
Pennsylvania Department of Education



COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION
333 MARKET STREET
HARRISBURG, PA 17126-0333

Academic Standards and Assessment Report

Thursday, November 01, 2007

Entity: Lewisburg Area SD

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Organization Description

The Lewisburg Area School District consists of four learning centers (Kelly Elementary - grades K-3; Linntown Elementary - grades 4,5; Donald E. Eichhorn Middle School - grades 6-8; and Lewisburg Senior High School - grades 9-12) that are designed to provide developmentally appropriate instruction for our students. Each building has the necessary administrative, professional, and support staff to conduct a quality education program that will allow all students to achieve the academic standards. Central office administrators serve as a resource and set the direction for the staff to meet the district's mission and goals. A Board of Directors, that establishes policy and provides the necessary resources for the district to fulfill its mission, governs the district. All stakeholders in the Lewisburg Area School District and surrounding community work toward the common goals of ensuring success for all children.

Core Purpose

Mission

The Lewisburg Area School District will provide all students with a safe, respectful, and challenging learning environment that is student-centered, personalized, data-guided, and supported through appropriate technologies and shared leadership. The district, in partnership with the greater community, will ensure an education that will enhance the viability of our region.

Vision

The Lewisburg Area School District is a learning community that prepares every child individually to meet the challenges of today and tomorrow.

Shared Values

1. All children can learn when their individual needs are met.
2. A supportive school atmosphere where everyone feels emotionally, physically, and intellectually safe is essential.
3. Holding high expectations for student achievement and character will guide students to make responsible choices in the learning process and for their lives.
4. Creativity, imagination, and problem solving are an integral part of a child's learning experience.
5. Everyone would be treated with courtesy and have respect and empathy for a variety of opinions, values, and cultures.
6. The responsibility for student achievement is incumbent upon a partnership between the school, student, family, and greater community.
7. Educational planning must anticipate, prepare for, and manage change.
8. The school board and all staff members are accountable for student success.
9. The single biggest factor for student academic success is the quality of the teacher.
10. Quality professional development for all district staff is essential to student success.
11. Accomplishing district goals requires high quality leadership at all levels.

Goals

The Lewisburg Area School District strives to meet and exceed the Adequate Yearly Progress goals, established under No Child Left Behind. These goals, established for graduation rate, mathematics, reading, student attendance, and student participation in state assessments are communicated on a yearly basis to all professional staff and our community. Communication is also provided regarding the district's success in meeting yearly targets, relevant data trends, and district efforts to address the needs of struggling students. All schools in the district have met the AYP goals over the past four years. While we are pleased that all schools are meeting these goals, we continue to analyze student achievement strengths and needs and work to refine our program of instruction.

Our community forum planning process, which resulted in our *Vision 2020* document, allows the district to envision the future of our schools and our community. We seek to create a model twenty-first century learning community that meets the needs of every student. Our *Vision 2020* plan outlines the appropriate planning and implementation steps to accomplish our stated goals. We have chosen to incorporate many of our *Vision 2020* goals in our 2007-2013 District Strategic Plan.

Goal: FOUR-YEAR GRADUATION RATE

Description: Lewisburg High School four-year graduation rate will meet an 80% threshold and/or show growth.

Goal: MATHEMATICS

Description: At least 89% of all students will be proficient in Mathematics, as measured by the annual statewide PSSA assessments, through the completion of the district strategic plan in 2013.

Goal: READING

Description: At least 91% of all students will be proficient in Reading, as measured by the annual statewide PSSA assessments, through the completion of the district strategic plan in 2013.

Goal: STUDENT ATTENDANCE

Description: Student attendance in grades K-8 in the Lewisburg School District will meet a 90% threshold and/or show growth.

Goal: STUDENT PARTICIPATION IN STATE ASSESSMENTS

Description: At least 95% of eligible students in the Lewisburg School District will participate in required statewide assessments.

Goal: AUTHENTIC CURRICULUM

Description: Utilize best research and practices as well as state standards and assessment anchors to establish an appropriate, rigorous, authentic curriculum for each student in the Lewisburg Area School District.

Goal: STUDENT WELL-BEING and SENSE OF COMMUNITY

Description: Utilize best research and practices to enhance students' well-being and sense of community through programs and curricula.

