
Pennsylvania Department of Education



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

Academic Standards and Assessment Report **Wednesday, March 23, 2011** **(Receipt Acknowledged: Thursday, September 11, 2008)**

Entity: Belle Vernon Area SD
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Educational Community

Located twenty-five miles southeast of Pittsburgh in rural Westmoreland and Fayette County, the Belle Vernon Area School District has a population of 20,127 residing in five political subdivisions: Washington Township, Fayette City, North Belle Vernon, Belle Vernon, and Rostraver Township. The district area is 42.2 square miles. Belle Vernon Area School District in southwestern Pennsylvania lies midway between Pittsburgh on the north, Uniontown on the south, Washington to the west, and Greensburg to the east. The school district has a slight geographical anomaly with students from two counties. The present school district was formed by a merger of the previous Bellmarette and Rostraver school districts in 1965.

The Belle Vernon School District enrollment in the fall of 2010 was 2,677 students in grades K-12. The district operates two elementary schools, Marion and Rostraver; two middle schools, Bellmar and Rostraver; and one high school, Belle Vernon Area. Each building has its own cafeteria with on-site meals served daily. The school district stadium is located next to Rostraver Middle School.

The school district uses the services of the Central Westmoreland County Vocational Technical Center in New Stanton, Pennsylvania along with the Westmoreland Intermediate Unit 7 in Greensburg, Pennsylvania.

Mission

Belle Vernon Area School District provides a learning environment designed to motivate students to perform to high levels of academic achievement and self-sufficiency. The school environment encourages personal development, confidence building, interaction with others, problem-solving and learning to become ethical, productive and morally upstanding members of a global society.

Vision

The vision statement of the Belle Vernon Area School District is to access the future through excellence in education.

Shared Values

In order to prepare students for the 21st century, the Belle Vernon Area School District believes:

- That all students can learn.
- In providing a safe caring learning environment for everyone which incorporates mutual respect.
- That allocating the proper resources drives student achievement for proficiency in the state standards.
- In providing opportunities for faculty and staff to implement effective research based trends in education.
- That curriculum decisions will be data driven.
- In effective school community/parent partnerships are essentials.
- That up-to-date technology integration is necessary for continued success.
- In a continuous learning ethic.
- Promote moral and ethical behavior.

Goals

The Belle Vernon Area School Districts goals are to reflect the collaboration of stakeholders to assure that each student receives a quality education and to continue to meet the following AYP goals.

Goal: MATHEMATICS

Description: By the year 2014, the students in the Belle Vernon Area School District will be proficient or better in the area of Mathematics as determined by the state of Pennsylvania and demonstrated by the growth model of student achievement.

Goal: PARENT INVOLVEMENT

Description: The Belle Vernon Area School District will align with the No Child Left Behind guidelines for parent involvement.

Goal: READING

Description: By the year 2014, the students in the Belle Vernon Area School District will be proficient or better in the area of Reading as determined by the state of Pennsylvania and demonstrated by the growth model of student achievement.

Goal: SCIENCE & TECHNOLOGY

Description: By the year 2014, the students in the Belle Vernon Area School District will be proficient or better in the areas of Science & Technology as determined by the state of Pennsylvania and demonstrated by the growth model of student achievement.

Academic Standards

The Belle Vernon Area School District has integrated all of the State approved standards into the K-12 planned program of instruction documents. The District continues to engage in ongoing curriculum review and development. As planned courses are changed, the district will document the issues related to the articulation of the program. Data, such as the PSSA, SAT, Performance Series, and others, will be used in the identification of curriculum issues which will need to be addressed in order to improve student performance on these tests. Finally, as a result of data driven decision making, the curriculum, instruction and assessment will be changed based on these processes.

Graduation Requirements

Beginning with the Belle Vernon Area High School Class of 2006, students will be required to meet the following graduation requirements:

1. A minimum of 26 credits based upon demonstration of achievement of students academic standards as specified in the school district policy as follows:

- 4 Units of English--One unit of English is required in each Grades 9, 10, 11 and 12
- 4 Units of Math
- 4 Units of Social Studies
- 4 Units of Science--Introduction to Biology (421) is required of all sophomores
- 2 Units of Arts/Humanities

- 2 Units of Health/Physical Education
- 6 Units of Electives

2. All students enrolled in the vocational program at Central Westmoreland Career & Technology Center will be required to successfully complete a specific program along with 25 credits with one less credit required in Health/Physical Education.

3. Only students who have earned the above criteria of credit and graduation requirements and have met all course, financial and disciplinary obligations may participate in graduation ceremonies.

4. Successfully complete the requirements for the High School Project.

- All students graduating from the *BELLE VERNON AREA HIGH SCHOOL* must successfully complete a graduation project which fulfills the requirements set forth by the Pennsylvania Department of Education.
- Students receive their Senior Project Packet information in their junior year. They are assigned a Belle Vernon Area High School faculty member as an advisor to guide them through the project. A Project Time Line with deadlines is followed throughout the project. The project consists of three parts: Interview/Shadowing, Report on Career and Presentation to Committee including a visual exhibit.
- All presentations are conducted on an Act 80 day in October. Any student that did not meet the required components or did not successfully complete their presentation will have an opportunity to present on a specified Saturday in November. Students that are unsuccessful will not participate in graduation ceremonies. The next opportunity to present is the day after commencement. If a student does not present or successfully complete their senior project presentation on the day after commencement will be scheduled to present on the October Act 80 date with the preceding class.

5. Score at the "proficient level or higher" on the Pennsylvania System of School Assessment tests in reading, writing and mathematics OR fulfill two of the six options below that are considered equivalent to performance on the PSSA:

- Pass the "retake" PSSA test (Math, Reading, and Writing) at the proficient level or higher.
- Successfully complete the requirements for graduation as described in the Individualized Education Plan (IEP).
- If a student did not meet the "proficient level or higher" in **Mathematics** they must complete the PSSA Enhancement Math Class (Course # 339) with a grade of 75% or higher each of the four nine weeks (students must get a grade of 75% or higher each quarter). Students that are problematic will be given one opportunity to return to the class after a parent meeting and contract is signed by the teacher, student, parent and administrator. **Students that fail to follow the signed contract will be removed from the class permanently and will not graduate.**
- If a student did not meet the "proficient level or higher" in **Reading** or **Writing** they must score at the "proficient level or higher" on the Belle Vernon Area School District Proficiency Exam in Reading or Writing. The exam will be based on the Belle Vernon Area School District curriculum and will include a focus on selected academic standards. A passing score of 75% or higher will be required. The score will reflect the school district's expectations for proficiency in reading and writing.
- If a student fails to meet the "proficient level or higher" in Reading, Mathematics or Writing they can request a hearing before the "Appeals Committee" in order for them to graduate.

Beginning with the 2006-2007 school term, students that scored "Basic" or "Below Basic" on their 8th grade PSSA test will be required to take a PSSA Enhancement Mathematics class.

Strategic Planning Process

Belle Vernon Area School District's Strategic Plan was developed through the active participation of parents, students, school directors, teachers, administrators, other school personnel and business and community leaders. Business and community leaders were recruited by placing articles in the school district's newsletter. Teacher representatives were chosen by teachers. Administrative representatives were chosen by administrators. School board directors were chosen by the school board.

The strategic planning committee participated in monthly meetings beginning in January 2007 and continued until the final recommendation regarding the strategic plan was presented to the school board for action. The strategic planning committee began its work by reviewing and revising as appropriate the Organization Overview, School District Mission Statement, School District Vision, and Shared Values. As the process progressed the Strategic Planning Committee reviewed student achievement data and other data. The committee then reviewed and approved the action plans and proposed professional development activities and the methods used for evaluations of the action plans.

The responsibility to oversee the development of other plans relating to the Strategic Plan was assigned as follows:

- Chapter 4 Plan — Mrs. Michele L. Dowell
- Educational Technology Plan — Mr. Gregory M. Steeber
- Professional Education Plan — Mrs. Jennifer Godzak
- Teacher Induction Plan — Mrs. Jennifer Godzak
- Special Education Plan — Ms. Amy Baumgart
- Student Services Plan — Mr. Gregory J. Zborovancik

Each of the people responsible for overseeing these plans provided the Strategic Planning Committee with monthly updates on the progress of the plans. These plans were presented to the Strategic Planning Committee for approval as they were completed. Strategic Planning Meeting dates, agendas and minutes are on file in the Superintendent's Office.

Monthly reports were presented to the Board of School Directors during the planning process. The final draft of the Strategic Plan was presented to the Board of School Directors on July 21, 2008. It was placed in the school district administrative office and school buildings for public review and comment for a period of 28 days. On August 18, 2008 the Belle Vernon Area School Board of Directors approved this plan.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Amy Baumgart	Rostraver Elementary School/District Special Education	Administrator	Mr. Stephen V. Russell, Superintendent
Bernadette Kennedy-Hall	Belle Vernon Area High School	Secondary School Teacher	BVA Teachers
Carol Manack	Rostraver Elementary School	Elementary School Teacher	BVA Teachers
Dale Patterson	District	Board Member	BVA Board of Education
Daniel Engstrom	District	Parent	BVA Board of Education
Daniel Vekkeli	Rostraver Middle School	Middle School Teacher	BVA Teachers
Dominic	IU Special Education	Special Education	Mr. Stephen V. Russell,

Demangone		Representative	Superintendent
Ed Lyons	District	Community Representative	BVA Board of Education
Eileen Navish	District Business Manager	Administrator	Mr. Stephen V. Russell, Superintendent
Georgette McGavitt	District	Community Representative	BVA Board of Education
Greg Steeber	District Technology Coordinator	Ed Specialist - Instructional Technology	Educational Specialists
Gregory Zborovancik	Belle Vernon Area High School	Administrator	Mr. Stephen V. Russell, Superintendent
Jason Boone	Belle Vernon Area High School	Administrator	Mr. Stephen V. Russell, Superintendent
Jennifer Godzak	Curriculum & Instruction Director	Administrator	Mr. Stephen V. Russell, Superintendent
Jodi Mima	District	Business Representative	BVA Board of Education
John Folmar, Jr.	Rostraver Middle School	Administrator	Mr. Stephen V. Russell, Superintendent
John Grice, IV	Bellmar Middle School	Administrator	Mr. Stephen V. Russell, Superintendent
Michele Dowell	Marion Elementary School	Administrator	Mr. Stephen V. Russell, Superintendent
Sarah Bates	Belle Vernon Area High School Student	Other	Mr. Stephen V. Russell, Superintendent
Stefanie McCulloch	District	Parent	BVA Board of Education
Stephen V. Russell	District Superintendent	Administrator	Mr. Stephen V. Russell, Superintendent
Theresa Bashada	District	Business Representative	BVA Board of Education
Tyler Verin	Belle Vernon Area High School Student	Other	Mr. Stephen V. Russell, Superintendent

Goals, Strategies and Activities

Goal: MATHEMATICS

Description: By the year 2014, the students in the Belle Vernon Area School District will be proficient or better in the area of Mathematics as determined by the state of Pennsylvania and demonstrated by the growth model of student achievement.

Strategy: Develop a Data Informed Model of Assessment

Description: The data information will inform district personnel of the academic progress for all students. The teachers will use this data to monitor and drive instruction with appropriate instructional strategies based on the needs of the students.

Activity: Achievement results will be monitored (Mathematics)

Description: Data information received on benchmark testing and PSSA tests will be reviewed through eMetrics, PVAAS and EdInsight. The data will be monitored by respective building principals and Curriculum and Instruction Director.

Person Responsible Timeline for Implementation Resources

Jennifer Godzak	Start: 1/1/2009 Finish: Ongoing	\$40,800.00
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Status: In Progress — Upcoming

Date Comment

1/7/2011	An EdInsight train the trainers' session was held with the Belle Vernon Area School District administration on May 17, 2010. The administration then trained the BVA district teachers with EdInsight on August 26 and 27, 2010.
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Activity: Establish collaboration time relative to subject and grade level (Mathematics)

Description: Each building principal will develop a plan for collaboration between teachers for continued analysis of data.

Person Responsible Timeline for Implementation Resources

Jennifer Godzak	Start: 1/1/2009 Finish: Ongoing	-
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Status: In Progress — Upcoming

Date Comment

1/7/2011	Elementary teachers meet one to two times a month to analyze data and review the curriculum. Middle school teachers have developed committees (Data, Science, Reading, Writing, and Math). High school teachers conduct monthly meetings in each subject area.
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Activity: Identify, develop, implement, and monitor common benchmarks of achievement (Mathematics)

Description: Multiple methods of assessment will be identified and implemented into the Mathematics curriculum to meet the needs of the student.

Person Responsible Timeline for Implementation Resources

Jennifer Godzak	Start: 1/1/2009 Finish: Ongoing	-
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Status: In Progress — Upcoming

Activity: Professional development on assessment and results in Mathematics (Data Driven Instruction)

Description: The district will engage in staff development to analyze data yearly. The data will be implemented into the teacher's daily lesson development and instructional strategies.

Person Responsible	Timeline for Implementation	Resources
Jennifer Godzak	Start: 8/26/2010 Finish: 6/30/2011	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
6.50	5	180
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Belle Vernon Area School District	<ul style="list-style-type: none"> School Entity 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
The Belle Vernon Area School District will provide staff development on effectively analyzing data and using data driven instruction in their classroom.	Research shows that analyzing and using data in instructional decision-making is valuable.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> 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><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making.

Educator Groups Which Will Participate in this Activity

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

- High school (grades 9-12)

Follow-up Activities

Evaluation Methods

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

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

Status: In Progress — Upcoming

Strategy: Extend Learning Time Opportunities for Students to Move the District Towards Proficiency and Growth

Description: Various technological solutions will be implemented into the school district to facilitate extended learning time along with a K-12 tutoring program. Further development of online learning opportunities for secondary students are offered.

Activity: Interdisciplinary curriculum (Mathematics)

Description: Mathematics will be incorporated throughout the curriculum.

Person Responsible Timeline for Implementation Resources

Jennifer Godzak	Start: 1/1/2009	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Date Comment

1/7/2011	Examples of interdisciplinary lessons showcase the incorporation of Mathematics in all subject areas.
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Activity: PSSA instruction utilized to extend learning time (Mathematics)

Description: Extended Math time during the elementary school day built into the daily schedule. High school students will be required to take a PSSA Mathematics class in addition to their regular Mathematics class. The additional classes are for non-proficient students.

Person Responsible Timeline for Implementation Resources

Jennifer Godzak	Start: 1/1/2009	\$652,500.00
	Finish: Ongoing	

Status: In Progress — Upcoming

Date Comment

1/7/2011 At the middle school level a Mathematics Lab class is offered in grades 7 and 8.

Activity: Summer school & extended school year programs in Mathematics (recommended for targeted students)

Description: Summer school will be made available for targeted students and after school tutoring will be provided during the school year.

Person Responsible Timeline for Implementation Resources

Jennifer Godzak	Start: 1/1/2009	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Technological solutions (Mathematics)

Description: The school district will continue to use technological services like Study Island and Compass Learning to improve student proficiency.

Person Responsible Timeline for Implementation Resources

Greg Steeber	Start: 1/1/2009	\$75,000.00
	Finish: Ongoing	

Status: In Progress — Upcoming

Date Comment

1/7/2011 Belle Vernon Area High School began to pilot the Classroom Diagnostic Tools (CDT) in Spring 2010. The CDT will be tested at this level in January 2011.

1/7/2011 The Belle Vernon Area School District began using First in Math in March 2010 to assist with student proficiency in Mathematics.

Activity: Tutoring availability in Mathematics (Peer & Teacher)

Description: Tutoring for students' not achieving proficiency outlined by the state requirements.

Person Responsible Timeline for Implementation Resources

Jennifer Godzak	Start: 1/1/2009	\$60,000.00
	Finish: Ongoing	

Status: In Progress — Upcoming

Date Comment

1/7/2011 Middle and high schools offer morning and after school tutoring to all students.

1/7/2011 Elementary schools increased instructional time by 10 minutes per day beginning in the 2010-2011 school year to assist students with tutoring and additional instruction.

Strategy: Remediation and Enrichment Will be Provided for All Students as Data Indicates

Description: As teachers gather and analyze data they will implement differentiated instruction into their classroom.

Activity: Monitor students' progress in Mathematics to determine the effectiveness of implemented resources

Description: Teachers will monitor students' progress through the use of formative and summative assessments.

Person Responsible Timeline for Implementation Resources

Jennifer Godzak Start: 1/1/2009 -
Finish: Ongoing

Status: In Progress — Upcoming

Date Comment

1/17/2011 Both elementary schools provide intervention time with each grade level meeting for skill remediation. Marion Elementary began intervention time in September 2010. Rostraver Elementary will begin intervention time February 2011.

Activity: Professional development for effective implementation of selected resources (Mathematics)

Description: Teachers will be provided professional development on research based teaching strategies.

Person Responsible Timeline for Implementation Resources

Jennifer Godzak Start: 10/6/2010 \$87,500.00
Finish: 6/30/2013

Professional Development Activity Information

Number of Hours Per Session Total Number of Sessions Per School Year Estimated Number of Participants Per Year

6.50 12 70

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
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Daniel Miller--Private Consultant

Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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Teachers will gain knowledge in research based strategies.

The content will include all forms of research based strategies that the teacher will implement into their classroom.

For classroom teachers, school counselors and education specialists:

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

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

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

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> Classroom teachers 	<ul style="list-style-type: none"> Early childhood (preK-grade 3) Elementary (grades 2-5) 	<ul style="list-style-type: none"> Mathematics

Follow-up Activities	Evaluation Methods
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- Analysis of student work, with administrator and/or peers
- Creating lessons to meet varied student learning styles

Status: In Progress — Upcoming

Date	Comment
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1/5/2011 The district has hired a Mathematics consultant to provide embedded professional development training in conceptual math.

1/7/2011 All administrators were trained in Standards Aligned System (SAS) on August 3, 2010. All teachers were also trained with SAS on August 26 and 27, 2010.

Activity: Review and select materials & resources to effectively support and enrich students at all skill levels of Mathematics

Description: Educational materials will be reviewed and implemented with the recommendation of the Mathematics department and approved by the respective building principals, Curriculum and Instruction Director and Superintendent.

Person Responsible Timeline for Implementation Resources

Jennifer Godzak	Start: 1/1/2009 Finish: Ongoing	\$175,000.00
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Status: In Progress — Upcoming

Goal: PARENT INVOLVEMENT

Description: The Belle Vernon Area School District will align with the No Child Left Behind guidelines for parent involvement.

Strategy: Parent Involvement in Supporting Student Achievement

Description: The Belle Vernon Area School District will support student achievement by allowing accessibility to student progress & performance by notifying parents through utilization of building calendars, newsletters, and technology.

Activity: Building newsletters, calendars, and the district website including Edline

Description: The Belle Vernon Area School District will provide valuable information to parents/guardians through the use of building newsletters, monthly calendars, and the district website (SchoolWires) and Edline.

Person Responsible Timeline for Implementation Resources

Greg Steeber	Start: 1/1/2009 Finish: Ongoing	\$14,000.00
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Status: In Progress — Upcoming

Date Comment

1/17/2011 Marion Elementary School currently posts their monthly newsletter online.

1/7/2011 The Belle Vernon Area School District has implemented the use of a district wide messaging system (School Messenger) that notifies parents and guardians of important information with the school district. Rostraver & Bellmar Middle schools and the high schools have utilized our district website to post the school newspapers.

Activity: Parent involvement--Edline (goal of 100% participation)

Description: The Belle Vernon Area School District will purchase two computers for each building lobby for parents to access their students' progress & performance through the use of Edline.

Person Responsible Timeline for Implementation Resources

Greg Steeber	Start: 1/1/2009 Finish: Ongoing	\$11,500.00
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Status: No Longer Occurring

Date Comment

12/20/2010 District has determined that computers in the lobby area are not feasible option at the present time.

Activity: Parent-teacher conferences and open house night

Description: Parent-Teacher conferences and open house night will provide parents/guardians will student progress and achievement through personal interaction.

Person Responsible Timeline for Implementation Resources

Stephen V. Russell	Start: 1/1/2009 Finish: Ongoing	-
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Status: In Progress — Upcoming

Date Comment

1/7/2011 The Belle Vernon Area School District offers two parent-teacher conferences each school year. The district also offers an open house night where teachers and parents can have an opportunity to familiarize themselves with the school system.

Activity: Plan and conduct workshops for elementary school parents

Description: Workshops for parents will be provided that include strategies to enhance reading and mathematics skills, and promote collaboration between home and school.

Person Responsible Timeline for Implementation Resources

Michele Dowell	Start: 1/1/2009 Finish: Ongoing	\$2,500.00
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Status: In Progress — Upcoming

Date Comment

12/20/2010	An annual Title I family night occurs during the fall semester to provide parents with take home learning activities to enhance their child's educational achievement.
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Activity: Provide connections to community resources for parents and students

Description: Information to community resources will be provided to parents/guardians and students within the Belle Vernon Area School District.

Person Responsible Timeline for Implementation Resources

John Grice, IV	Start: 1/1/2009 Finish: Ongoing	-
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Status: In Progress — Upcoming

Date Comment

1/7/2011	The Belle Vernon Area High School will conduct a course selection orientation meeting for parents/guardians in March 2011. This course selection meeting will help students and parents/guardian better choose the student's courses for the 2011-2012 school year.
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1/7/2011	The Belle Vernon Area School District provides valuable information to those parents/guardians and students that need community resources. The addition of a community resources section on the district website which will include important information for parents/guardians.
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Goal: READING

Description: By the year 2014, the students in the Belle Vernon Area School District will be proficient or better in the area of Reading as determined by the state of Pennsylvania and demonstrated by the growth model of student achievement.

Strategy: Develop a Data Informed Model of Assessment

Description: The data information will inform district personnel of the academic progress for all students. The teachers will use this data to monitor and drive instruction with appropriate instructional strategies based on the needs of the students.

Activity: Achievement results will be monitored (Reading)

Description: Data information received on benchmark tests and PSSA tests will be reviewed through eMetrics, PVAAS and EdInsight. Data will be monitored by respective building principals and Curriculum and Instruction Director.

Person Responsible Timeline for Implementation Resources

Jennifer Godzak	Start: 1/1/2009 Finish: Ongoing	\$40,800.00
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Status: In Progress — Upcoming

Date Comment

1/7/2011	All staff was trained in the use of EdInsight in August 2010. Elementary and middle school principals attended the PVAAS training on October 26, 2010.
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Activity: Establish collaboration time relative to subject and grade level (Reading)

Description: Each building principal will develop a plan for collaboration between teachers for continued analysis of data.

Person Responsible Timeline for Implementation Resources

Jennifer Godzak	Start: 1/1/2009 Finish: Ongoing	-
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Status: In Progress — Upcoming

Date Comment

1/7/2011	Elementary teachers meet one to two times a month to analyze data and review the curriculum. Middle school teachers have developed committees (Data, Science, Reading, Writing, and Math). High school teachers conduct monthly meetings in each subject area.
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Activity: Identify, develop, implement, and monitor common benchmarks of achievement (Reading)

Description: Multiple methods of assessment will be identified and implemented into the Reading/Language Arts curriculum to meet the needs of the student.

Person Responsible Timeline for Implementation Resources

Jennifer Godzak	Start: 1/1/2009 Finish: Ongoing	-
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Status: In Progress — Upcoming

Activity: Professional development on assessment and results in Reading (Data Driven Instruction)

Description: The district will engage in staff development to analyze data yearly. The data will be implemented into the teacher's daily lesson development and instructional strategies.

Person Responsible	Timeline for Implementation	Resources
Jennifer Godzak	Start: 8/26/2010 Finish: 6/30/2011	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
6.50	5	180
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Belle Vernon Area School District	<ul style="list-style-type: none"> School Entity 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Faculty will be trained on data collection and data analysis.	Data analysis is the foundation for education.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> 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><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> Classroom teachers School counselors Other educational specialists 	<ul style="list-style-type: none"> Early childhood (preK-grade 3) Middle (grades 6-8) Elementary (grades 2-5) High school 	<ul style="list-style-type: none"> Reading, Writing, Speaking & Listening

(grades 9-12)

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

Status: In Progress — Upcoming

Strategy: Extend Learning Time Opportunities for Students to Move the District Towards Proficiency and Growth

Description: Various technological solutions will be implemented into the school district to facilitate extended learning time along with a K-12 tutoring program. Further development of online learning opportunities for secondary students are offered.

Activity: Interdisciplinary curriculum (Reading)

Description: Reading/Language Arts will be incorporated throughout the curriculum.

Person Responsible Timeline for Implementation Resources

Jennifer Godzak	Start: 1/1/2009	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Date Comment

1/7/2011	Examples of interdisciplinary lessons showcase the incorporation of Reading/Language Arts in all subject areas.
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Activity: PSSA instruction utilized to extended learning time (Reading)

Description: Extended Reading time during the elementary school day built into the daily schedule.

Person Responsible Timeline for Implementation Resources

Jennifer Godzak	Start: 1/1/2009	\$246,000.00
	Finish: Ongoing	

Status: No Longer Occurring

Date Comment

1/7/2011 This program was discontinued by the Belle Vernon Area School District and therefore is no longer offered.

Activity: Summer school & extended school year programs in Reading (recommended for targeted students)

Description: Summer school will be made available for targeted students and after school tutoring will be provided during the school year.

Person Responsible Timeline for Implementation Resources

Jennifer Godzak	Start: 1/1/2009	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Technological solutions (Reading)

Description: The district will utilize Study Island, Compass Learning, Harcourt online reading (elementary), Holt online reading (middle school), Prentice-Hall online reading (high school), audio novels, Title I reading resources, Accelerated Reader, and Ebsco Online Reader K-12.

Person Responsible Timeline for Implementation Resources

Greg Steeber	Start: 1/1/2009	\$104,400.00
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Tutoring availability in Reading (Peer & Teacher)

Description: Tutoring for students not achieving proficiency outlined by the state requirements.

Person Responsible Timeline for Implementation Resources

Jennifer Godzak	Start: 1/1/2009	\$60,000.00
	Finish: Ongoing	

Status: In Progress — Upcoming

Date Comment

12/22/2010 Elementary schools increased instructional time by 10 minutes per day beginning in the 2010-2011 school year to assist students with tutoring and additional instruction.

1/7/2011 Middle and high schools offer morning and after school tutoring to all students.

Strategy: Remediation and Enrichment Will be Provided for All Students as Data Indicates

Description: As teachers gather and analyze data they will implement differentiated instruction into their classroom.

Activity: Monitor students' progress in Reading to determine effectiveness of implemented resources

Description: Teachers will monitor students' progress through the use of formative and summative assessments.

Person Responsible Timeline for Implementation Resources

Jennifer Godzak Start: 1/1/2009 -
 Finish: Ongoing

Status: In Progress — Upcoming

Date	Comment
1/17/2011	Both elementary schools provide intervention time with each grade level meeting for skill remediation. Marion Elementary began intervention time in September 2010. Rostraver Elementary will begin intervention time February 2011.

Activity: Professional development for effective implementation of selected resources (Reading)

Description: Teachers will be provided professional development on research based teaching strategies.

Person Responsible	Timeline for Implementation	Resources
Jennifer Godzak	Start: 9/4/2008 Finish: 6/30/2013	\$87,500.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
4.00	2	30
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Westmoreland Intermediate Unit #7	• Intermediate Unit	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish

Teachers will gain knowledge in research based teaching strategies.

The content will include all forms of research based strategies that the teacher will implement into their classroom.

For classroom teachers, school counselors and education specialists:

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

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

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

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers 	<ul style="list-style-type: none"> • Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades 9-12) 	<ul style="list-style-type: none"> • Reading, Writing, Speaking & Listening

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussions 	<ul style="list-style-type: none"> • Review of participant lesson plans

Status: In Progress — Upcoming

Date	Comment
1/5/2011	All Administrators were trained in Reading apprenticeship. Jennifer Godzak and Amy Baumgart began to be trained to be Reading Apprenticeship trainers on August 2010 and will be concluded in March 2011.

Activity: Review and select materials and resources to effectively support and enrich students at all skill levels of Reading

Description: Educational materials will be reviewed and implemented with the recommendation of the Reading department and approved by the respective building principals, Curriculum and Instruction Director and Superintendent.

Person Responsible Timeline for Implementation Resources

Jennifer Godzak	Start: 1/1/2009 Finish: Ongoing	\$175,000.00
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Status: In Progress — Upcoming

Goal: SCIENCE & TECHNOLOGY

Description: By the year 2014, the students in the Belle Vernon Area School District will be proficient or better in the areas of Science & Technology as determined by the state of Pennsylvania and demonstrated by the growth model of student achievement.

Strategy: Integrating Technology Education and Mathematics within Science Classrooms

Description: The Belle Vernon Area School District will integrate both Technology Education and Mathematics curriculum with the newly developed standards aligned Science curriculum.

Activity: Professional development to ensure best practices

Description: The Belle Vernon Area School District will provide professional development to ensure best practices for integrating Technology Education & Mathematics within the Science classrooms.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 6/1/2009 Finish: 12/5/2011	\$25,000.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2.00	2	75
Organization or Institution Name	Type of Provider	Provider’s Department of Education Approval Status

Belle Vernon Area School District and Westmoreland Intermediate Unit

- School Entity
- Intermediate Unit

Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Research based teaching strategies	The content is based on the National Science Foundation, the National Institute of Health Office of Science Education and the Center for Science and Mathematics Education Research to ensure best practices among teachers within the Science and Mathematics curriculum.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> • Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. • Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> • 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.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals 	<ul style="list-style-type: none"> • Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades 9-12) 	<ul style="list-style-type: none"> • Science and Technology • Mathematics

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

- Creating lessons to meet varied student learning styles

Status: No Longer Occurring

Date	Comment
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1/5/2011	The Belle Vernon Area School District has combined the professional development of best practices with current trends and state standards.
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Activity: Team teaching

Description: The Belle Vernon Area School District will provide opportunities for team teaching and collaboration to provide diverse lesson in Science with the integration of technology in Mathematics.

Person Responsible Timeline for Implementation Resources

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

Status: No Longer Occurring

Date	Comment
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1/5/2011	The Belle Vernon Area School District no longer provides team teaching with Science & Mathematics.
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Strategy: Science Curriculum (K — 12) will be Aligned With the State Standards

Description: Science curriculum will be written to ensure the alignment with Pennsylvania academic standards, eligible content and assessment anchors

Activity: Achievement results will be monitored (Science)

Description: The Belle Vernon Area School District will have PSSA achievement results monitored by the respective building principals.

Person Responsible Timeline for Implementation Resources

Jennifer Godzak	Start: 1/1/2009	\$2,500.00
	Finish: Ongoing	

Status: In Progress — Upcoming

Date **Comment**

12/20/2010 Building principals are analyzing the Science PSSA's to make data driven decisions regarding the Science curriculum.

Activity: Curriculum alignment

Description: The Science curriculum will be aligned with the Pennsylvania state standards.

Person Responsible Timeline for Implementation Resources

Jennifer Godzak	Start: 1/1/2009	\$14,000.00
	Finish: Ongoing	

Status: Complete

Date **Comment**

12/20/2010 The Belle Vernon Area School District has aligned the Science curriculum with the Pennsylvania state standards.

Activity: Investigate and revise course offerings (grades 6-12)

Description: All Science courses will be investigated and revised to provide the best possible courses for student achievement.

Person Responsible Timeline for Implementation Resources

Jennifer Godzak	Start: 1/1/2009	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Date **Comment**

12/20/2010 Adjustments to the Science courses were made during 2008-2009 school year for the 2009-2010 school year; however additional adjustments will be made for the impending Keystone exams.

Activity: Professional development for Science for current practices, trends, and state standards

Description: The Belle Vernon Area School District will provide professional development for current practices, trends, and state standards.

Person Responsible	Timeline for Implementation	Resources
Jennifer Godzak	Start: 8/30/2010 Finish: 6/30/2011	\$25,000.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
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2.00	9	180
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status

Belle Vernon Area School District	<ul style="list-style-type: none"> School Entity Intermediate Unit 	Approved
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Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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The Science Department of the Belle Vernon Area School District will gain knowledge of current practices, trends, and state standards.	The content of the professional development is based on research of current practices, trends, and state standards and will be implemented to enhance the Belle Vernon Area School District's Science department	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.
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For school and district administrators, and other educators seeking leadership roles:

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

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> Classroom teachers 	<ul style="list-style-type: none"> Early childhood (preK-grade 3) Middle (grades 6-8) Elementary (grades 2-5) High school (grades 9-12) 	<ul style="list-style-type: none"> Science and Technology

Follow-up Activities	Evaluation Methods
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- | | |
|---|--|
| <ul style="list-style-type: none"> Team development and sharing of | |
|---|--|

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

- Analysis of student work, with administrator and/or peers

Status: In Progress — Upcoming

Date Comment

1/7/2011 The Belle Vernon Area School District has contracted with the Westmoreland Intermediate Unit to implement a 21st Century Technology Integration Coach to assist the teachers with current practices and trends with technology.

Activity: Professional development on assessment and results in Science (Data driven instruction)

Description: The district will engage in staff development to analyze data yearly. The data will be implemented into the teacher's daily lesson development and instructional strategies.

Person Responsible Timeline for Implementation Resources

Jennifer Godzak	Start: 8/26/2010 Finish: 6/30/2011	-
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Professional Development Activity Information

Number of Hours Per Session Total Number of Sessions Per School Year Estimated Number of Participants Per Year

6.50	5	180
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Organization or Institution Name Type of Provider Provider's Department of Education Approval Status

Belle Vernon Area School District	• School Entity	Approved
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Knowledge and Skills Research and Best Practices Designed to Accomplish

The Belle Vernon Area School District will provide staff development on effectively analyzing data and using data driven instruction in their classroom.	Research shows that analyzing and using data in instructional decision-making is valuable.	<i>For classroom teachers, school counselors and education specialists:</i> <ul style="list-style-type: none"> • Provides educators with a variety of classroom-based
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assessment skills and the skills needed to analyze and use data in instructional decision-making.

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

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

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals 	<ul style="list-style-type: none"> • Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades 9-12) 	<ul style="list-style-type: none"> • Science and Technology

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

Status: In Progress — Upcoming

Measurable Annual Improvement Targets

Improvement in student achievement occurs one student at a time. As such our school district personnel will focus their energies on those strategies that show the most promise of significantly improving student achievement. Through a continuous learning ethic of all involved, a systems approach, leadership for learning and quality teaching; our students will continue to excel in academics. While improvement occurs one student at a time, it will take a concerted effort from students, parents, faculty members, administrators, school board members and community members to equip all of our students for successful futures.

As children grow and become young adults they must take on additional responsibility for their own learning. Each year we must present students with increasingly more challenging learning opportunities so that they can develop a sense of personal pride in and ownership for their attainment of academic standards. