across grade levels will be addressed. In addition, vertical alignment across grade levels will be examined and the curriculum will be adjusted so that the required knowledge and skills are scaffolded to the next grade level.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 7/1/2012 Finish: 6/30/2015	\$18,000.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School	Estimated Number of Participants Per Year
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	Year	
2.00	3	100
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Conewago Valley School District	³⁵ / ₁₇ School Entity	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Alignment of local curriculum to state standards as the standards are revised. In addition, teachers will learn how to prioritize standards, map the priorities, and incorporate key strategies for the prioritized objectives.	Learning Focused Schools	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <p>³⁵/₁₇ Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.</p> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <p>³⁵/₁₇ 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.</p> <p>³⁵/₁₇ Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.</p>

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
³⁵ / ₁₇ Classroom teachers	³⁵ / ₁₇ Early childhood (preK-grade 3)	³⁵ / ₁₇ Reading, Writing, Speaking & Listening
³⁵ / ₁₇ Principals / asst. principals	³⁵ / ₁₇ Middle (grades 6-8)	³⁵ / ₁₇ Science and Technology
³⁵ / ₁₇ School counselors	³⁵ / ₁₇ Elementary (grades 2-5)	³⁵ / ₁₇ Arts & Humanities
³⁵ / ₁₇ Other educational specialists	³⁵ / ₁₇ High school (grades 9-12)	³⁵ / ₁₇ Civics and Government
		³⁵ / ₁₇ Environment and Ecology
		³⁵ / ₁₇ Health, Safety and Physical Education
		³⁵ / ₁₇ World Languages
		³⁵ / ₁₇ Kindergarten Early Learning Standards
		³⁵ / ₁₇ Mathematics
		³⁵ / ₁₇ History
		³⁵ / ₁₇ Career Education and Work
		³⁵ / ₁₇ Economics

³⁵₁₇ Family and Consumer Sciences

³⁵₁₇ Geography

Follow-up Activities	Evaluation Methods
³⁵ ₁₇ Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers	³⁵ ₁₇ Participant survey
³⁵ ₁₇ Analysis of student work, with administrator and/or peers	³⁵ ₁₇ Review of participant lesson plans
³⁵ ₁₇ Creating lessons to meet varied student learning styles	
³⁵ ₁₇ Peer-to-peer lesson discussions	

Status: In Progress — Upcoming

Date	Comment
10/24/2010	Each department has completed curriculum units and these units will be aligned to PA standards by August 2011 if PA standards are available.

Activity: Assessments

Last Modified: 7/7/2011

Description: CVSD will utilize formative and summative assessments to monitor and improve student achievement. Each content area will finalize common unit assessments to ensure alignment to the curriculum and standards. These common assessments will enable our staff at the various grade levels and content areas to compare data results for the purpose of improving instruction and refining the curriculum. Adjustments to unit assessments will be made following the implementation of the PA Common Core Standards.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 7/1/2012 Finish: 6/30/2015	\$18,000.00

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

Conewago Valley School District
Knowledge and Skills

³⁵/₁₇ School Entity
Research and Best Practices

Approved
Designed to Accomplish

Teachers will learn to design effective assessments by answering the questions: 1) What is the level of performance I expect from students? 2) What are the critical criteria for the desired product or performance? 3) What kind of performance is unacceptable? 4) What mistakes should students avoid? and 5) What level of performance is acceptable, but not exemplary? Teachers will also be given time to review and make revisions to their own assessments as well as the common unit assessments.

Learning Focused Schools

For classroom teachers, school counselors and education specialists:

- ³⁵/₁₇ Enhances the educator's content knowledge in the area of the educator's certification or assignment.
- ³⁵/₁₇ Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- ³⁵/₁₇ Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
³⁵ / ₁₇ Classroom teachers	³⁵ / ₁₇ Early childhood (preK-grade 3)	³⁵ / ₁₇ Reading, Writing, Speaking & Listening
³⁵ / ₁₇ Principals / asst. principals	³⁵ / ₁₇ Middle (grades 6-8)	³⁵ / ₁₇ Science and Technology
³⁵ / ₁₇ School counselors	³⁵ / ₁₇ Elementary (grades 2-5)	³⁵ / ₁₇ Arts & Humanities
³⁵ / ₁₇ Other educational specialists	³⁵ / ₁₇ High school (grades 9-12)	³⁵ / ₁₇ Civics and Government
		³⁵ / ₁₇ Environment and Ecology
		³⁵ / ₁₇ Health, Safety and Physical Education
		³⁵ / ₁₇ World Languages
		³⁵ / ₁₇ Kindergarten Early Learning Standards
		³⁵ / ₁₇ Mathematics
		³⁵ / ₁₇ History
		³⁵ / ₁₇ Career Education and Work
		³⁵ / ₁₇ Economics
		³⁵ / ₁₇ Family and Consumer Sciences
		³⁵ / ₁₇ Geography

Follow-up Activities

Evaluation Methods

- ³⁵/₁₇ Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
- ³⁵/₁₇ Analysis of student work, with administrator and/or peers
- ³⁵/₁₇ Creating lessons to meet varied student learning styles
- ³⁵/₁₇ Peer-to-peer lesson discussions
- ³⁵/₁₇ Student PSSA data
- ³⁵/₁₇ Participant survey
- ³⁵/₁₇ Developed Assessment (Participants will submit the assessments developed to the district office and show alignment to local curriculum and to the state standards.)

Status: In Progress — Upcoming

Date	Comment
12/4/2010	Common unit assessments have been completed and teachers are analyzing the data from these assessments to make adjustments to the curriculum units.

Activity: UbD Units

Last Modified: 7/7/2011

Description: Each department will develop Curriculum units and pacing guides for each grade level/subject. Teachers will also monitor and adjust Curriculum units as needed based on student results on local and state assessments. In addition, as the state moves towards implementation of the PA Common Core Standards, each department will need to adjust Curriculum Units to accommodate the new standards.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 7/1/2012 Finish: 6/30/2015	-
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
Conewago Valley School District	³⁵ / ₁₇ School Entity	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Yearly review of current UbD units. Changes to the units will be made when warranted by assessment results. Staff new to the district will learn to use the UbD format to write unit plans.	Understanding by Design	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <p>³⁵/₁₇ Enhances the educator's <u>content knowledge</u> in the</p>

area of the educator's certification or assignment.

³⁵₁₇ Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.

³⁵₁₇ Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
³⁵ ₁₇ Classroom teachers	³⁵ ₁₇ Early childhood (preK-grade 3)	³⁵ ₁₇ Reading, Writing, Speaking & Listening
³⁵ ₁₇ School counselors	³⁵ ₁₇ Middle (grades 6-8)	³⁵ ₁₇ Science and Technology
³⁵ ₁₇ Other educational specialists	³⁵ ₁₇ Elementary (grades 2-5)	³⁵ ₁₇ Arts & Humanities
	³⁵ ₁₇ High school (grades 9-12)	³⁵ ₁₇ Civics and Government
		³⁵ ₁₇ Environment and Ecology
		³⁵ ₁₇ Health, Safety and Physical Education
		³⁵ ₁₇ World Languages
		³⁵ ₁₇ Kindergarten Early Learning Standards
		³⁵ ₁₇ Mathematics
		³⁵ ₁₇ History
		³⁵ ₁₇ Career Education and Work
		³⁵ ₁₇ Economics
		³⁵ ₁₇ Family and Consumer Sciences
		³⁵ ₁₇ Geography

Follow-up Activities

Evaluation Methods

³⁵ ₁₇ Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers	³⁵ ₁₇ Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
³⁵ ₁₇ Analysis of student work, with administrator and/or peers	³⁵ ₁₇ Student PSSA data
	³⁵ ₁₇ Classroom student assessment data
³⁵ ₁₇ Creating lessons to meet varied student learning styles	³⁵ ₁₇ Participant survey
³⁵ ₁₇ Peer-to-peer lesson	

discussions

Status: In Progress — Upcoming

Date	Comment
1/23/2011	All departments (K-12) have completed UbD units for each course offered in the district. Pacing Charts will be completed during the 2010-2011 school year.

Strategy: Data

Description: Data will be used to promote positive changes in the education of CVSD students. Teachers and administrators will use data to assist in determining if all students are learning the PA Academic Standards. Data will also be used to document the strengths and weaknesses of the overall academic program. Data for analysis includes PSSA, local benchmark assessments, common unit assessments, and other teacher assessments. Teachers will be expected to examine the trends in achievement spanning several years to determine the direction for decisions made regarding instructional and curricular changes. Performance in proficiency levels over time will be examined to define the instructional needs of subgroups and low performing students.

Activity: Collection and Analysis

Last Modified: 4/14/2011

Description: Expectations for the utilization of data will be established by school administrators and the curriculum cabinet members. The formative and summative data collected from state assessment as well as local benchmark assessments will be used to drive instructional needs. Teachers and administrators will be expected to monitor student progress utilizing data and make appropriate instructional decisions based upon the data. Students will be identified as needing remediation and/or other support services. Teachers will be trained to retrieve various reports from the data management system that should be utilized throughout the school term. Time will be provided to manipulate and analyze the data during in-service and department/grade level meetings.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 7/1/2012 Finish: 6/30/2015	-

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
Conewago Valley School District	³⁵ / ₁₇ School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Staff will learn how to interpret and analyze data	Data driven instructional decisions will assist the staff in	<i>For classroom teachers, school counselors and education</i>

within our district. State assessment data, benchmark assessment data, report cards, and local data will be used as our sources.

focusing their energies and efforts on proven areas of need. This will assist the staff relative to the pacing of lessons and identifying individual students needing more assistance.

specialists:

- ³⁵/₁₇ Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- ³⁵/₁₇ Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
- ³⁵/₁₇ Empowers educators to work effectively with parents and community partners.

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

- ³⁵/₁₇ 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.
- ³⁵/₁₇ Provides leaders with the ability to access and use appropriate data to inform decision-making.
- ³⁵/₁₇ Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
³⁵ / ₁₇ Classroom teachers	³⁵ / ₁₇ Middle (grades 6-8)	³⁵ / ₁₇ Reading, Writing, Speaking & Listening
³⁵ / ₁₇ Principals / asst. principals	³⁵ / ₁₇ Elementary (grades 2-5)	³⁵ / ₁₇ Science and Technology
³⁵ / ₁₇ School counselors		³⁵ / ₁₇ Arts & Humanities
	³⁵ / ₁₇ High school (grades 9-12)	³⁵ / ₁₇ Civics and Government
³⁵ / ₁₇ Other educational		³⁵ / ₁₇ Environment and Ecology

specialists

- ³⁵/₁₇ Health, Safety and Physical Education
- ³⁵/₁₇ World Languages
- ³⁵/₁₇ Kindergarten Early Learning Standards
- ³⁵/₁₇ Mathematics
- ³⁵/₁₇ History
- ³⁵/₁₇ Career Education and Work
- ³⁵/₁₇ Economics
- ³⁵/₁₇ Family and Consumer Sciences

- ³⁵/₁₇ Geography

Follow-up Activities	Evaluation Methods
³⁵ / ₁₇ Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers	³⁵ / ₁₇ Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. ³⁵ / ₁₇ Student PSSA data ³⁵ / ₁₇ Classroom student assessment data ³⁵ / ₁₇ Review of participant lesson plans
³⁵ / ₁₇ Analysis of student work, with administrator and/or peers	

Status: In Progress — Upcoming

Date	Comment
12/4/2010	Teachers in the district have received training in the use of the data management tool Performance Tracker. The district has 4 two-hour delays scheduled throughout the school year. All district teachers use this time to analyze common unit assessment data, Aimsweb data (K-6), and 4 Sight and ACBA data (3rd-11th), most of which can be found on Performance Tracker. Teachers in non-core areas are required to use this data to plan reading and/or math activities in their classes to remediate areas of weakness.

Activity: Curriculum

Last Modified: 4/14/2011

Description: Data will be reviewed for individual students, grade level progress, and curricular coordination. Departments/grade levels will be expected to monitor and adjust the curriculum as demonstrated by the data.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2009	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Date	Comment
12/4/2010	Every department will be piloting the new curriculum units during the 2010-2011 school year. Teachers will analyze the common unit assessment data to make any necessary adjustments to the units.

Activity: Data Management Tool

Last Modified: 7/3/2011

Description: All new teachers will be trained to use the Performance Plus Data Management Tool. Teachers previously trained and newly trained as well as administrators will be expected to use performance Plus to track student data and to analyze student achievement.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 7/1/2012 Finish: 6/30/2015	\$63,000.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	1	20
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Conewago Valley School District	³⁵ / ₁₇ School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
<p>Educators will learn how to utilize the Performance Plus Tool as well as the knowledge of what type of reporting of data this tool can provide.</p>	<p>Performance Plus allows educators to quickly access information from both standardized as well as local assessments. Additionally, having this tool will provide educators with information on students' performance levels so that appropriate support and interventions can be identified for students as an ongoing practice.</p>	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <p>³⁵/₁₇ 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.</p> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <p>³⁵/₁₇ Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments,</p>

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.

³⁵₁₇ Provides leaders with the ability to access and use appropriate data to inform decision-making.

³⁵₁₇ Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

³⁵₁₇ Instructs the leader in managing resources for effective results.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
³⁵ ₁₇ Classroom teachers	³⁵ ₁₇ Early childhood (preK-grade 3)	³⁵ ₁₇ Reading, Writing, Speaking & Listening
³⁵ ₁₇ Principals / asst. principals	³⁵ ₁₇ Middle (grades 6-8)	³⁵ ₁₇ Science and Technology
³⁵ ₁₇ Superintendent / asst. superintendents	³⁵ ₁₇ Elementary (grades 2-5)	³⁵ ₁₇ Arts & Humanities
		³⁵ ₁₇ Civics and Government
³⁵ ₁₇ School counselors	³⁵ ₁₇ High school (grades 9-12)	³⁵ ₁₇ Environment and Ecology
		³⁵ ₁₇ Health, Safety and Physical Education
		³⁵ ₁₇ World Languages
		³⁵ ₁₇ Kindergarten Early Learning Standards
		³⁵ ₁₇ Mathematics
		³⁵ ₁₇ History
		³⁵ ₁₇ Career Education and Work
		³⁵ ₁₇ Economics
		³⁵ ₁₇ Family and Consumer Sciences
		³⁵ ₁₇ Geography

Follow-up Activities Evaluation Methods

³⁵ ₁₇ Analysis of student work, with administrator and/or peers	³⁵ ₁₇ Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
³⁵ ₁₇ Creating lessons to meet varied student	³⁵ ₁₇ Student PSSA data
	³⁵ ₁₇ Standardized student assessment data other than the

learning styles

PSSA

³⁵/₁₇ support to use tool

³⁵/₁₇ Classroom student assessment data

Status: Complete

Date **Comment**

12/4/2010 All teachers were trained to use Performance Tracker, the district data management system, during the 2009-2010 school year.

Strategy: Instruction

Description: The use of research-based instructional practices for improving student achievement will be consistent and pervasive in all classrooms.

Activity: Curriculum and Course Analysis

Last Modified: 4/14/2011

Description: Refine and utilize the curriculum review cycle currently in place. This includes the process for the purchase of instructional materials and for adding/deleting courses. Course sequencing will be evaluated and considered at the secondary level. Textbooks and instructional materials are evaluated on how well they align to the district's curriculum and help to develop the level of understanding needed to be successful in rigorous academic work.

Person Responsible Timeline for Implementation Resources

None Selected Start: 1/1/2009 -
Finish: Ongoing

Status: In Progress — Upcoming

Date **Comment**

12/4/2010 Instructional materials were purchased for FCS and Health/PE departments for implementation during the 2009-2010 school year.

Activity: Integration of Technology

Last Modified: 7/7/2011

Description: CVSD defines technology integration as a means to enhance teaching and learning, to promote access to technology and the effective use of that technology, and to increase our ability to compete in an increasingly global marketplace. All stakeholders in the educational process will use technology seamlessly when appropriate to meet the District's goals and vision. The district will seek out tools that will provide connections for our students to different cultures and people around the nation and the world.

Person Responsible Timeline for Implementation Resources

None Selected Start: 7/1/2012 \$10,500.00

Finish: 6/30/2015

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	100
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Conewago Valley School District	³⁵ / ₁₇ School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Educators will recognize and utilize the appropriate tools in their lesson planning and classroom instruction.	The technology that will be provided to educators will provide them with the knowledge and skills needed to provide students with the opportunity to develop skills for the 21st Century. The staff will model and incorporate into student learning, uses for various tools that will provide students with the opportunity to eventually work in a global society. Training of tools for collaboration, communication, and higher order thinking will be emphasized in workshops.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <p>³⁵/₁₇ Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</p> <p>³⁵/₁₇ Empowers educators to work effectively with <u>parents and community partners</u>.</p> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <p>³⁵/₁₇ 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.</p> <p>³⁵/₁₇ Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.</p>

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
³⁵ / ₁₇ Classroom teachers	³⁵ / ₁₇ Early childhood (preK-grade 3)	³⁵ / ₁₇ Reading, Writing, Speaking & Listening
³⁵ / ₁₇ Principals / asst.	³⁵ / ₁₇ Middle (grades 6-8)	³⁵ / ₁₇ Science and Technology

	principals	³⁵ / ₁₇	Elementary (grades 2-5)	³⁵ / ₁₇	Arts & Humanities
				³⁵ / ₁₇	Civics and Government
³⁵ / ₁₇	School counselors	³⁵ / ₁₇	High school (grades 9-12)	³⁵ / ₁₇	Environment and Ecology
				³⁵ / ₁₇	Health, Safety and Physical Education
				³⁵ / ₁₇	World Languages
				³⁵ / ₁₇	Kindergarten Early Learning Standards
				³⁵ / ₁₇	Mathematics
				³⁵ / ₁₇	History
				³⁵ / ₁₇	Career Education and Work
				³⁵ / ₁₇	Economics
				³⁵ / ₁₇	Family and Consumer Sciences
				³⁵ / ₁₇	Geography

Follow-up Activities	Evaluation Methods
³⁵ / ₁₇ Creating lessons to meet varied student learning styles	³⁵ / ₁₇ Participant survey
	³⁵ / ₁₇ Review of participant lesson plans

Status: In Progress — Upcoming

Date	Comment
12/14/2010	Despite economic conditions, the district continues to find alternate funding sources to enhance the technology available in classrooms. The district continues to offer staff development opportunities for technology integration after school, during the summer, and at building level faculty meetings.

Activity: Intervention/Remediation Strategies

Last Modified: 4/14/2011

Description: In order for all students to reach proficient levels of achievement, the district will investigate, develop and implement tiered intervention programs that utilize pre-teaching (acceleration) and remediation strategies.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 7/1/2012 Finish: 6/30/2015	\$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
4.00	1	50
Organization or Institution	Type of Provider	Provider's Department of

Name	Education Approval Status
Conewago Valley School District	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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The staff will learn pre-teaching (essential knowledge and skills, including vocabulary) and remediation strategies.

Learning Focused School Best Practices Model

For classroom teachers, school counselors and education specialists:

³⁵₁₇ Enhances the educator's content knowledge in the area of the educator's certification or assignment.

³⁵₁₇ Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
³⁵ ₁₇ Classroom teachers	³⁵ ₁₇ Middle (grades 6-8)	³⁵ ₁₇ Reading, Writing, Speaking & Listening
³⁵ ₁₇ School counselors	³⁵ ₁₇ Elementary (grades 2-5)	³⁵ ₁₇ Science and Technology
³⁵ ₁₇ Other educational specialists	³⁵ ₁₇ High school (grades 9-12)	³⁵ ₁₇ Arts & Humanities
		³⁵ ₁₇ Civics and Government
		³⁵ ₁₇ Environment and Ecology
		³⁵ ₁₇ Health, Safety and Physical Education
		³⁵ ₁₇ World Languages
		³⁵ ₁₇ Mathematics
		³⁵ ₁₇ History
		³⁵ ₁₇ Career Education and Work
		³⁵ ₁₇ Economics
		³⁵ ₁₇ Family and Consumer Sciences
		³⁵ ₁₇ Geography

Follow-up Activities	Evaluation Methods
³⁵ ₁₇ Creating lessons to meet varied student learning styles	³⁵ ₁₇ Student PSSA data
³⁵ ₁₇ Peer-to-peer lesson discussions	³⁵ ₁₇ Standardized student assessment data other than the PSSA

Status: In Progress — Upcoming

Date	Comment
1/23/2011	Every building in the district has created a remediation plan to provide students with the additional time and/or instruction in all content areas. Both the Intermediate School and

Middle School have created a separate period to accommodate the needs of the students.

Activity: Student Subgroup Education

Last Modified: 4/14/2011

Description: CVSD will utilize formative and summative assessments to monitor and improve the achievement of students within subgroups that are not making adequate yearly progress as defined by the Pennsylvania Department of Education. Data will be reviewed for individual students within specific subgroups (ELL, Hispanic, IEP, and Economically Disadvantaged) across the curricular areas. Teachers and administrators will be expected to monitor student progress utilizing data and make appropriate instructional decisions based upon the data and the needs of the students within the subgroups. Assessment data will be used to monitor adequate yearly progress for individual students and the subgroup.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2009	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Date Comment

1/23/2011	The district currently has four 2-hour delays scheduled throughout the year for the purpose of analyzing data. The data analyze includes: 4 Sight, PSSA, Common Unit Assessment, Aimsweb, Study Island, and other elementary data.
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Goal: HIGH QUALITY EDUCATORS & SUPPORT STAFF

Description: To obtain, train, and retain high quality personnel.

Strategy: Hiring Practices

Description: CVSD will continue to review and enhance the hiring practices of staff that is currently utilized by the district.

Activity: Hiring Timeline

Last Modified: 4/14/2011

Description: CVSD will continue to begin the hiring process for professional staff in April of each year. By officially hiring the professional staff in May/June, this allows the new teacher the opportunity to work throughout the summer preparing their classroom and learning the district's curriculum.

Person Responsible Timeline for Implementation Resources

None Selected Start: 1/1/2009 -
Finish: Ongoing

Status: In Progress — Upcoming

Date Comment

12/6/2010 CVSD continues to interview and hire early in the spring which allows the district to hire the best and the brightest. The district also attended a job fair in the Spring of 2010 to seek candidates for difficult content areas.

Activity: Interview Process

Last Modified: 4/14/2011

Description: CVSD will continue to refine and improve the interview process for the staff. This includes a paper screening, screening interview, and final interview that includes teaching and reflecting on a lesson. The selection committee includes district office personnel, building administrators, department chairpersons/content liaisons and teachers.

Person Responsible Timeline for Implementation Resources

None Selected Start: 1/1/2009 -
Finish: Ongoing

Status: In Progress — Upcoming

Date Comment

1/23/2011 The district has attended college job fairs at times when it needs to fill positions that are considered difficult, few applicants.

Strategy: Professional Growth

Description: CVSD is committed to providing high quality staff development that will enhance the instruction in the classrooms and the environment in the buildings.

Activity: Assessment Skills & Analyze and Use Data

Last Modified: 4/14/2011

Description: Professional development in the area of assessment skills and analyze and use data provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. The topics needed in this area include: using data to drive instruction, progress monitoring, and assessment design.

Person Responsible Timeline for Implementation Resources

None Selected Start: 7/1/2012 -
Finish: 6/30/2015

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	100
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status

Conewago Valley School District

³⁵/₁₇ School Entity

Approved

³⁵/₁₇ Intermediate Unit

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Analysis of data Progress Monitoring Assessment Development	IDEA requires progress monitoring for special education students.	<i>For classroom teachers, school counselors and education specialists:</i>

³⁵/₁₇ Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.

³⁵/₁₇ 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:

³⁵/₁₇ 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.

³⁵/₁₇ Provides leaders with the ability to access and use appropriate data to inform decision-making.

³⁵/₁₇ Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
³⁵ / ₁₇ Classroom teachers	³⁵ / ₁₇ Early childhood	³⁵ / ₁₇ Reading, Writing, Speaking &

³⁵ ₁₇ Principals / asst. principals ³⁵ ₁₇ Other educational specialists	<pre> (preK-grade 3) Middle (grades 6-8) Elementary (grades 2-5) High school (grades 9-12) </pre>	<pre> Listening Science and Technology Arts & Humanities 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 </pre>
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Follow-up Activities	Evaluation Methods
³⁵ ₁₇ Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers ³⁵ ₁₇ Analysis of student work, with administrator and/or peers	³⁵ ₁₇ Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. ³⁵ ₁₇ Student PSSA data ³⁵ ₁₇ Standardized student assessment data other than the PSSA ³⁵ ₁₇ Classroom student assessment data

Status: In Progress — Upcoming

Date	Comment
10/24/2010	Although the professional staff has been given time during the school day to analyze data and progress monitor, the district has focused on the implementation of Learning Focused Schools strategies during the past two school years. Staff development in the area of data analysis has been limited to the Curriculum Cabinet members. This will be expanded to other faculty members during the 2011-2012 school year.

Activity: Content Knowledge

Last Modified: 4/14/2011

Description: Professional development in the area of content knowledge enhances the educator's content knowledge in the area of the educator's certification or assignment. The topics needed in this area include: classroom interventions, scaffolding curriculum, and understanding of state standards and anchors.

Person Responsible	Timeline for	Resources
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Implementation		
None Selected	Start: 7/1/2012 Finish: 6/30/2015	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	3	150

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Conewago Valley School District	³⁵ / ₁₇ School Entity	Approved

	³⁵ / ₁₇ Intermediate Unit	
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Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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Classroom interventions Scaffolding curriculum Understanding of state standards and anchors	Learning Focused Schools	<i>For classroom teachers, school counselors and education specialists:</i>
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³⁵/₁₇ Enhances the educator's content knowledge in the area of the educator's certification or assignment.

³⁵/₁₇ Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.

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

³⁵/₁₇ 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.

³⁵/₁₇ Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
³⁵ / ₁₇ Classroom teachers	³⁵ / ₁₇ Early childhood	³⁵ / ₁₇ Reading, Writing, Speaking &

35 17	Principals / asst. principals	(preK-grade 3)	Listening
35 17	School counselors	35 17 Middle (grades 6-8)	35 17 Science and Technology
35 17	Other educational specialists	35 17 Elementary (grades 2-5)	35 17 Arts & Humanities
		35 17 High school (grades 9-12)	35 17 Civics and Government
			35 17 Environment and Ecology
			35 17 Health, Safety and Physical Education
			35 17 World Languages
			35 17 Kindergarten Early Learning Standards
			35 17 Mathematics
			35 17 History
			35 17 Career Education and Work
			35 17 Economics
			35 17 Family and Consumer Sciences
			35 17 Geography

Follow-up Activities	Evaluation Methods
35 17 Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers	35 17 Student PSSA data 35 17 Standardized student assessment data other than the PSSA
35 17 Analysis of student work, with administrator and/or peers	35 17 Participant survey
35 17 Creating lessons to meet varied student learning styles	
35 17 Peer-to-peer lesson discussions	

Status: In Progress — Upcoming

Date	Comment
12/4/2010	The district has provided three days of Learning Focused Schools training to core teachers in grades 4-12 and all non-core teachers. The district will continue to provide support to the teachers as they implement the instructional strategies associated with LFS.

Activity: CPR/First Aid

Last Modified: 4/14/2011

Description: To provide the protection, safety and well-being for CVSD students and personnel in the event of necessary treatment or emergency care.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 7/1/2012 Finish: 6/30/2015	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
4.00	2	40

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Conewago Valley School District	³⁵ / ₁₇ School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
The ability to administer CPR and other first aid in the event of an emergency. This is done yearly as a refresher course for pertinent staff members.	Meets the standards set by the Pennsylvania Department of Health and the criteria of PDE.	<i>For classroom teachers, school counselors and education specialists:</i>

³⁵/₁₇ Enhances the educator's content knowledge in the area of the educator's certification or assignment.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
³⁵ / ₁₇ Classroom teachers	³⁵ / ₁₇ Early childhood (preK-grade 3)	³⁵ / ₁₇ Health, Safety and Physical Education
³⁵ / ₁₇ Other educational specialists	³⁵ / ₁₇ Middle (grades 6-8) ³⁵ / ₁₇ Elementary (grades 2-5)	
	³⁵ / ₁₇ High school (grades 9-12)	

Follow-up Activities	Evaluation Methods
³⁵ / ₁₇ Peer-to-peer lesson discussions	³⁵ / ₁₇ Participant survey
³⁵ / ₁₇ Lesson modeling with mentoring	³⁵ / ₁₇ Student Instruction (Students in Health Class are instructed in CPR in order to meet Red Cross Certification)

Status: In Progress — Upcoming

Date	Comment
12/4/2010	CPR and First Aid initial certification and recertification are offered every summer. In addition, twelve instructional aides completed First Aid training in May 2010.

Activity: Parent/Community

Last Modified: 4/14/2011

Description: Professional development in the area of parent/community empowers educators to work effectively with parents and community. The topics needed in this area include: diversity and communicating with parents.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 7/1/2012 Finish: 6/30/2015	-

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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4.00	1	100
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Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
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Conewago Valley School District	³⁵ / ₁₇ School Entity	Approved
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³⁵/₁₇ Intermediate Unit

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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Diversity Communication		<i>For classroom teachers, school counselors and education specialists:</i>
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³⁵/₁₇ Empowers educators to work effectively with parents and community partners.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
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³⁵ / ₁₇ Classroom teachers	³⁵ / ₁₇ Early childhood (preK-grade 3)	³⁵ / ₁₇ Reading, Writing, Speaking & Listening
³⁵ / ₁₇ Principals / asst. principals	³⁵ / ₁₇ Middle (grades 6-8)	³⁵ / ₁₇ Science and Technology
³⁵ / ₁₇ Superintendent / asst. superintendents	³⁵ / ₁₇ Elementary (grades 2-5)	³⁵ / ₁₇ Arts & Humanities
³⁵ / ₁₇ School counselors		³⁵ / ₁₇ Civics and Government
	³⁵ / ₁₇ High school (grades 9-12)	³⁵ / ₁₇ Environment and Ecology
³⁵ / ₁₇ Other educational specialists		³⁵ / ₁₇ Health, Safety and Physical Education
		³⁵ / ₁₇ World Languages
		³⁵ / ₁₇ Kindergarten Early Learning Standards
		³⁵ / ₁₇ Mathematics
		³⁵ / ₁₇ History
		³⁵ / ₁₇ Career Education and Work
		³⁵ / ₁₇ Economics
		³⁵ / ₁₇ Family and Consumer Sciences

³⁵/₁₇ Geography

Follow-up Activities	Evaluation Methods
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³⁵ / ₁₇ Journaling and	³⁵ / ₁₇ Participant survey
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reflecting

³⁵/₁₇ Survey (Parent survey)

Status: In Progress — Upcoming

Date	Comment
1/23/2011	Teachers new to the district receive a workshop on Diversity which includes communicating and working with parents.

Activity: Teacher Technology Assessment

Last Modified: 4/14/2011

Description: All teachers newly hired to the district will complete a hands-on technology assessment which will be evaluated and used to determine professional development needs. This will be dependent upon budget funding availability.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 7/1/2012 Finish: 6/30/2015	\$2,500.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	3	10
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Conewago Valley School District	³⁵ / ₁₇ School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Educators will demonstrate, through a hands-on assessment, their current level of technology ability.	Educators will utilize a technology tool in which assessments can be created to address specific aspects of technology knowledge and skill. Upon completion of the assessment, an electronic record is kept of each person assessed. This data will provide information that will help in determining what type of professional development needs to be developed for staff.	<p data-bbox="1039 1278 1315 1373"><i>For classroom teachers, school counselors and education specialists:</i></p> <p data-bbox="1088 1407 1383 1533">³⁵/₁₇ Empowers educators to work effectively with <u>parents and community partners</u>.</p> <p data-bbox="1039 1564 1383 1690"><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <p data-bbox="1088 1722 1383 1883">³⁵/₁₇ Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on</p>

learning.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
³⁵ ₁₇ Classroom teachers	³⁵ ₁₇ Early childhood (preK-grade 3)	³⁵ ₁₇ Reading, Writing, Speaking & Listening
	³⁵ ₁₇ Middle (grades 6-8)	³⁵ ₁₇ Science and Technology
	³⁵ ₁₇ Elementary (grades 2-5)	³⁵ ₁₇ Arts & Humanities
	³⁵ ₁₇ High school (grades 9-12)	³⁵ ₁₇ Civics and Government
		³⁵ ₁₇ Environment and Ecology
		³⁵ ₁₇ Health, Safety and Physical Education
		³⁵ ₁₇ World Languages
		³⁵ ₁₇ Kindergarten Early Learning Standards
		³⁵ ₁₇ Mathematics
		³⁵ ₁₇ History
³⁵ ₁₇ Career Education and Work		
³⁵ ₁₇ Economics		
³⁵ ₁₇ Family and Consumer Sciences		
³⁵ ₁₇ Geography		

Follow-up Activities Evaluation Methods

³⁵ ₁₇ taking assessment	³⁵ ₁₇ Data (The data provided after each new teacher completes the assessment.)
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Status: In Progress — Upcoming

Date Comment

1/23/2011	All teachers new to the district complete the teacher technology assessment in August during a District Induction Day.
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Activity: Teaching Skills

Last Modified: 4/14/2011

Description: Professional development in the area of teaching skills increases the educator's teaching skills based on research on effective practices, with attention given to interventions for struggling students. The topics needed in this area include: differentiating instruction, Reading in the content area, instructional strategies for assisting slow learners, and instructional strategies for ELL students.

Person Responsible

None Selected

Timeline for Implementation Resources

Start: 7/1/2012
Finish: 6/30/2015

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2.00	2	50
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Conewago Valley School District	³⁵ / ₁₇ School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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Differentiating Instruction: pre-assessment techniques, analyzing data to provide appropriate instruction, post-assessment, and ways in which to make the curriculum more meaningful for students. ESL: knowledge of research based strategies to improve the learning of ELL students. Reading in the Content Area: reading strategies for all content areas	Meeting children's individual needs is best practice. Using pre and post assessments and analyzing data to drive instruction aids in the best delivery of curriculum.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <p>³⁵/₁₇ Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</p> <p>³⁵/₁₇ 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.</p>
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Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
³⁵ / ₁₇ Classroom teachers	³⁵ / ₁₇ Early childhood (preK-grade 3)	³⁵ / ₁₇ Reading, Writing, Speaking & Listening
³⁵ / ₁₇ Principals / asst. principals	³⁵ / ₁₇ Elementary (grades 2-5)	³⁵ / ₁₇ Science and Technology
³⁵ / ₁₇ School counselors	³⁵ / ₁₇ High school (grades 9-12)	³⁵ / ₁₇ Arts & Humanities
³⁵ / ₁₇ Other educational specialists		³⁵ / ₁₇ Civics and Government
		³⁵ / ₁₇ Environment and Ecology
		³⁵ / ₁₇ Health, Safety and Physical Education
		³⁵ / ₁₇ World Languages
		³⁵ / ₁₇ Kindergarten Early Learning Standards
		³⁵ / ₁₇ Mathematics
		³⁵ / ₁₇ History
		³⁵ / ₁₇ Career Education and Work

³⁵₁₇ Economics
³⁵₁₇ Family and Consumer
 Sciences

³⁵₁₇ Geography

Follow-up Activities	Evaluation Methods
³⁵ ₁₇ Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers	³⁵ ₁₇ Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. ³⁵ ₁₇ Student PSSA data ³⁵ ₁₇ Standardized student assessment data other than the PSSA
³⁵ ₁₇ Analysis of student work, with administrator and/or peers	³⁵ ₁₇ Classroom student assessment data
³⁵ ₁₇ Creating lessons to meet varied student learning styles	³⁵ ₁₇ Participant survey
³⁵ ₁₇ Peer-to-peer lesson discussions	

Status: In Progress — Upcoming

Date	Comment
1/23/2011	The district has provided staff development during in-service days to all teachers in grades 4-12 and K-3 special area teachers in Learning Focused Schools. In addition, teachers are given the opportunity to attend workshops on a variety of topics during the summer (Adams County Summer Staff Development) and after school during the school year.

Activity: Technology Training Courses

Last Modified: 4/14/2011

Description: Staff will have the opportunity to receive training with regard to the technology tools available to them within the district and on the Internet.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 7/1/2012 Finish: 6/30/2015	\$10,500.00

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	50
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Conewago Valley School District	³⁵ ₁₇ School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Teachers will build foundational knowledge with regard to technology upon which they can build and apply to new technology they will encounter.	Teachers don't have to be masters of all technology, but must have a basic foundation of knowledge and skills from which they can adapt and apply to other technology tools. The purpose of a skill based technology course is to develop digital immigrants and move them toward becoming digital natives.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <p>³⁵₁₇ Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</p> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <p>³⁵₁₇ 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.</p> <p>³⁵₁₇ Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.</p>

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
³⁵ ₁₇ Classroom teachers	³⁵ ₁₇ Early childhood (preK-grade 3)	³⁵ ₁₇ Reading, Writing, Speaking & Listening
	³⁵ ₁₇ Middle (grades 6-8)	³⁵ ₁₇ Science and Technology
³⁵ ₁₇ School counselors	³⁵ ₁₇ Elementary (grades 2-5)	³⁵ ₁₇ Arts & Humanities
		³⁵ ₁₇ Civics and Government
	³⁵ ₁₇ High school (grades 9-12)	³⁵ ₁₇ Environment and Ecology
		³⁵ ₁₇ Health, Safety and Physical Education
		³⁵ ₁₇ World Languages
		³⁵ ₁₇ Kindergarten Early Learning Standards
		³⁵ ₁₇ Mathematics
		³⁵ ₁₇ History
		³⁵ ₁₇ Career Education and Work
		³⁵ ₁₇ Economics
		³⁵ ₁₇ Family and Consumer

12/4/2010 The district continues to use the differentiated supervision plan to customize supervision for teachers.

Activity: Induction

Last Modified: 4/14/2011

Description: CVSD, in conjunction with the five other Adams County School Districts, will provide the necessary support and professional development to teachers new to the profession. Details can be found in the Induction Plan.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 7/1/2009 Finish: 6/30/2015	-

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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3.00	10	20
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Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
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Conewago Valley School District Other districts in the Consortium	³⁵ / ₁₇ School Entity	Approved
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Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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Knowledge of learning environment, effective classroom instruction, and knowledge of processes, procedures and policies to support effective classroom practice.	A well designed induction program for new teachers will promote success in teaching and student learning.	<i>For classroom teachers, school counselors and education specialists:</i>
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³⁵/₁₇ Enhances the educator's content knowledge in the area of the educator's certification or assignment.

³⁵/₁₇ Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.

³⁵/₁₇ Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

³⁵/₁₇ Empowers educators to work effectively with

parents and community partners.

Educator Groups Which Will Participate in this Activity

Role	Grade Level
³⁵ / ₁₇ Classroom teachers	³⁵ / ₁₇ Early childhood (preK-grade 3)
³⁵ / ₁₇ School counselors	³⁵ / ₁₇ Middle (grades 6-8)
³⁵ / ₁₇ Other educational specialists	³⁵ / ₁₇ Elementary (grades 2-5)
	³⁵ / ₁₇ High school (grades 9-12)

Follow-up Activities	Evaluation Methods
³⁵ / ₁₇ Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers	³⁵ / ₁₇ Participant survey
³⁵ / ₁₇ Peer-to-peer lesson discussions	³⁵ / ₁₇ Induction Log (Each new teacher is required to complete an Induction Time Log that is submitted to the District Office.)
³⁵ / ₁₇ Lesson modeling with mentoring	
³⁵ / ₁₇ Journaling and reflecting	

Status: In Progress — Upcoming

Date	Comment
12/9/2010	CVSD continues to partner with the other Adams County Schools Districts to provide a quality New Teacher Induction Program.

Goal: MATHEMATICS

Description: The percentage of students that will meet proficiency on the Mathematics Pennsylvania System of School Assessment (PSSA) will meet or exceed the benchmarks established by the Pennsylvania Department of Education.

Strategy: Curriculum

Description: Align district math curriculum with Pennsylvania state standards and anchors.

Activity: Alignment

Last Modified: 7/7/2011

Description: The Math department will be responsible for the alignment of the district curriculum to the PA standards. Gaps and overlaps within and across grade levels will be addressed. In addition, vertical alignment across grade levels will be examined and the curriculum will be adjusted so that the required knowledge and skills are scaffolded to the next grade level. Staff development provided is described in the Curriculum & Instruction goal area.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 7/1/2009	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Date	Comment
10/24/2010	PDE released new PA Math standards and Keystone Exam Blueprints. The math department will work during the 2010-2011 school year to complete the new alignments. The district also recognizes that we will need to repeat this process as PA moves to the Common Core Standards.

Activity: UbD Units

Last Modified: 4/14/2011

Description: The Math department will develop UbD units and pacing guides for each grade level/subject. Teachers will also monitor and adjust UbD units as needed based on state assessment results. Teachers new to the district will learn to use the UbD format to write units.

Staff development provided is described in the Curriculum & Instruction goal area.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2009	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Date	Comment
1/23/2011	The math departments (K-12) have completed UbD units for each course offered in the district. Pacing Charts will be completed during the 2010-2011 school year.

Activity: Unit Assessments

Last Modified: 4/14/2011

Description: CVSD will utilize formative and summative assessments to monitor and improve student achievement. The Math department will finalize common unit assessments to ensure alignment to the curriculum and state standards. These common assessments will enable our staff at the various grade levels and content areas to compare data results for the purpose of improving instruction and refining the curriculum.

Staff development provided is described in the Curriculum & Instruction goal area.

Person Responsible Timeline for Implementation Resources

None Selected Start: 1/1/2009 -
Finish: Ongoing

Status: No Longer Occurring

Date Comment

1/23/2011 Common unit assessment are considered to be a part of the curriculum units. Progress on common unit assessments will be reported through the curriculum unit goal.

Strategy: Data

Description: Data will be used to promote positive changes in the education of CVSD students. Teachers and administrators will use data to assist in determining if all students are learning the PA Academic Standards. Data will also be used to document the strengths and weaknesses of the overall academic program. Data for analysis includes PSSA, local benchmark assessments, common unit assessments, and other teacher assessments. Teachers will be expected to examine the trends in achievement spanning several years to determine the direction for decisions made regarding instructional and curricular changes. Performance in proficiency levels over time will be examined to define the instructional needs of subgroups and low performing students.

Activity: Collection & Analysis

Last Modified: 4/14/2011

Description: Expectations for the utilization of data will be established by school administrators and the curriculum cabinet members. The formative and summative data collected from state assessment as well as local benchmark assessments will be used to drive instructional needs. Math teachers and building administrators will be expected to monitor student progress utilizing data and make appropriate instructional decisions based upon the data. Students will be identified as needing remediation and/or other support services. Teachers will be trained to retrieve various reports from the data management system that should be utilized throughout the school term. Time will be provided to manipulate and analyze the data during in-service and department/grade level meetings.

Staff development provided is described in the Curriculum & Instruction goal area.

Person Responsible Timeline for Implementation Resources

None Selected Start: 1/1/2009 -
Finish: Ongoing

Status: In Progress — Upcoming

Date Comment

12/4/2010 The district has 4 two-hour delays scheduled throughout the school year. Math teachers use this time to analyze common unit assessment data, Aimsweb data (K-6), PSSA and 4 Sight and ACBA data (3rd-11th). Students exhibiting areas of weakness

are provided remediation in these areas.

Activity: Curriculum

Last Modified: 4/14/2011

Description: Data will be reviewed for individual students, grade level progress, and curricular coordination. Departments/grade levels will be expected to monitor and adjust the curriculum as demonstrated by the data.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2009 Finish: Ongoing	-
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Status: In Progress — Upcoming

Date	Comment
12/4/2010	Math teachers analyze common unit assessment data to make instructional decisions for individual students and to make curricular adjustments when needed. Students are placed in small instructional groups for remediation of skills. The high school math department added a course called Math Standards Review to provide the additional time needed to students exhibiting areas of weakness.

Activity: Data Management Tool

Last Modified: 7/7/2011

Description: All new teachers will be trained to use the Performance Plus Data Management Tool. All teachers previously trained and newly trained as well as administrators will be expected to use performance plus to track student data and to analyze student achievement.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 7/1/2012 Finish: 6/30/2015	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	1	20
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Conewago Valley School District	³⁵ / ₁₇ School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Educators will learn how to utilize the Performance Plus Tool as well as the knowledge of what type of reporting of	Performance Plus allows educators to quickly access information from both standardized as well as local	<i>For classroom teachers, school counselors and education specialists:</i>

data this tool can provide.

assessments. Additionally, having this tool will provide educators with information on students' performance levels so that appropriate support and interventions can be identified for students as an ongoing practice.

³⁵₁₇ 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:

³⁵₁₇ 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.

³⁵₁₇ Provides leaders with the ability to access and use appropriate data to inform decision-making.

³⁵₁₇ Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

³⁵₁₇ Instructs the leader in managing resources for effective results.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
³⁵ ₁₇ Classroom teachers	³⁵ ₁₇ Early childhood (preK-grade 3)	³⁵ ₁₇ Reading, Writing, Speaking & Listening
³⁵ ₁₇ Principals / asst. principals	³⁵ ₁₇ Middle (grades 6-8)	³⁵ ₁₇ Science and Technology
³⁵ ₁₇ Superintendent / asst. superintendents	³⁵ ₁₇ Elementary (grades 2-5)	³⁵ ₁₇ Arts & Humanities
		³⁵ ₁₇ Civics and Government
³⁵ ₁₇ School counselors	³⁵ ₁₇ High school (grades 9-12)	³⁵ ₁₇ Environment and Ecology
		³⁵ ₁₇ Health, Safety and Physical Education
		³⁵ ₁₇ World Languages

- ³⁵/₁₇ Kindergarten Early Learning Standards
- ³⁵/₁₇ Mathematics
- ³⁵/₁₇ History
- ³⁵/₁₇ Career Education and Work
- ³⁵/₁₇ Economics
- ³⁵/₁₇ Family and Consumer Sciences
- ³⁵/₁₇ Geography

Follow-up Activities	Evaluation Methods
³⁵ / ₁₇ Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers	³⁵ / ₁₇ Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. ³⁵ / ₁₇ Student PSSA data ³⁵ / ₁₇ Standardized student assessment data other than the PSSA
³⁵ / ₁₇ Analysis of student work, with administrator and/or peers	³⁵ / ₁₇ Classroom student assessment data
³⁵ / ₁₇ Creating lessons to meet varied student learning styles	
³⁵ / ₁₇ support to use tool	

Status: Complete

Date	Comment
12/4/2010	All teachers were trained to use Performance Tracker, the district data management system, during the 2009-2010 school year.

Strategy: Instruction

Description: The use of research-based instructional practices for improving student achievement will be consistent and pervasive in all classrooms.

Activity: Curriculum and Course Analysis

Last Modified: 4/14/2011

Description: Refine and utilize the curriculum review cycle currently in place. This includes the process for the purchase of instructional materials and for adding/deleting courses. Course sequencing will be evaluated and considered at the secondary level. Textbooks and instructional materials are evaluated on how well they align to the district's curriculum and help to develop the level of understanding needed to be successful in rigorous academic work.

Person Responsible Timeline for Implementation Resources

None Selected Start: 1/1/2009 -
Finish: Ongoing

Status: In Progress — Upcoming

Date	Comment
12/4/2010	The district is considering implementing Full Day Kindergarten beginning with the 2011-2012 school year. The district is investigating the third edition of Everyday Math to determine if this program will meet the instructional needs in kindergarten.

Activity: Integration of Technology

Last Modified: 4/14/2011

Description: CVSD defines technology integration as a means to enhance teaching and learning, to promote access to technology and the effective use of that technology, and to increase our ability to compete in an increasingly global marketplace. All stakeholders in the educational process will use technology seamlessly when appropriate to meet the District’s goals and vision. The district will seek out tools that will provide connections for our students to different cultures and people around the nation and the world.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 7/1/2012 Finish: 6/30/2015	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2.00	9	5
Organization or Institution Name	Type of Provider	Provider’s Department of Education Approval Status
Conewago Valley School District	³⁵ / ₁₇ School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Through the use of tools like Study Island and Active Votes and ActiveExpressions (assessment tools) and interactive white boards teachers will be able to create engaging learning environments where students will be motivated to learn.	With the use of technology, the goal is to motivate and engage students to take more responsibility for their learning and to move our classrooms to a 21st Century model with all learners being engaged in their learning. We want our teachers to be more literate of how technology can change the way we look at teaching and learning.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <p>³⁵/₁₇ Enhances the educator’s <u>content knowledge</u> in the area of the educator’s certification or assignment.</p> <p>³⁵/₁₇ Increases the educator’s <u>teaching skills</u> based on research on effective practice, with attention</p>

given to interventions for struggling students.

³⁵₁₇ Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

³⁵₁₇ Empowers educators to work effectively with parents and community partners.

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

³⁵₁₇ Provides leaders with the ability to access and use appropriate data to inform decision-making.

³⁵₁₇ Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

³⁵₁₇ Instructs the leader in managing resources for effective results.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
³⁵ ₁₇ Classroom teachers	³⁵ ₁₇ Early childhood (preK-grade 3)	³⁵ ₁₇ Mathematics
	³⁵ ₁₇ Middle (grades 6-8)	
	³⁵ ₁₇ Elementary (grades 2-5)	
	³⁵ ₁₇ High school (grades 9-12)	

Follow-up Activities Evaluation Methods

³⁵ ₁₇ Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers	³⁵ ₁₇ Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
	³⁵ ₁₇ Student PSSA data
	³⁵ ₁₇ Standardized student assessment data other than the PSSA
³⁵ ₁₇ Creating lessons to	³⁵ ₁₇ Classroom student assessment data

- meet varied student learning styles
- ³⁵/₁₇ Peer-to-peer lesson discussions
- ³⁵/₁₇ Lesson modeling with mentoring
- ³⁵/₁₇ ongoing coaching

Status: In Progress — Upcoming

Date	Comment
12/14/2010	Despite economic conditions, the district continues to find alternate funding sources to enhance the technology available in classrooms. The district continues to offer staff development opportunities for technology integration after school, during the summer, and at building level faculty meetings.

Activity: Intervention/Remediation Strategies

Last Modified: 4/14/2011

Description: In order for all students to reach proficient levels of achievement, the district will investigate, develop and implement tiered intervention programs that utilize pre-teaching (acceleration) and remediation strategies.

Staff development provided is described in the Curriculum & Instruction goal area.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2009	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Date	Comment
1/23/2011	CVSD math department has created an 11th grade math course called Math Standards Review. Students scoring below proficient on ACBAs or 4Sight tests are eligible for this course. In addition, the math department is also preparing a strategy to assist students that need additional time to learn new concepts so students can demonstrate proficiency on the upcoming Keystone Exams. In addition, students in the Middle School receive remediation as needed throughout the school year during the WIT period. This remediation includes, but is not limited to, Study Island.

Activity: Student Subgroup Education

Last Modified: 4/14/2011

Description: CVSD will utilize formative and summative assessments to monitor and improve the achievement of students within subgroups that are not making adequate yearly progress as defined by the Pennsylvania Department of Education. Data will be reviewed for individual

students within specific subgroups (ELL, Hispanic, IEP, and Economically Disadvantaged) in the area of mathematics. Teachers and administrators will be expected to monitor student progress utilizing data and make appropriate instructional decisions based upon the data and the needs of the students within the subgroups. Assessment data will be used to monitor adequate yearly progress for individual students and the subgroup.

Person Responsible Timeline for Implementation Resources

None Selected Start: 1/1/2009 -
Finish: Ongoing

Status: In Progress — Upcoming

Date	Comment
1/23/2011	The district currently has four 2-hour delays scheduled throughout the year for the purpose of analyzing data. The data analyze includes: 4 Sight, PSSA, Common Unit Assessment, Aimsweb, Study Island, and other elementary data.

Goal: READING

Description: The percentage of students that will meet proficiency on the Reading Pennsylvania System of School Assessment (PSSA) will meet or exceed the benchmarks established by the Pennsylvania Department of Education.

Strategy: Curriculum

Description: Align district Reading curriculum with Pennsylvania state standards and anchors.

Activity: Alignment

Last Modified: 4/14/2011

Description: The Language Arts department will be responsible for the alignment of the district curriculum to the PA standards. Gaps and overlaps within and across grade levels will be addressed. In addition, vertical alignment across grade levels will be examined and the curriculum will be adjusted so that the required knowledge and skills are scaffolded to the next grade level.

Staff development provided is described in the Curriculum & Instruction goal area.

Person Responsible Timeline for Implementation Resources

None Selected Start: 1/1/2009 -
Finish: Ongoing

Status: In Progress — Upcoming

Date	Comment
10/24/2010	PDE released new PA Reading, Writing, Speaking and Listening standards and Keystone Exam Blueprints. The LA department will work during the 2010-2011 school

year to complete the new alignments. The district also recognizes that we will need to repeat this process as PA moves to the Common Core Standards.

Activity: Assessments

Last Modified: 4/14/2011

Description: CVSD will utilize formative and summative assessments to monitor and improve student achievement. The Language Arts departments will finalize common unit assessments to ensure alignment to the curriculum and the state standards. These common assessments will enable our staff at the various grade levels to compare data results for the purpose of improving instruction and refining the curriculum.

Staff development provided is described in the Curriculum & Instruction goal area.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2009	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Date	Comment
12/4/2010	Common unit assessments have been completed K - 8 and teachers are analyzing the data from these assessments to make adjustments to the curriculum units. High School teachers are rewriting the curriculum to align to the Keystone Assessment Anchors and will complete the common unit assessments. These assessments will be used during the 2011-2012 school year.

Activity: UbD Units

Last Modified: 4/14/2011

Description: The Reading/Language Arts departments will develop UbD units and pacing guides for each grade level. Teachers will also monitor and adjust UbD units as needed based on state assessment results. Teachers new to the district will learn to use the UbD format to write units.

Staff development provided is described in the Curriculum & Instruction goal area.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2009	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Date	Comment
1/23/2011	The Language Arts departments (K-12) have completed UbD units for each course offered in the district. The high school department needed to revise their courses during the 2010-2011 school year to prepare for the Keystone Exams in Composition and Literature. Pacing Charts will be completed during the 2010-2011 school year.

Strategy: Data

Description: Data will be used to promote positive changes in the education of CVSD students. Teachers and administrators will use data to assist in determining if all students are learning the PA Academic Standards. Data will also be used to document the strengths and weaknesses of the overall academic program. Data for analysis includes PSSA, local benchmark assessments, common unit assessments, and other teacher assessments. Teachers will be expected to examine the trends in achievement spanning several years to determine the direction for decisions made regarding instructional and curricular changes. Performance in proficiency levels over time will be examined to define the instructional needs of subgroups and low performing students.

Activity: Collection and Analysis

Last Modified: 4/14/2011

Description: Expectations for the utilization of data will be established by school administrators and the curriculum cabinet members. The formative and summative data collected from state assessment as well as local benchmark assessments will be used to drive instructional needs. Teachers and administrators will be expected to monitor student progress utilizing data and make appropriate instructional decisions based upon the data. Students will be identified as needing remediation and/or other support services. Teachers will be trained to retrieve various reports from the data management system that should be utilized throughout the school term. Time will be provided to manipulate and analyze the data during in-service and department/grade level meetings.

Staff development provided is described in the Curriculum & Instruction goal area.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2009	-
	Finish: Ongoing	

Status: In Progress — Upcoming

<u>Date</u>	<u>Comment</u>
12/4/2010	The district has 4 two-hour delays scheduled throughout the school year. Reading/Language Arts teachers use this time to analyze common unit assessment data, Aimsweb data (K-6), PSSA and 4 Sight and ACBA data (3rd-11th). Students exhibiting areas of weakness are provided remediation in these areas.

Activity: Curriculum

Last Modified: 4/14/2011

Description: Data will be reviewed for individual students, grade level progress, and curricular coordination. Departments/grade levels will be expected to monitor and adjust the curriculum as demonstrated by the data.

Person Responsible Timeline for Implementation Resources

None Selected Start: 1/1/2009 -
 Finish: Ongoing

Status: In Progress — Upcoming

Date	Comment
12/4/2010	Reading/Language Arts teachers analyze common unit assessment data to make instructional decisions for individual students and to make curricular adjustments when needed. Students are placed in small instructional groups for remediation of skills. A pacing chart has been developed and used in grades K-6 to ensure that students receive the necessary instruction prior to PSSA testing.

Activity: Data Management Tool

Last Modified: 7/7/2011

Description: All teachers will be trained to use the Performance Plus Data Management Tool. Teachers and administrators will be expected to use performance Plus to track student data and to analyze student achievement.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 7/1/2012 Finish: 6/30/2015	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	1	20
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Conewago Valley School District	³⁵ / ₁₇ School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Educators will learn how to utilize the Performance Tracker Tool as well as the knowledge of what type of reporting of data this tool can provide.	Performance Tracker allows educators to quickly access information from both standardized as well as local assessments. Additionally, having this tool will provide educators with information on students' performance levels so that appropriate support and interventions can be identified for students as an ongoing practice.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <p>³⁵/₁₇ 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.</p> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p>

- ³⁵₁₇ 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.
- ³⁵₁₇ Provides leaders with the ability to access and use appropriate data to inform decision-making.
- ³⁵₁₇ Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- ³⁵₁₇ Instructs the leader in managing resources for effective results.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
³⁵ ₁₇ Classroom teachers	³⁵ ₁₇ Early childhood (preK- grade 3)	³⁵ ₁₇ Reading, Writing, Speaking & Listening
³⁵ ₁₇ Principals / asst. principals	³⁵ ₁₇ Middle (grades 6-8)	
³⁵ ₁₇ Superintendent / asst. superintendents	³⁵ ₁₇ Elementary (grades 2-5)	
³⁵ ₁₇ School counselors	³⁵ ₁₇ High school (grades 9-12)	

Follow-up Activities	Evaluation Methods
³⁵ ₁₇ Analysis of student work, with administrator and/or peers	³⁵ ₁₇ Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
³⁵ ₁₇ Creating lessons to meet varied student learning styles	³⁵ ₁₇ Student PSSA data ³⁵ ₁₇ Standardized student assessment data other than the PSSA
³⁵ ₁₇ support using tool	³⁵ ₁₇ Classroom student assessment data

Status: Complete

Date	Comment
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12/4/2010 All teachers were trained to use Performance Tracker, the district data management system, during the 2009-2010 school year.

Strategy: Instruction

Description: The use of research-based instructional practices for improving student achievement will be consistent and pervasive in all classrooms.

Activity: Curriculum and Course Analysis

Last Modified: 4/14/2011

Description: Refine and utilize the curriculum review cycle currently in place. This includes the process for the purchase of instructional materials and for adding/deleting courses. Course sequencing will be evaluated and considered at the secondary level. Textbooks and instructional materials are evaluated on how well they align to the district's curriculum and help to develop the level of understanding needed to be successful in rigorous academic work.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2009	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Date	Comment
12/4/2010	Houghton Mifflin reading materials were purchased for K-2nd and implemented during the 2009-2010 school year. Additional supplemental materials were purchased for 4th - 12th grade and were implemented during the 2010-2011 school year.

Activity: Integration of Technology

Last Modified: 4/14/2011

Description: CVSD defines technology integration as a means to enhance teaching and learning, to promote access to technology and the effective use of that technology, and to increase our ability to compete in an increasingly global marketplace. All stakeholders in the educational process will use technology seamlessly when appropriate to meet the District's goals and vision. The district will seek out tools that will provide connections for our students to different cultures and people around the nation and the world.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 7/1/2012 Finish: 6/30/2015	-

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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4.00 Organization or Institution Name	9 Type of Provider	9 Provider's Department of Education Approval Status
Conewago Valley School District	³⁵ / ₁₇ School Entity	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Through Classrooms for the Future participating teachers will be provided with ongoing opportunities to receive specific support and training with regard to the tools provided to them through the district and the Classrooms for the Future grant. This training will allow the participating educators to continue to move their instruction to a model that engages, motivates, and allows for collaboration, communication and higher order thinking among the students while utilizing technology.	Current classroom environments are not interactive and engaging for today's students. With the use of technology, the goal is to motivate and engage students to take more responsibility for their learning and to move our classrooms to a 21st Century model with all learners being engaged in their learning. We want our teachers to be more literate of how technology can change the way we look at teaching and learning.	<p data-bbox="1057 403 1341 491"><i>For classroom teachers, school counselors and education specialists:</i></p> <p data-bbox="1105 533 1385 743">³⁵/₁₇ Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.</p> <p data-bbox="1105 747 1385 995">³⁵/₁₇ Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</p> <p data-bbox="1105 999 1385 1268">³⁵/₁₇ 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.</p> <p data-bbox="1105 1272 1385 1457">³⁵/₁₇ Empowers educators to work effectively with <u>parents and community partners</u>.</p> <p data-bbox="1057 1495 1357 1612"><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <p data-bbox="1105 1650 1385 1835">³⁵/₁₇ Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making.</p> <p data-bbox="1105 1873 1385 1902">³⁵/₁₇ Empowers leaders</p>

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

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
³⁵ / ₁₇ Classroom teachers	³⁵ / ₁₇ Early childhood (preK-grade 3) ³⁵ / ₁₇ Middle (grades 6-8) ³⁵ / ₁₇ Elementary (grades 2-5)	³⁵ / ₁₇ Reading, Writing, Speaking & Listening
	³⁵ / ₁₇ High school (grades 9-12)	

Follow-up Activities	Evaluation Methods
³⁵ / ₁₇ Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers	³⁵ / ₁₇ Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. ³⁵ / ₁₇ Student PSSA data
³⁵ / ₁₇ Creating lessons to meet varied student learning styles	³⁵ / ₁₇ Standardized student assessment data other than the PSSA
³⁵ / ₁₇ Peer-to-peer lesson discussions	³⁵ / ₁₇ Classroom student assessment data
³⁵ / ₁₇ Lesson modeling with mentoring	
³⁵ / ₁₇ coaching support	

Status: In Progress — Upcoming

Date	Comment
12/14/2010	Despite economic conditions, the district continues to find alternate funding sources to enhance the technology available in classrooms. The district continues to offer staff development opportunities for technology integration after school, during the summer, and at building level faculty meetings.

Activity: Intervention/Remediation Strategies

Last Modified: 4/14/2011

Description: In order for all students to reach proficient levels of achievement, the district will investigate, develop and implement tiered intervention programs that utilize pre-teaching (acceleration) and remediation strategies.

Staff development provided is described in the Curriculum & Instruction goal area.

Person Responsible Timeline for Implementation Resources

None Selected Start: 1/1/2009 -
Finish: Ongoing

Status: In Progress — Upcoming

Date	Comment
1/23/2011	The Language Arts department has rewritten the curriculum at all grade levels. Level I and II students will be required to complete Study Island remediation as part of the course. In addition, students in the Middle School receive remediation as needed throughout the school year during the WIT period. This remediation includes, but is not limited to, Corrective Reading and Study Island.

Activity: Student Subgroup Education

Last Modified: 4/14/2011

Description: CVSD will utilize formative and summative assessments to monitor and improve the achievement of students within subgroups that are not making adequate yearly progress as defined by the Pennsylvania Department of Education. Data will be reviewed for individual students within specific subgroups (ELL, Hispanic, IEP, and Economically Disadvantaged) in Language Arts/Reading. Teachers and administrators will be expected to monitor student progress utilizing data and make appropriate instructional decisions based upon the data and the needs of the students within the subgroups. Assessment data will be used to monitor adequate yearly progress for individual students and the subgroup.

Person Responsible Timeline for Implementation Resources

None Selected Start: 1/1/2009 -
Finish: Ongoing

Status: In Progress — Upcoming

Date	Comment
1/23/2011	The district currently has four 2-hour delays scheduled throughout the year for the purpose of analyzing data. The data analyze includes: 4 Sight, PSSA, Common Unit Assessment, Aimsweb, Study Island, and other elementary data.

Goal: SCHOOL & COMMUNITY

Description: CVSD will create a climate of respect that fosters positive connections with each school and between the school and the community.

Strategy: Communication

Description: CVSD recognizes the importance of maintaining open communications among the district, parents and community members. CVSD will continue to enhance communication tools to assure timely dissemination of information and appropriate formats for gathering feedback.

Activity: Building Level Newsletter

Last Modified: 4/14/2011

Description: Each month, the building newsletter may feature a specific content area. These features would include information concerning the curriculum, instructional strategies, tips to help their child, and other pertinent information.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2009	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: District Website

Last Modified: 4/14/2011

Description: The district website will be revised on a continuous basis to provide current and pertinent information to parents and the community. Content area links will be developed, monitored and updated on the district website. In addition, the district will work to include many of the district's forms on the website.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 7/1/2012 Finish: 6/30/2015	\$750.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
6.00	2	10
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status

Conewago Valley School District	³⁵ / ₁₇ School Entity	Approved
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Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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<p>Educators (K-3) will utilize web design software to create teacher pages which will be linked to the district web page by the district webmaster. These pages will provide parents with information about classrooms and instruction within the classrooms. Administrators, counselors and librarians grades K-12 will provide the webmaster with building specific information that will be included in each of their individual building pages.</p>	<p>Keeping parents involved in their children's learning is important to the success of each child. Parents don't always have the time to volunteer or meet with the teacher, but the web pages allows for outgoing communication to be available 24/7 to parents. In addition, it provides an e-mail link so that parents can communicate by e-mail should their schedule not allow for other types of communication. Web pages also allow for the timely dissemination</p>	<p><i>For classroom teachers, school counselors and education specialists:</i></p>
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³⁵/₁₇ Empowers educators to work effectively with parents and community partners.

For school and district administrators, and other educators seeking

of information vs a weekly or monthly school newsletter.

leadership roles:

³⁵₁₇ Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

³⁵₁₇ Instructs the leader in managing resources for effective results.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
³⁵ ₁₇ Classroom teachers	³⁵ ₁₇ Early childhood (preK-grade 3)	³⁵ ₁₇ Pre-Kindergarten Early Learning Standards
	³⁵ ₁₇ Elementary (grades 2-5)	³⁵ ₁₇ Reading, Writing, Speaking & Listening ³⁵ ₁₇ Arts & Humanities ³⁵ ₁₇ Health, Safety and Physical Education
		³⁵ ₁₇ Kindergarten Early Learning Standards

Follow-up Activities Evaluation Methods

³⁵ ₁₇ ongoing tech support	³⁵ ₁₇ Use of page (Webmaster will determine if educators using web pages are keeping them current.)
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Status: In Progress — Upcoming

Date	Comment
12/4/2010	The district reformatted the district's web page to make it more user friendly at the start of the 2010-2011 school year.

Activity: Parent Informational Activities

Last Modified: 4/14/2011

Description: Content areas will develop activities for parents that will be presented during content specific parent nights. In addition, the guidance department will conduct informational meetings on many topics of interest including, but not limited to: saving for a college education, college planning, early college awareness, financial aid, and the junior parent information night.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2009	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Date	Comment
1/23/2011	The three elementary buildings have provided a variety of parent sessions that include PSSA Information, Title I Reading, and Preventing the Summer Reading Slide. New Oxford High School Guidance department continues to present a variety of workshops for parents in the area of college planning, financial aid, scheduling for high school, and others.

Strategy: Community Involvement

Description: CVSD faculty will utilize the services of community volunteers to share areas of expertise within classrooms and in support of student learning.

Activity: 21st Century Parent Organization

Last Modified: 4/14/2011

Description: The 21st Century Learning Community Grant provides opportunities for parent education and information concerning community resources. The goal would be to assimilate the Latino and at-risk population into the school community.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2009	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Date	Comment
12/4/2010	The district continues to be a partner in this grant opportunity.

Activity: Brethren Home

Last Modified: 4/14/2011

Description: CVSD continues to experience an exemplary partnership with the Brethren Home Community. The district will continue to work with the Brethren Home to expand the activities shared.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2009	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Date	Comment
12/4/2010	The district continues to expand the opportunities for this partnership.

Activity: Parent Volunteers

Last Modified: 4/14/2011

Description: The elementary levels enjoy a strong parent volunteer program. The district will encourage this involvement at the secondary level. In order to encourage parental involvement, the secondary buildings, with teacher input, will generate a list of volunteer needs and advertise this list to all parents.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2009 Finish: Ongoing	-
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Status: In Progress — Upcoming

Date Comment

1/23/2011	New Oxford High School has a link on their web page that lists a variety of volunteer opportunities for parents and community members.
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Strategy: To utilized technology as a means of creating and providing communication between home, school and community.

Last Modified: 3/31/2011

Description: Tools and resources will be implemented and fully utilized to keep parents in touch with school happenings and student progress. Tools will be sought out and implemented that provide the opportunity for instant communication and connection between home and school. In today's society, it is important to have a tool that allows quick, almost instantaneous, communication with parents when an emergency situation occurs. In addition, a system such as this can be utilized to send out messages to specific groups of parents or community members to relay school information. In addition, schools must have the ability to keep parents posted on student progress and other student information. Lastly, schools need to seek out ways to provide ongoing support and extended learning to students beyond the school day.

Activity: Expand use of Teacher, Staff, Student and Parent Portals

Last Modified: 4/14/2011

Description: MMS is currently the student management system in use. Through this tool the staff, teachers, students and parents are able to access student information which currently includes grades, attendance, and for students and parents the lunch balance and food purchase details. The plan is to expand to include discipline in the electronic portal information.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 7/1/2012 Finish: 6/30/2015	\$31,500.00

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	25
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Conewago Valley School District	³⁵ / ₁₇ School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Staff, teacher, students and parents will be introduced to creating and maintaining accounts within the MMS student management system so that they can access student information.	Providing ongoing communication to parents about their child's progress is important in order to maintain support from the home to keep students on track educationally. As students enter the secondary schools, parent involvement tends to decrease. Parents are not always sure what is going on at school and how students are doing academically. This portal provides 24/7 access to all those who work with individual students including the parents and the students themselves. This real-time data access will provide parents and students with the information needed to monitor current progress, attendance, lunch money, and eventually discipline. In addition, it provides a means by which educators can make student data visible to the students, parents, administrators and other staff who work with individual students.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <p>³⁵/₁₇ Empowers educators to work effectively with <u>parents and community partners</u>.</p> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <p>³⁵/₁₇ Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.</p> <p>³⁵/₁₇ Instructs the leader in <u>managing resources</u> for effective results.</p>

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
³⁵ / ₁₇ Classroom teachers	³⁵ / ₁₇ Middle (grades 6-8)	³⁵ / ₁₇ Reading, Writing, Speaking & Listening
³⁵ / ₁₇ Principals / asst. principals	³⁵ / ₁₇ Elementary (grades 2-5)	³⁵ / ₁₇ Science and Technology
³⁵ / ₁₇ School counselors	³⁵ / ₁₇ High school (grades 9-12)	³⁵ / ₁₇ Arts & Humanities
³⁵ / ₁₇ Other educational specialists		³⁵ / ₁₇ Civics and Government
		³⁵ / ₁₇ Environment and Ecology
		³⁵ / ₁₇ Health, Safety and Physical Education
		³⁵ / ₁₇ World Languages
		³⁵ / ₁₇ Kindergarten Early Learning Standards
		³⁵ / ₁₇ Mathematics
		³⁵ / ₁₇ History

³⁵₁₇ Career Education and Work
³⁵₁₇ Economics
³⁵₁₇ Family and Consumer Sciences

³⁵₁₇ Geography

Follow-up Activities	Evaluation Methods
³⁵ ₁₇ ongoing tech support	³⁵ ₁₇ Increase in use (Through monitoring the district should see an increase in the use of the Edline tool by students and parents.)

Status: No Longer Occurring

Date	Comment
12/4/2010	Edline was replaced at the beginning of the 2010-2011 school year. The district now uses the web version of MMS for parents and students to monitor grade progress.

Activity: Implement Global Connect

Last Modified: 4/14/2011

Description: Continut to work on fully utilizing the use of the Global Connect emergency calling system. This system provides a means of quickly contacting parents for emergency situations. In addition, this calling system is a means of keeping in touch with parents for non-emergency related issues such as attendance, and school reminders with regard to special functions.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 7/1/2012 Finish: 6/30/2015	\$21,300.00

Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	10	10

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Conewago Valley School District	³⁵ ₁₇ Company	Not approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Administrators and support staff within the district will be provided with the knowledge and skill to utilize the Global Connect Emergency Calling System. The Technology Department will work with building attendance secretaries so that they can access the calling system to make parents aware of daily	Being able to keep in touch with parents at a moments notice is important in today's society. Parents feel at ease knowing that should an emergency occur the district has a means of getting the necessary communication out to them in a timely manner. In addition, the calling system allows	³⁵ ₁₇ Empowers educators to work effectively with <u>parents and community</u>

attendance.

a district to communicate daily educational information such as attendance, point of sale information, and special events that will be occurring within the district or building.

partners.

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

³⁵₁₇ Instructs the leader in managing resources for effective results.

Educator Groups Which Will Participate in this Activity

Role	Grade Level
³⁵ ₁₇ Principals / asst. principals	³⁵ ₁₇ Middle (grades 6-8)
³⁵ ₁₇ Superintendent / asst. superintendents	³⁵ ₁₇ Elementary (grades 2-5)
³⁵ ₁₇ Other educational specialists	³⁵ ₁₇ High school (grades 9-12)

Follow-up Activities	Evaluation Methods
³⁵ ₁₇ Technical Support	³⁵ ₁₇ Use of system (Use of the system and feedback from parents will determine whether the system is providing the communication that parents need and expect.)

Status: In Progress — Upcoming

Date	Comment
12/9/2010	The district uses the Global Connect system to contact parents concerning weather related delays and cancellations on a consistent basis. The system has many additional uses and the district will continue to explore those uses and implement as appropriate.

Activity: Increase access to educational resources.

Last Modified: 4/14/2011

Description: The district will continue to build the connection between home and school by seeking out educational resources that provide 24/7 access to students, as currently provided through Study Island, Moodle, Web 2.0 tools, Discovery Education, and on-line learning. This connection will allow parents to become more involved in their child's educational experience and in assisting their child with locating educational resources and providing support from the home. The extend to which this is accomplished will depend on budget constraints over the next 3 years.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 7/1/2012	\$36,000.00
	Finish: Ongoing	

Status: In Progress — Upcoming

Goal: SCIENCE

Description: The percentage of students that will meet proficiency on the Science Pennsylvania System of School Assessment (PSSA) will meet or exceed the benchmarks established by the Pennsylvania Department of Education.

Strategy: Curriculum

Description: Align district science curriculum with Pennsylvania state standards and anchors.

Activity: Alignment

Last Modified: 4/14/2011

Description: The Science Department will be responsible for the alignment of the district curriculum to the PA standards. Gaps and overlaps within and across grade levels will be addressed. In addition, vertical alignment across grade levels will be examined and the curriculum will be adjusted so that the required knowledge and skills are scaffolded to the next grade level.

Staff development provided is described in the Curriculum & Instruction goal area.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2009	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Date Comment

10/24/2010	The Science department is in limbo at this point. The new Science Standards are in final form but have not received Final Approval. Thus, the Science department will not complete the alignment to standards until PDE releases the new Science Standards. The Science Department will align the Biology and Chemistry courses to the Keystone Blueprints.
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Activity: Assessments

Last Modified: 4/14/2011

Description: CVSD will utilize formative and summative assessments to monitor and improve student achievement. The Science Departments will finalize common unit assessments to ensure alignment to the curriculum and state standards. These common assessments will enable our staff at the various grade levels to compare data results for the purpose of improving instruction and refining the curriculum.

Staff development provided is described in the Curriculum & Instruction goal area.

Person Responsible Timeline for Implementation Resources

None Selected Start: 1/1/2009 -
Finish: Ongoing

Status: In Progress — Upcoming

Date Comment

12/4/2010 Common unit assessments have been completed and teachers are analyzing the data from these assessments to make adjustments to the curriculum units.

Activity: UbD Units

Last Modified: 4/14/2011

Description: The Science department will develop UbD units and pacing guides for each grade level/subject. Teachers will also monitor and adjust UbD units as needed based on state assessment results. Teachers new to the district will learn to use the UbD format to write units.

Staff development provided is described in the Curriculum & Instruction goal area.

Person Responsible Timeline for Implementation Resources

None Selected Start: 1/1/2009 -
Finish: Ongoing

Status: In Progress — Upcoming

Date Comment

1/23/2011 The science departments (K-12) have completed UbD units for each course offered in the district. Pacing Charts will be completed during the 2010-2011 school year.

Strategy: Data

Description: Data will be used to promote positive changes in the education of CVSD students. Teachers and administrators will use data to assist in determining if all students are learning the PA Academic Standards. Data will also be used to document the strengths and weaknesses of the overall academic program. Data for analysis includes PSSA, local benchmark assessments, common unit assessments, and other teacher assessments. Teachers will be expected to examine the trends in achievement spanning several years to determine the direction for decisions made regarding instructional and curricular changes. Performance in proficiency levels over time will be examined to define the instructional needs of subgroups and low performing students.

Activity: Collection and Analysis

Last Modified: 4/14/2011

Description: Expectations for the utilization of data will be established by school administrators and the curriculum cabinet members. The formative and summative data collected from state assessment as well as local benchmark assessments will be used to drive instructional needs. Teachers and administrators will be expected to monitor student progress utilizing data and make appropriate instructional decisions based upon the data. Students will be identified as needing remediation and/or other support services. Teachers will be trained to retrieve various reports from the data management system that should be utilized throughout the school term. Time will be provided to manipulate and analyze the data during in-service and department/grade level meetings.

Staff development provided is described in the Curriculum & Instruction goal area.

Person Responsible Timeline for Implementation Resources

None Selected Start: 1/1/2009 -
Finish: Ongoing

Status: In Progress — Upcoming

Date	Comment
12/4/2010	The district has 4 two-hour delays scheduled throughout the school year. Science teachers use this time to analyze common unit assessment data, PSSA and 4 Sight and ACBA data (3rd-11th). Students exhibiting areas of weakness are provided remediation in these areas.

Activity: Curriculum

Last Modified: 4/14/2011

Description: Data will be reviewed for individual students, grade level progress, and curricular coordination. Departments/grade levels will be expected to monitor and adjust the curriculum as demonstrated by the data.

Person Responsible Timeline for Implementation Resources

None Selected Start: 1/1/2009 -
Finish: Ongoing

Status: In Progress — Upcoming

Date	Comment
12/4/2010	Science teachers analyze common unit assessment data to make instructional decisions for individual students and to make curricular adjustments when needed. In addition, secondary Science teachers review material, not included in their course, that students will be expected to demonstrate mastery on when completing the PSSA.

Activity: Data Management Tool

Last Modified: 4/14/2011

Description: New teachers will be trained to use the Performance Plus Data Management Tool.

All Teachers and administrators will be expected to use performance Plus to track student data and to analyze student achievement.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 7/1/2012 Finish: 6/30/2015	-

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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3.00	1	20
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Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
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Conewago Valley School District	³⁵ / ₁₇ School Entity	Approved
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Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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<p>Educators will learn how to utilize the Performance Tracker Tool as well as the knowledge of what type of reporting of data this tool can provide.</p>	<p>Performance Tracker allows educators to quickly access information from both standardized as well as local assessments. Additionally, having this tool will provide educators with information on students' performance levels so that appropriate support and interventions can be identified for students as an ongoing practice</p>	<p><i>For classroom teachers, school counselors and education specialists:</i></p>
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³⁵/₁₇ 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:

³⁵/₁₇ 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.

³⁵/₁₇ Provides leaders with the ability to access and use appropriate data to inform decision-making.

³⁵/₁₇ Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

³⁵/₁₇ Instructs the leader in managing resources for effective results.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
³⁵ / ₁₇ Classroom teachers	³⁵ / ₁₇ Early childhood (preK- grade 3)	³⁵ / ₁₇ Science and Technology
³⁵ / ₁₇ Principals / asst. principals	³⁵ / ₁₇ Middle (grades 6-8)	
³⁵ / ₁₇ Superintendent / asst. superintendents	³⁵ / ₁₇ Elementary (grades 2-5)	
³⁵ / ₁₇ School counselors	³⁵ / ₁₇ High school (grades 9-12)	

Follow-up Activities	Evaluation Methods
³⁵ / ₁₇ Analysis of student work, with administrator and/or peers	³⁵ / ₁₇ Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
³⁵ / ₁₇ Creating lessons to meet varied student learning styles	³⁵ / ₁₇ Student PSSA data ³⁵ / ₁₇ Standardized student assessment data other than the PSSA
³⁵ / ₁₇ ongoing support	³⁵ / ₁₇ Classroom student assessment data

Status: Complete

Date	Comment
12/4/2010	All teachers were trained to use Performance Tracker, the district data management system, during the 2009-2010 school year.

Strategy: Instruction

Description: The use of research-based instructional practices for improving student achievement will be consistent and pervasive in all classrooms.

Activity: Curriculum and Course Analysis

Last Modified: 4/14/2011

Description: Refine and utilize the curriculum review cycle currently in place. This includes the process for the purchase of instructional materials and for adding/deleting courses. Course sequencing will be evaluated and considered at the secondary level. Textbooks and instructional materials are evaluated on how well they align to the district's curriculum and help to develop the level of understanding needed to be successful in rigorous academic work.

Person Responsible Timeline for Implementation Resources

None Selected Start: 1/1/2009 -
Finish: Ongoing

Status: In Progress — Upcoming

Activity: Integration of Technology

Last Modified: 4/14/2011

Description: CVSD defines technology integration as a means to enhance teaching and learning, to promote access to technology and the effective use of that technology, and to increase our ability to compete in an increasingly global marketplace. All stakeholders in the educational process will use technology seamlessly when appropriate to meet the District’s goals and vision. The district will seek out tools that will provide connections for our students to different cultures and people around the nation and the world.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 7/1/2012 Finish: 6/30/2015	-

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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1.00	9	5
Organization or Institution Name	Type of Provider	Provider’s Department of Education Approval Status

Conewago Valley School District	³⁵ / ₁₇ School Entity	Approved
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Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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Through Classrooms for the Future participating teachers will be provided with ongoing opportunities to receive specific support and training with regard to the tools provided to them through the district and the Classrooms for the Future grant. This training will allow the participating educators to continue to move their instruction to a model that engages, motivates, and allows for collaboration, communication and higher order thinking among the students while utilizing technology.	Current classroom environments are not interactive and engaging for today’s students. With the use of technology, the goal is to motivate and engage students to take more responsibility for their learning and to move our classrooms to a 21st Century model with all learners being engaged in their learning. We want our teachers to be more literate of how technology can change the way we look at teaching and learning.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <p>³⁵/₁₇ Enhances the educator’s <u>content knowledge</u> in the area of the educator’s certification or assignment.</p> <p>³⁵/₁₇ Increases the educator’s <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</p>
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³⁵₁₇ Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

³⁵₁₇ Empowers educators to work effectively with parents and community partners.

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

³⁵₁₇ Provides leaders with the ability to access and use appropriate data to inform decision-making.

³⁵₁₇ Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

³⁵₁₇ Instructs the leader in managing resources for effective results.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
³⁵ ₁₇ Classroom teachers	³⁵ ₁₇ High school (grades 9-12)	³⁵ ₁₇ Science and Technology
Follow-up Activities	Evaluation Methods	
³⁵ ₁₇ Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers	³⁵ ₁₇ Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.	
³⁵ ₁₇ Creating lessons to meet varied student learning styles	³⁵ ₁₇ Student PSSA data	
³⁵ ₁₇ Peer-to-peer lesson discussions	³⁵ ₁₇ Standardized student assessment data other than the PSSA	
	³⁵ ₁₇ Classroom student assessment data	

³⁵/₁₇ Lesson modeling with mentoring

³⁵/₁₇ ongoing coaching

Status: In Progress — Upcoming

Date	Comment
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12/14/2010	Despite economic conditions, the district continues to find alternate funding sources to enhance the technology available in classrooms. The district continues to offer staff development opportunities for technology integration after school, during the summer, and at building level faculty meetings.
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Activity: Intervention/Remediation Strategies

Last Modified: 4/14/2011

Description: In order for all students to reach proficient levels of achievement, the district will investigate, develop and implement tiered intervention programs that utilize pre-teaching (acceleration) and remediation strategies.

Staff development provided is described in the Curriculum & Instruction goal area.

Person Responsible	Timeline for Implementation	Resources
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None Selected	Start: 1/1/2009 Finish: Ongoing	-
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Status: In Progress — Upcoming

Date	Comment
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1/23/2011	The Science Department has incorporated opportunities within the science courses at the middle school and high school for students to review the skills needed for the PSSA Science Assessments.
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Activity: Student Subgroup Education

Last Modified: 4/14/2011

Description: CVSD will utilize formative and summative assessments to monitor and improve the achievement of students within subgroups that are not making adequate yearly progress as defined by the Pennsylvania Department of Education. Data will be reviewed for individual students within specific subgroups (ELL, Hispanic, IEP, and Economically Disadvantaged) in Science. Teachers and administrators will be expected to monitor student progress utilizing data and make appropriate instructional decisions based upon the data and the needs of the students within the subgroups. Assessment data will be used to monitor adequate yearly progress for individual students and the subgroup.

Person Responsible	Timeline for Implementation	Resources
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None Selected	Start: 1/1/2009	-
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Finish: Ongoing

Status: In Progress — Upcoming

Date	Comment
1/23/2011	The district currently has four 2-hour delays scheduled throughout the year for the purpose of analyzing data. The data analyze includes: 4 Sight, PSSA, Common Unit Assessment, Aimsweb, Study Island, and other elementary data.

Goal: STUDENT SERVICES

Description: Conewago Valley School District is committed to having the students acquire the necessary skills and attitudes to succeed in a changing world.

Strategy: Additional Educational Opportunities

Description: CVSD will provide a multitude of educational opportunities to meet the varied needs and interests of our students. We will also promote post-secondary education options.

Activity: Apprenticeship Program

Last Modified: 4/14/2011

Description: The High School Principal will foster a relationship with local businesses and industries to expand the apprenticeship opportunities for our students. The Principal will educate local businesses on the diversity (availability of students - time and age) of our students and will work closely with the Workforce Investment Board.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2009	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Date	Comment
10/24/2010	New Oxford High School Principal, Mike O'Brien, continues to serve on several committees to foster these relationships.

Activity: Blended Academy

Last Modified: 4/14/2011

Description: Through the Conewago Blended Academy, the Conewago Valley School District is able to offer a variety of on-line courses to satisfy student needs and specific situations. Students are able to take one on-line course in addition to the face-to-face coursework, or complete most or all coursework on-line. Seeking out vendors to utilize with our blended academy students is an

ongoing activity. It is important that we continue to look for vendors who can provide rigorous and engaging online curriculum to meet our students academic needs.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 7/1/2012	\$37,500.00
	Finish: Ongoing	

Status: In Progress — Upcoming

Date Comment

12/4/2010	The Blended Academy continues to be an option for students and their parents that want an on-line option.
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Activity: College in the High School

Last Modified: 4/14/2011

Description: Conewago Valley School District will continue to work cooperatively with local colleges to expand the number of courses available to students for college credit. These courses are taught by New Oxford High School teachers and a student may simultaneously earn college and high school credit. There are currently 6 courses available to students.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2009	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Date Comment

12/4/2010	The district is in the process of adding an additional College in the High School opportunity in the Applied Technologies department.
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Activity: Distance Learning

Last Modified: 4/14/2011

Description: A variety of classes will continue to be offered through the distance learning system and through the district's blended online academy.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2011	\$18,000.00
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Tech Prep

Last Modified: 4/14/2011

Description: Conewago Valley will continue to participate in the Tech Prep Consortium. Tech Prep is based on one simple idea: students, parents, educators, and employers working together to help students graduate prepared for good, high-paying technical jobs and/or advancement to a postsecondary opportunity.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2009	\$720,000.00
	Finish: Ongoing	

Status: In Progress — Upcoming

Date Comment

1/23/2011	CVSD continues to participate in the Tech Prep Consortium. Additional opportunities for students have been added to the program during the past two years.
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Strategy: Alternative Career Pathways for Graduation

Description: Graduation rate will meet an 85% threshold and/or show growth. CVSD will provide strategies within the traditional high school setting and alternate settings for students that will prevent student dropouts.

Activity: Alternate Pathways

Last Modified: 4/14/2011

Description: Provide options for students who require alternative means for obtaining their diploma. This includes (but not limited to) York County High School Adams-Hanover Satellite Campus, LIU Alternative Education, and the HOPE classroom.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2009	\$180,000.00
	Finish: Ongoing	

Status: In Progress — Upcoming

Date Comment

10/24/2010	The district continues to provide these opportunities to the students.
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Activity: Drop Out Prevention Services

Last Modified: 4/14/2011

Description: The CVSD employs two drop-out prevention paraprofessionals; one services grades 4-8 and one services 9-12. The high school paraprofessional provides many opportunities for students to receive the support they need to remain in school. These include: SMART program, Project harmony, Bridging the Gap, Teen Issues Group, Mentoring Program, Senior Self Improvement Award, and Harrisburg Senators Most Improved Student Award.

Person Responsible Timeline for Implementation Resources

None Selected Start: 1/1/2009 -
Finish: Ongoing

Status: In Progress — Upcoming

Date Comment

12/4/2010 The district continues to employ two drop-out prevention paraprofessionals. With this support, the district continues to maintain a graduation rate that is one of the highest in the area.

Strategy: Feasibility Study

Description: CVSD will conduct a feasibility study of the district.

Activity: Schedule

Last Modified: 4/14/2011

Description: CVSD will schedule a company to complete a feasibility study for the district. The results of this study will determine additional action by the district.

Person Responsible Timeline for Implementation Resources

None Selected Start: 1/1/2009 \$15,000.00
Finish: Ongoing

Status: In Progress — Upcoming

Date Comment

1/23/2011 A feasibility study was completed by EI Associates. The information gained from this study was used to plan for additions to both elementary schools. The additions were necessary for the district to consider implementing Full Day Kindergarten for all students.

Strategy: Student Attendance

Description: Student attendance will meet a 90% threshold.

Activity: Communication

Last Modified: 4/14/2011

Description: The CVSD believes that the education of students is a partnership between home and school. The process for monitoring and communicating student attendance will be reviewed annually.

Person Responsible Timeline for Implementation Resources

None Selected Start: 1/1/2009 -

Finish: Ongoing

Status: In Progress — Upcoming

Date	Comment
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12/4/2010	Beginning with the 2010-2011 school year, parents are now able to monitor their children's attendance using a web based program.
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Activity: Home and School Partnership

Last Modified: 4/14/2011

Description: CVSD will develop and implement a process for providing parents with timely tardy and attendance information.

Person Responsible	Timeline for Implementation	Resources
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None Selected	Start: 1/1/2009 Finish: Ongoing	-
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Status: Complete

Date	Comment
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12/9/2010	CVSD purchased the module to MMS (the district's student management system) that allows parents to view their child's attendance through a web based system.
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Strategy: Student Participation in State Assessments

Description: At least 95% of eligible students will participate in required state-wide assessments.

Activity: Adequate Preparation

Last Modified: 4/14/2011

Description: CVSD will communicate the importance of adequate preparation for state testing (sleep, nutrition, attendance, etc) and its impact on test results.

Person Responsible	Timeline for Implementation	Resources
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None Selected	Start: 1/1/2009 Finish: Ongoing	-
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Status: In Progress — Upcoming

Activity: Communication

Last Modified: 4/14/2011

Description: CVSD believes in the importance of data-driven decision making and will publicize the importance of attendance during the administration of state assessments to parents and students.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2009	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Date	Comment
12/4/2010	Each of the buildings send a letter to parents prior to the administration of the PSSAs outlining the schedule for testing and the importance of the assessments. The district is in the process of making plans for communicating the importance of the Keystone Exams for students, beginning with the class of 2015.

Strategy: Technology Integration

Description: The district will continue to increase access to technology for students K-12 to utilize as part of their classroom instruction. In addition, the district will continue to seek ways to extend learning beyond the school day by utilizing web based tools that provide 24/7 access for student to educational resources. Students currently have access to computers K-12. In addition, students have access to a variety of technology tools that allow them to create, analyze, evaluate, organize, communicate and extend their knowledge and enhance their learning. The district will continue to evaluate technology tools currently in use as well as add additional technology resources based on identified student need.

Activity: Identify technology training courses

Last Modified: 4/14/2011

Description: The district will continue to evaluate current offerings and identify additional courses that will develop students' 21st Century knowledge and skills

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2009	\$24,000.00
	Finish: Ongoing	

Status: In Progress — Upcoming

Date	Comment
12/9/2010	The district continues to send teachers to technology trainings. Once trained, the teachers are required to return to the district and provide staff development to other teachers and administrators.

Activity: Integration of technology into content area instruction

Last Modified: 4/14/2011

Description: CVSD has increased the amount of technology available in the classrooms through the CFF grant. Students will have access to technology and the opportunity to apply their technology skills and knowledge within their varied content area classroom instruction.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2009	-
	Finish: Ongoing	

Status: No Longer Occurring

Date Comment

12/14/2010	Although the district continues to use the technology provided through the CFF grant, the grant is no longer available.
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Activity: Provide students with tools and resources that help them to take ownership of their learning.

Last Modified: 4/14/2011

Description: Reinforce the use of student portal for self-monitoring and provide access to other technology tools that students can access via the web to extend their learning beyond the school day and expand their knowledge beyond the classroom.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2011	\$40,000.00
	Finish: Ongoing	

Status: In Progress — Upcoming

Date Comment

1/23/2011	Although the district no longer uses Edline, the students have access to a MMS Web-based grading reporting program. In addition, the district continues to utilize technology tools for remediation and instruction that are Web-based so students have access to the tools 24/7.
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Activity: Student Technology Assessment

Last Modified: 4/14/2011

Description: Technology assessments will be developed for all students in grades 7 and 8 to evaluate the effects of the technology use and instruction in K-6 and to determine areas of growth and need for students with regard to technology skills and knowledge as they progress toward grades 9-12. This item is currently available free and the continuation of use of this tool will depend on budgetary constraints should it no longer be available free to the district.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/7/2012	-
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Finish: Ongoing

Status: In Progress — Upcoming

Date	Comment
1/23/2011	The technology assessments has been created and is utilized.

Deleted Strategies

Name	Deletion Rationale	Deletion Date
Graduation Requirements	It is not connected to a goal so it does not appear in the printed document. I am moving this strategy to the Instruction Goal.	8/2/2011

Measurable Annual Improvement Targets

Conewago Valley School District's goals are aligned with the state goals for improvement. Over the past few years and under the NCLB Act, CVSD has worked diligently on program of studies to meet the needs of students as measured by the PSSA. CVSD continues to show a trend toward improvement in most areas. Our goals for the district are to continue to meet and exceed the state benchmarks in reading, mathematics, writing, science, attendance rate, and graduation rate.

CVSD will continue to strive to improve student achievement in order to reach the overall achievement goals specified in the Strategic Plan. The plan will guide the improvement of curriculum and instruction and will also target students who have not demonstrated proficiency of the Pennsylvania State Standards. The district will annually conduct the following:

- Analysis of Data — PSSA, local benchmark assessments, attendance, graduation rate, other relevant data
- Grade level/content area/department meetings to address overall student needs and individual student needs
- Monitoring of progress toward achievement goals
- Professional education opportunities

Each year the district conducts analysis of group and individual assessment data from PSSA assessments, 4-Sight, unit assessments in all content areas, local benchmark assessments, and other local assessments of student achievement. A variety of Professional Learning Communities (department, grade level, building level) use the information to recommend curricular and instructional improvements for the general population of students as well as individual students.

The conclusions reached by these various groups are used to guide the improvement of curriculum, revision of UbD units, and to implement changes in instruction to address the areas of weakness identified. The identified weaknesses are also addressed through the ongoing staff development provided to all teachers to continually improve the curriculum and instruction within the classroom. The Comprehensive Literacy (K-3rd) and Learning Focused Schools (4th — 12th) Models are the overall framework that will be used to address curriculum and instruction.

Counselors, reading teachers, special education teachers, intervention specialists, ELL teachers, and others conduct an analysis of individual student data from the PSSA information and other assessments listed above. This information is used to identify students in need of additional instructional opportunities to achieve the academic standards. Interventions for these students

are implemented and progress is monitored. The Professional Learning Communities at each level or content area periodically review the data and make changes as needed to address the needs of these students.

Curriculum, Instruction and Instructional Materials

In the Conewago Valley School District teachers and administrators work cooperatively in professional learning communities to interpret assessment data, develop curriculum, and implement effective instructional strategies.

The Conewago Valley School District curriculum is articulated Kindergarten through 12th grade and is aligned to state standards. The district used the ideas and practices promoted by Understanding by Design by Grant Wiggins and Jay McTighe and Learning Focused Schools to provide the framework and to guide curriculum development and instructional practices. The district employs curriculum leaders in Language Arts, Mathematics, Science, and Social Studies at each level to help guide the articulation and coordination efforts in these areas. In addition, the district employs curriculum leaders in Special Education, Family and Consumer Science, Applied Technology, Guidance, Media, World Languages, Health and Physical Education, Art, and Music to help guide the articulation and coordination efforts in these areas. In all subjects, department or grade level teams prepare master units that serve as the district's curriculum. These units are accessible to all teachers on a shared drive on the district server.

Curriculum for every discipline is reviewed annually. The review typically will be oriented towards minor changes and adjustments unless a major review has been authorized by the Curriculum Cabinet. All curriculum areas will be thoroughly reviewed every four years using the following schedule:

STAGES OF 4-YEAR CURRICULUM CYCLE				
	2011/2012	2012-2013	2013-2014	2014-2015
Social Studies, Art, Music, Foreign Language	3	4	1	2
Math, Applied Technology	2	3	4	1
Science, FCS	1	2	3	4
English, Reading, Language Arts, Health/Phys. Ed, Driver Ed, Guidance	4	1	2	3

YEAR #1 ACTIVITIES

1. Program audit; continue as with other years in monitoring and implementing minor adjustments and changes based on Chapter 4 requirements and state standards.
2. Gather item analysis for subject areas from any applicable testing and prepare the data for Year #2 curriculum development and/or revision for the subject area.
3. Read as much as possible in professional materials regarding current trends, proposed changes, and innovative ideas in specific curricular areas.
4. Review research that is available regarding the discipline.

5. Attend professional conferences to learn about any new developments and thinking. Attend open houses or previews held by suppliers to provide information on items currently available as textbooks or other supplementary materials.
6. Become involved in discussions with others (colleagues from CVSD, colleagues from other districts, experts in the field, business people, members of the community) to learn how others view the needs and priorities for the school, for your particular department, and for your specific courses.
7. Contact suppliers and salesmen to request samples of instructional materials for review in the following year.
8. Reports of progress will be made at each of the Curriculum Cabinet meetings during the year.

YEAR #2 ACTIVITIES

1. Planned instruction guides/UbD units are developed, revised, and updated as needed and appropriate based on state standards and Chapter 4 requirements.
2. All grades are to be represented to insure coordination with and across grade levels.
3. Curriculum development activities are to be based on student achievement data gathered over the previous years.
4. New instructional materials are selected, if necessary. These materials should be determined by the curriculum decisions rather than vice versa. Materials would be implemented beginning with Year #3.
5. Reports of progress will be made at each of the Curriculum Cabinet meetings during the year.
6. Possible summer curriculum work between Year #2 and Year #3 to finalize materials and to "gear up" for implementation.

YEAR #3 AND #4 ACTIVITIES

1. Implement and monitor the planned instruction as written.
2. Teachers to meet at least twice per year to discuss articulation of the content taught in the planned instruction within and across grade levels. This will assist in maintaining up-to-date planned instruction, to provide for continual updating, to emphasize the importance of a written-taught-tested curriculum, and to monitor success and problem areas.
3. Gather student achievement data from teacher-made assessments as well as from the standardized testing that is being done. Teachers should review the effectiveness of planned courses in relation to available student achievement data.

The thorough review of a curriculum area will include a K-12 review of the area to include an examination of both vertical and horizontal curriculum articulation (to assure that curriculum is coordinated both among grade levels and subject areas). The review will also include (1) an examination of the entire written curriculum to be certain that it reflects classroom instruction, (2) assessment activities to assure that a structure is in place which adequately assesses whether or

not students have achieved the standards expressed in the curriculum, (3) whether the resources currently in use are adequate to achieve continuous quality results, (4) an examination of the relevance of the content and the processes used within the curriculum area. Relevance in this case is defined as curriculum being meaningful in our students' lives both now and in the future. If a curriculum area cannot be justified as having significance now or in the future its continued place in our over-all program must be questioned, (5) An answer to the question -- Have our students achieved at an adequate level? The answer must be based on a combination of an examination of local and state/national assessment data, professional literature, the specific goals and objectives set in our local curriculum, and the expectations established by local, state, and national authorities and by ourselves. Our ultimate goal is to continuously improve. Adequacy needs to be seen in terms of continued improvement and not in terms of static achievement.

As described above, curriculum work in the district is an ongoing process that uses assessment data to guide instructional decisions. The district's goal of providing rigorous and relevant curriculum for all students has initiated major program changes. The district provides a full day kindergarten program for all students, Reading Recovery, Title I Reading, Reading Intervention Specialists, English as a Second Language, Student Support Teams, Gifted Instruction, Alternative Education, College in the High School, Blended Academy, and Student Assistance Teams to meet the needs of students.

Instructional materials and textbooks are evaluated on how well they align to the district's curriculum and help develop the level of understanding needed to be successful in rigorous academic work. All new textbook adoptions funds are centralized into one budget under the control of the Assistant Superintendent. The Assistant Superintendent works with the building principals and content leaders in establishing a priority listing of textbook materials for adoption. The process has enabled the district to implement major adoptions of programs such as College Preparatory Mathematics, Everyday Mathematics, K-6 Houghton Mifflin Reading Series, FOSS modules 1-6, and numerous smaller adoptions the past 4 years.

Assessments and Public Reporting

Standardized Testing Program

WIDA Assessment for English language proficiency (grades K-12 LEP students)
Pennsylvania State System of Assessment Reading and Math (grades 3, 4, 5, 6, 7, 8, & 11)
Pennsylvania State System of Assessment Writing (grades 5, 8, & 11)
Pennsylvania State System of Assessment Science (grades 4, 8, & 11)
4Sight Reading and Mathematics (grades 3, 4, 5, 6, 7, 8, 9, 10, & 11)

Benchmark Assessment Program

Locally developed unit assessments in all content areas (grades K — 12)
Locally Developed Writing Assessments (K, 1, 2, 3)
Gentry Developmental Spelling (K, 1, 2)
Marie Clay's Observation Survey (K, 1)
Locally Developed Reading Benchmarks (K, 1, 2)
Locally Developed PSSA "Mirrored" Assessments (9, 10)

Other Assessments

PSAT's
SAT's
AP Exams
Aimsweb

Description of Assessment Plan

The Conewago Valley School District uses the state mandated assessments identified above, as well as district developed assessments to measure our students' achievement in each curriculum area. Progress is monitored using both formative and summative assessments. Information is reviewed by administrators, grade level teams and content area teams to drive curricular and instructional decisions. In addition, individual student assessment information is maintained within an electronic data management system called Performance Tracker. Every staff member, including administrators, department chairperson/content liaisons, classroom teachers, intervention specialists, literacy coaches, and guidance have been trained to use Performance Tracker and is expected to use the tool to systemically monitor and analyze the available data. Group and individual student plans are developed for students who have not reached the proficiency level on the various assessments.

Public Reporting

CVSD reports state mandated assessments annually through the district newsletter and on the district website. The assistant superintendent reports this information at a public School Board Meeting in the fall of every year. This information is also published with local newspapers and is accessible on the Pennsylvania Department of Education's web site. Individual student reports are mailed home to parents or guardians.

Targeted Assistance For Struggling Students

The Conewago Valley School District recognizes there are students who are struggling to reach their potential and the challenge these students face to reach the proficiency level. CVSD has strategies in place to address and aid struggling students so they can reach their potential and become successful learners. Data from our most recent PSSA's suggest that we need to address the performance of students in grade 11 in both Reading and Math. In the other grades, the focus will be our sub-groups (i.e. Economically Disadvantaged, Hispanic, IEP) in Reading.

Additional instructional support is allocated to assist underperforming students and schools. Examples include, but are not limited to, the assignment of additional literacy coaches/reading intervention specialists at the elementary level and the reassignment of a reading specialist at the intermediate and middle level from classroom instruction to reading intervention provider. School based teams develop a plan for each student by identifying the skills needed and the intervention given to each student.

The K — 3 Professional Learning Communities meet weekly to review student work and assessment data across each grade level. Each student is tracked on an assessment/intervention wall. The assessment wall makes the data visible and provides opportunities to study learning trends in student groups and progression for all students in relation to proficiency standards. Administrators at the other levels are developing a plan to utilize an assessment wall for their buildings.

Listed below are some of the strategies that CVSD has implemented and will continue to utilize in the future to meet the needs of these students and other targeted students to improve achievement and consequently perform at a higher level on the annual state assessments:

³⁵₁₇ Building level analysis of scores.

³⁵₁₇ Implementation of a research-based framework for instruction with an emphasis on high impact/rapid response instructional strategies.

³⁵₁₇ Common Unit Assessments

35 17	Benchmark Assessments
35 17	Study Island
35 17	Progress Monitoring
35 17	Reading Intervention Specialists at all levels
35 17	Reading Recovery for 1 st grade students

Support for Struggling Schools

The Conewago Valley School District is comprised of 5 schools; two K-3 schools, a 4-6 intermediate school, a 7-8 middle school, and a 9-12 high school. The district office, with considerable input from building level administrators and teachers, develops the appropriate staff development initiatives collaboratively which targets school/student needs. In addition, the resources at each level are used in a manner that maximizes the use of the professional staff and the time within the school day.

Qualified, Effective Teachers and Capable Instructional Leaders

At this time all teachers and staff in Conewago Valley School District (CVSD) are classified as highly qualified as defined by the state, and the district is committed to assuring the continuation of employing highly qualified teachers and staff. All new employees to the school district go through a rigorous interview process before they are offered a contract to teach in this district. Each candidate participates in a screening interview and an interview where they are required to teach and reflect on a lesson.

Along with the comprehensive hiring process each new teacher participates in the district's new teacher training program. CVSD recognizes induction into a career as the first step in continuing professional development and life-long learning. The purpose of the CVSD induction plan is to provide support for a teacher new to CVSD. Details of the plan are included in the Teacher Induction component of the Strategic Plan.

The teacher supervision and evaluation plan is an integral part of professional performance. Teacher evaluations become the basis for supervision efforts which sets the stage for a continuous, cyclical process of effective supervision and evaluation. The purpose of supervision is to maximize student learning and is an ongoing process targeted at improving instruction. The district utilizes a differentiated supervision plan that offers different levels of support based upon tenure and past performance of the instructor. Evaluation also serves the purpose of providing information for personnel management decisions.

To ensure that all students receive a high-quality education, effective teachers focusing on student learning is imperative. A Professional Education Plan is included with this Strategic Plan. An annual review and revision will continue to occur to assure that it meets the needs of the CVSD staff and students.

Parent and Community Participation

This Strategic Plan was developed with parent and community participation. The committee members provided valuable information about the effectiveness of the programs and the general operations of the schools. The district strives to improve parent participation and communication at all levels. The Strategic Planning committee devoted one of the goals to this purpose.

Pre-Kindergarten Transition

No Pre-K Offered