Goal: TECHNOLOGY

Description: Utilize technology to promote student engagement, constructivist teaching and learning, and student collaboration in an electronic learning community that transcends our traditional setting and promotes life-long learning.

Goal: PARENT and COMMUNITY INVOLVEMENT

Description: Increase parent and community involvement in our schools and the process of educating all students for today and tomorrow.

Academic Standards

The Lewisburg Area School District strives to have all students meet the PA Academic Standards in the following content areas:

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

Within the district, the curriculum is aligned with the PA Academic Standards (Chapter 4) during a curriculum cycle process. Assessment Anchors are also reflected in the district curriculum and serve to provide further instructional guidance. Our curriculum alignment with standards and anchors assists educators in preparing students for Pennsylvania System of School Assessments (PSSA) and in meeting the Annual Yearly Progress criteria set forth in NCLB requirements.

All content area curricula are written to include course objectives, alignment with PA Academic Standards and Anchors where applicable, instructional activities, resources, and assessments. District level assessments are designed to evaluate students' attainment of content, skills, and the academic standards. PSSA and Terra Nova tests are also used to evaluate student achievement of the PA Academic Standards. These scores as well as ongoing formative assessments are also used to assist the district in designing enrichment and remediation programs and ongoing curriculum revisions.

The district shall provide for the attainment of the PA Academic Standards as per Chapter 4, Section 4.12. Each student shall demonstrate mastery of the standards in grades 3,5,8, and 11 in the content areas of reading, writing, speaking and listening; and in mathematics. Should a student not demonstrate mastery of the standards in grade 11, an alternative assessment will be utilized. Further details of the district's assessment plan are located in the Instruction and Assessment section of this plan.

The Lewisburg Area School District believes the PA Academic Standards measure only a portion of the learning that we value and strive to provide each of our students. Locally we strive to continue to develop exemplary programs and curricula that not only meet but also exceed that which is measured by state standards.

Graduation Requirements

The Lewisburg Area School District Board of Education recognizes that the successful completion of the requirements for graduation is an accomplishment worthy of recognition. Diplomas are awarded to each student who successfully completes the district's graduation requirements.

Courses of work and studies shall be approved by the Lewisburg School Board as representing the instructional program assigned to grades nine through twelve. For exceptional students, this includes Individualized Education Programs. The graduation requirements and grade level required courses shall be listed annually in the Lewisburg Area High School Course Selection Guide. (LASD Policy #217)

Graduates of Lewisburg High School will attain **27.0** credits. (effective Class of 2008)

Students must obtain credits in these areas:

English	4 credits (1 credit in each grade 9-12)
Social Studies	4 credits (1 credit in each grade 9-12)
Science	4 credits (1 credit in each grade 9-12)
Math	4 credits (1 credit in each grade 9-12)
Phys. Ed.	2 credits (.4 credit in grade 9; .5 credit each in grade 10-12)
Arts/Humanities	2 credits (visual arts, music, dance, theatre, practical arts and crafts, foreign languages; and subjects that embrace literature, languages, history, philosophy, or additional courses in English and social studies)
Health	.5 credit (11 th grade)
Electives	6.5 credits

In addition to courses completed and credits earned as outlined above, all Lewisburg High School students must successfully complete a graduation project (culminating project) in order to graduate from our high school, as mandated by section 5.214(b) of the 22 Pa. Code. Each student is responsible for completing his/her own graduation project independently. Each student is assigned to a faculty mentor who will be the primary contact for the graduation project. Students will have the choice of one of two options for the graduation project: Career Exploration or Community Service. Components of the plan, requirements of time commitments, and the evaluation process are outlined and provided to all students. An overview of the graduation plan is available in the High School Guidance Office. (effective Class of 2009)

All students graduating from Lewisburg High School shall demonstrate proficiency in reading, writing, mathematics and science, as defined by PDE and measured by the PSSA administered in their eleventh or twelfth grade year or at an equivalent percentile as measured by the Terra Nova during their twelfth grade year. In the event that a twelfth grade student may not meet this goal, the student will be given opportunity to demonstrate achievement at a proficient level, as determined by a stringent alternative performance assessment that is aligned with the academic standards and designed on an individual basis for the student in question, as outlined in district policies and approved by the Superintendent. (Section 4.52 of 22.Pa Code)

Strategic Planning Process

Creating the Future of Our Schools

The Lewisburg Area School District has been working for more than a year to develop a strategic plan to educate the next generation of students in our community. This planning process is focused on creating a twenty-first century learning community that will meet the needs of every student in the future. The ultimate goal of our planning process, which we have called *Vision 2020*, is to lay the groundwork for making the Lewisburg Area School District one of the best school systems in the nation.

The Steering Committee and nine Action Teams comprised of educators, parents, and community members were formed in Fall, 2006, to work on specific plans of action as well as develop our vision, mission, and belief statements for the district. After more than six months of work, the Action Teams forwarded more than fifty action plans for review. These Action Plans were reviewed by our District Steering Committee, school administrators, secondary department chairs, and elementary grade level chairs to help us establish timelines and priorities. On July 12, 2007, the Lewisburg Area School Board adopted the Goals and Initiatives of the *Vision 2020 Plan*. You may view this document by logging unto the district web site at www.dragon.k12.pa.us and selecting the *Vision 2020* link.

Vision 2020 represents the wishes and ideals of our community as articulated through the many stakeholders that participated in this process. *Vision 2020* goes well beyond state requirements and speaks to the many aspects of schooling that are not covered in the required state strategic plan. The leadership of the Lewisburg Area School District is confident and optimistic that this plan will serve as a blueprint for much success in our district over the next decade. We sincerely appreciate the time, effort, and dedication of the many people who helped forge a wonderful vision for our future.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Mark DiRocco	LASD		Superintendent
Cathy Moser	LASD		Dr. DiRocco
Michael Derman	LASD	Board Member	School Board
Kathy Swope	LASD	Board Member	School Board
Robert McCormick	LASD	Board Member	School Board
Tracy Krum and Valerie Ricedorf	LASD	Administrator	Dr. DiRocco
Robert Pickering	LASD		Dr. DiRocco
Cyndy Shaffer and Melissa Yankowski	LASD	Secondary School Teacher	Dr. DiRocco
John Aument and Sue Overdorf	LASD	Middle School Teacher	Dr. DiRocco
Eric Sundberg	LASD	Elementary School Teacher	Dr. DiRocco
Karen Guissanie and Mary Csernica	Lewisburg Community	Parent	Dr. DiRocco
Sue Ellen Henry and Thomas Starmack	Higher Education/Lewisburg Community	Community Representative	Dr. DiRocco
Kathy Storm and Leslie Velz	Lewisburg Community	Parent	Dr. DiRocco
Ann Carlson and William Brock	Lewisburg Community	Community Representative	Dr. DiRocco

Goals, Strategies and Activities

Measurable Annual Improvement Targets

The Lewisburg Area School District strives to meet yearly achievement goals as outlined in NCLB (chart below). Each year AYP goals are established by the state for all schools. All schools in the district have been successful each year in meeting these targets. At each building level, the principals and their grade level staff teams or subject area staff teams review performance data and set measurable student achievement goals for the school year. These data analysis team meetings also provide a forum for staff to collaborate to identify program of instruction strengths and needs. Areas of identified need are then examined by reviewing written planned instruction and curriculum standards with related assessment anchors. Curriculum approaches and instructional strategies and materials are also reviewed at the building and district level. The administrative leadership team and department/grade level chairs (DGLC) collaborate and examine our assessment needs, professional development plans, and school/district level goals and plans. Student achievement remains the focus of all planning and goal setting, and the district recognizes its responsibilities for improving student performance. In holding our students, staff, and schools accountable for the resulting student performance, the district will continue to implement an assessment plan that yields student achievement data which informs and shapes instruction and learning.

	Reading	Math	
2008-2010	63%	56%	Student participation rate in state assessment 95%
2011	72%	67%	Student attendance rate (K-8) at 90% threshold/show growth
2012	81%	78%	Four year graduation rate (HS) 80% threshold/show growth
2013	91%	89%	
2014	100%	100%	

Curriculum, Instruction and Instructional Materials

The Lewisburg Area School District offers a program of planned instruction in grades K-12. Drawn from the PA State Academic Standards and relevant national standards, it is designed to meet the comprehensive needs of all our students in the 21st century. The subject area curricula are written by department and grade level professional staff. All planned courses are written in accord with current curriculum regulations and are to be completed, reviewed, and revised according to our district curriculum cycle. (See District Curriculum Cycle Chart).

Stage 1 (Year 1)

Self Study

- Convene a task force in the subject area and investigate strengths and weaknesses of achievement data in subject area

Research

- Investigate research based practices and evidence based research in the content area being reviewed
- Define course goals and the content and skills objectives by grade level (elementary) and by course level (secondary)
- Align the curriculum with state standards; other appropriate standards
- Create a criteria list for quality resources aligned with the content and skills objectives and broader course goals
- Evaluate (using set criteria) current available classroom resources that may be appropriate for adoption

Plan

- Develop a schedule for professional development and training on curriculum revisions, best practices, and any purchased resources

Stage 2 (Years 2 & 3)

Implement

- Write and publish the subject area curriculum (written planned courses) and share with all stakeholders through Board approval process
- Implement revised curriculum, instruction, and assessment
- Purchase resources to support curriculum
- Classroom teachers participate in professional development training on curriculum revisions, best practices, and any purchased resources
- Professional development time provided for staff to discuss successful implementation
- Staff collaboration to develop the needed classroom and district assessment tools to verify student proficiency

Stage 3

Modify

- Revise instruction and written planned courses to address standards and benchmarks where gaps, omissions, overlap, redundancy occurs

Data Analysis

- Pilot assessment measures
- Analyze assessment results to monitor student achievement

Further Study

- Communicate assessment information to various stakeholders
- Continue to revise and refine curriculum, assessment, planned instruction, and instructional strategies

On an ongoing basis, and especially for the two academic years following implementation, the curricula will be monitored and evaluated. A major review and evaluation, taking into account the reflections and perspective gained during the monitoring stage (Stage 3), will be conducted the academic year prior to curriculum revision and adoptions (Stage 1).

District Curriculum Cycle Chart

Subject Area(s)	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Math	Stage 1 1-2 Years	Stage 2 Year 2	Stage 2 Year 3	Stage 3 Year 4	Stage 3 Year 5	Stage 1 Year 1	Stage 2 Year 2
Language Arts (Reading, Writing, Spelling, Handwriting, Library Skills)	Stage 1 1-2 Years	Stages 1-2 1-2 Years	Stage 2 Year 2	Stage 2 Year 3	Stage 3 Year 4	Stage 3 Year 5	Stage 1 Year 1
Science & Technology Environment & Ecology ICT (Business & Comp. Sci.)	Stage 2 Year 3	Stage 3 Year 4	Stage 3 Year 5	Stage 1 Year 1	Stage 2 Year 2	Stage 2 Year 2	Stage 2 Year 3
Social Studies Phys. Ed. & Health Driver Ed.	Stage 3 Year 4	Stage 3 Year 5	Stage 1 Year 1	Stage 1 1-2 Years	Stage 2 Year 2	Stage 2 Year 3	Stage 3 Year 4
World Languages Guidance Career & Work Related Arts (Art, Music, Family & Consumer Science)	Stage 3 Year 5	Stage 3 Year 5 / Year 1	Stage 1 Year 1	Stage 2 Year 2	Stage 2 Year 3	Stage 3 Year 4	Stage 3 Year 5

Elementary Core Curriculum

Instruction at the elementary level is delivered in self-contained classroom environments in primary grades (K-3) and through modified self-contained/partner teaching at the intermediate level (4-5). The instructional curricula at the elementary level emphasizes education in the following areas: Language Arts (reading, writing, speaking, listening), mathematics, science, social studies, as well as art, music, physical education and health, guidance and career education, library, and technology. Provisions are made for the individualization of instruction with both enrichment and remedial assistance and resources provided within the buildings. Resources for assisting children with special needs are delivered in an inclusionary setting whenever possible, and schedules may vary depending upon the needs of each student. Teaching strategies include the utilization of shared cooperative learning and integrated, thematic units.

Middle School Core Curriculum

The purpose of the middle school is to provide a transitional experience from childhood to adolescence. Our curricula provide our students with an integrated and comprehensive course of study, along with opportunities for exploratory learning.

Components:

Middle Level Learning Environment - The middle level educational experience is designed to promote the attainment of the academic standards in all subject areas, as well as fostering individual student growth and the development of personal values and responsibilities.

Interdisciplinary Team Teaching - Our grade level instructional teams share the academic responsibility for all students at a particular grade level. The grade level team of teachers meets on a daily basis to collaborate regarding the academic program and discuss students' academic progress and needs.

Exploratory / Special Courses /Clubs — The middle school offers a variety of Life Skills and the Arts courses to encourage students to explore a variety of areas of interest and further study. These include art, choral and instrumental music, family and consumer science, technology, foreign language, health and physical education, and library. There is also a variety of faculty sponsored clubs and activities that support healthy development in young adolescents.

High School Core Curriculum

The high school **Academic Technical** curriculum is tailored to provide for the abilities and needs of each student. The curriculum is designed to provide for maximum opportunity to select specific courses that will lead to an appropriate placement after high school. The main Academic Technical goals of the Lewisburg Area High School are to provide an excellent education for all students; to provide an elective program for those who wish to use their Academic Technical skills immediately upon graduation; and to provide a challenging academic or technical program for those students whose plans depend on their education in a college or along a career path. The faculty and staff are dedicated to producing informed and thinking citizens who are well prepared to meet the demand of an ever-changing technical society and global community. The guiding frameworks of the PA State Standards, 21st Century Teaching and Learning, and Rigor-Relevance-Relationships are currently being used to design our high school programs of study.

Two extensions to the Academic Technical Curriculum are offered to all high school students:

- (1) SUN Area Technical School Program — These courses are designed to prepare students to begin working in a specific technical field immediately after graduation or pursue further post-graduate education. Students electing this program may attend the technical school full time in the twelfth grade or earlier with the principal's permission. A cooperative education program in which students gain "on the job" experience is an integral component of the SUN Area Technical School program.
- (2) Cooperative Agricultural Education Program — Students who have been approved for enrollment in this program attend Mifflinburg Area High School. They pursue the Vocational-Agriculture curriculum and complete graduation requirements for a diploma from Mifflinburg High School.

Lewisburg High School offers additional special course opportunities:

- (1) Bucknell University Courses — Juniors and seniors who meet eligibility requirements may be considered for enrollment in tuition-free courses each semester.
- (2) Bloomsburg University ACE Program — Eligible students may take university courses at reduced tuition costs, and may be earn both high school credit for high school graduation and undergraduate credit. This dual enrollment option is sponsored through Bloomsburg University.
- (3) Senior Service Courses — Seniors may take this option in order to practice or refine skills or to learn new skills through work or study.

- (4) Independent Study Courses — All independent study courses must be initiated through a faculty member and are available in the instruction areas that are currently listed in our approved curriculum guide.
- (5) Course Acceleration — A student may request to accelerate in select courses within the curriculum that are appropriate to their level of competency. The process for acceleration is outlined in Board Policy. Students may also seek advancement by examination, which does not award course credit.

Assessments and Public Reporting

The Lewisburg Area School District has been working to develop or adopt common assessments for purposes of pre-assessment, benchmark formative assessment, and summative evaluation of student learning. Results from these assessments are used for instructional revision, remediation or acceleration, measuring student achievement, and curriculum review. Additionally, the PSSA is taken by all students in grades 3,4,5,6,7,8, and 11, (12). The Terra Nova instrument is used to assess students in grades K,1,2,9, and 10, so that the district has a complete and comprehensive set of summative assessment data for all students enrolled in the district. Results from all assessments are shared with faculty and administration. As we strive to continue to utilize data to inform our education decisions, we analyze all student performance data as it relates to effective instructional practices.

Results of PSSA and Terra Nova tests are shared with the Lewisburg Area School Board, parents, and community members through public reports, school meetings, district publications (NCLB Report Card), parent reports, and our district website.

The following chart summarizes the District Assessment Plan:

Assessment Instrument	K	1	2	3	4	5	6	7	8	9	10	11	12
K SEALS	X												
DIBELS	X	X	X	X	*X	*X							
4Sight				X	X	X	X	X	X	X	X	X	
PSSA				X	X	X	X	X	X			X	*X
Terra Nova	X	X	X							X	X		
teacher pre-assessments	X	X	X	X	X	X	X	X	X	X	X	X	X
chapter/unit assessments	X	X	X	X	X	X	X	X	X	X	X	X	X
quarterly CBA(local)	X	X	X	X	X	X	X	X	X	X	X	X	X
final exams/projects										X	X	X	X
* contingent measure													

Targeted Assistance For Struggling Students

Lewisburg District Plan to Improve Student Achievement

The LASD seeks to create and support a culture of accountability and the use of assessments for learning in our professional community. Each year the administrative leadership team, consisting of building principals, the Supervisor of Curriculum and Instruction, and the Superintendent, conducts a data analysis of school district data from the assessment tools. The analysis serves to assist the leadership team in discussion and decisions regarding district initiatives to guide and improve curriculum and instruction.

Each building level administrator then conducts data review meetings with professional staff members at each level to further review each school's progress towards attaining AYP targets in the state plan and evaluate the academic achievement of all students. These meetings provide additional insights as to our students' performance levels and the respective grade level teams and building level teams then work to set measurable goals for the improvement of student achievement in core content areas. All student achievement data from local, district, and state assessments are maintained in databases to allow all professional staff members access to the information.

The following steps are taken to design and implement goal directed student achievement plans at each building level:

- Data analysis notes results that are above and below expectancy. All staff members are given the data for all students they instruct
- Individualized Academic Plans (IAP) are written at the grade level by the academic team for students who are not proficient in math and language arts
- District provides continuing professional development for staff in: teaching in standards based curricula; teaching strategies to improve student performance; differentiated instruction and assessment; administration and scoring of local performance assessments; use of assessment data to inform teaching and impact learning
- Assistance is provided to all staff in finding support materials and instructional techniques that enhance instruction

Staff at all levels uses the following activities to improve student achievement:

- Utilize the materials, known as “released items” from PSSA science, math, writing, and reading
- Provide multiple opportunities for students to respond to writing prompts across all subject areas
- Continually map curriculum and in order to refine areas of identified strengths and weaknesses
- Utilize teaching strategies that encourage higher level thinking skill, problem solving skills, and creativity
- Utilize project based learning and authentic assessment with accompanying rubrics
- Participate in professional development activities centered on assessment and remediation strategies
- Collaborate in grade level and subject area team meetings to analyze learning time, engagement factors, and means by which to foster academic growth for all learners
- Seek to increase the use of technology as a means of providing effective instruction in core areas

Additional Learning Opportunities

The Lewisburg Area School District has designed programs to assist individual students who are having a difficult time achieving at expected levels. These programs will continue to be examined for effectiveness. The district will investigate additional instructional opportunities for students as the assessment plan is implemented and as new 'best practices' and strategies emerge. Current programs offered include:

Elementary

Reading Recovery (Grade 1)
Math Masters
Title 1 Targeted Reading
Remedial Reading Support (non-Title)
SRA Reading Intervention
Extension Periods
Guidance Groups/Lunch Bunch
Faculty Academic/Behavior Intervention Teams
School-Wide Positive Behavior Support / Dragon Stars

Middle School

Advisor Program/ Bully Prevention Program
Career Exploration
Grade Level Team Consults - Academic Intervention Teams
EAGLE Program
SRA Reading Intervention
Mid-Day Remediation Program
Peer-tutoring
School-Wide Positive Behavior Support / SPAR

High School

Academic Intervention Teams at each grade level
Flex Remediation Period
Advisors/Advisees Program
PSSA Math Remediation Class
PSSA Reading Remediation Class
Student Assistance Program (SAP)

Support for Struggling Schools

All schools within the Lewisburg Area School District - Kelly Elementary, Linntown Elementary, Donald E. Eichhorn Middle School, and Lewisburg High School - have made all AYP goals for the last four years. At this time we do not have struggling schools to service.

Qualified, Effective Teachers and Capable Instructional Leaders

The Lewisburg Area School District prides itself in having a teaching and administrative staff of the highest quality. Our strategic plan belief statements include, “The single biggest factor for student academic success is the quality of the teacher.” The district ensures the employment of qualified professional employees to deliver the curriculum, instruction, and assessment requirements per state regulations and established Board policy. Personnel who teach and administer the district’s planned instruction and assessment program have the proper credentials in accordance with the federal legislation of NCLB and the Pennsylvania Department of Education, Bureau of Certification. The Lewisburg Area School District personnel records indicate the 100% of our teachers meet the requirements for “Highly Qualified Teacher.” The district utilizes an articulated supervision plan for professional staff that features formative evaluation plan options, including clinical supervision, collegial supervision, self-directed supervision, and inquiry based supervision, in addition to formal and informal observations. (See District Evaluation Plan for details). Our ongoing staff and administration supervision and evaluation process will result in our maintaining a professional community of learners that promotes effective teaching and learning practices. In order to ensure continued professional growth, the professional development plan does address measures the district takes to provide these opportunities to our staff. (See Act 48 Plan for details).

Parent and Community Participation

The Lewisburg Area School District strives to form a strong bond with the Lewisburg community and the families of the Lewisburg students. One of our shared belief statements that emerged from our planning process and guides our actions states, “The responsibility for student achievement is incumbent upon a partnership between the school, student, family, and greater community.” Our bonds with parents and community members include our established PSA organization in the elementary schools, and our PTSA organizations in the middle school and high school. There are also numerous “booster” associations within our school community, supporting athletics and music. The Lewisburg Alumni Association promotes the success of the Lewisburg Area School District through ongoing support, both monetary and in providing mentoring and positive role models.

Parents are involved in the Lewisburg Schools through volunteering, tutoring, and chaperoning school sponsored events and field trips. Parents are an integral part of the parent-teacher conferences; and parents and community members are present in our schools for Open Houses/Back to School Nights, band and choral concerts, the District Art Show, drama and musical productions, athletic contests and many daily instructional activities. Our schools host evening programs for parent education purposes as well. Often parents and community members serve as program speakers; financial supporters of our school-wide behavior program incentives; and generously give of their time to serve on committees within the respective schools or the district at large.

We have identified as a goal in our strategic planning process the intention to increase our parent and community involvement in our schools, and we seek to enhance our students’ sense of community through service programs. We currently have a Senior Service Program and we have added a service component option to our graduation project. We are working to make a stronger positive student presence in our Lewisburg community through service learning projects that would bring the students out into the community.

The community at large supports our schools in a number of ways. Community partnerships bring Foster Grandparents to our primary classrooms; Bucknell students to serve as volunteers and study buddies; and the local Career Education Service Office partners with our schools to provide job-shadowing experiences and a career fair. We also host School -Age Child Care (SACC) on site before and after school, supervised by the Lewisburg Children’s Center. We are fortunate to have community-based scholarships available to our students and a provisional fund that helps to meet the needs of our children. We partner with the Chamber of Commerce and participate in the Young Americans Program. We also work with the community in recognizing our youth through the Building Young Leaders in the Susquehanna Valley Program. Our community relationship with Bucknell University affords students with additional opportunities for coursework at the university.

Communication between the Lewisburg Schools and the Lewisburg community is essential in our ongoing efforts to build and maintain our bond. District communication is

facilitated through the PSA / PTSA Newsletters, the local newspapers, the district website, community meetings, and public board meetings.

Pre-Kindergarten Transition

At this time the Lewisburg Area School District does not have a pre-school program on site within the district. Representatives of the district meet annually with early childhood education providers from the community in order to facilitate curriculum planning, professional development for staff, and transition to school activities for students and parents. We also work closely with Headstart through the Community Childcare agency to maintain ongoing collaboration and planning. Our partnerships provide us with effective ways to assist providers and to facilitate planning for students as they transition to kindergarten. Our kindergarten registration process includes a screening for early learning skills (current instrument - KSEALS), and parents are informed of their child's progress in these skills through written communication and meetings. We work to transition all students successfully into school through teacher meetings, tours, orientation programs, and building tours.

The district continues to work with our identified partners to study the feasibility of pre-Kindergarten implementation within the Lewisburg School District.

Signatures

Date Submitted to PDE _____

School District/AVTS/Charter School

Name: _____

Address: _____

_____ Zip Code: _____

IU#: _____

Chief School Administrator: _____

Telephone (area code): _____ # _____

We affirm that this Academic Standards and Assessment report was developed in accordance with State Board of Education Chapter 4 Regulations. We also affirm that the contents are true and correct and that the report was placed for public inspection in the school district/AVTS offices and in the nearest public library until the next regularly scheduled meeting of the board or a minimum of 28 days whichever comes first.

Signature Date
School Board Secretary

Signature Date
School Board President

Signature Date
Chief School Administrator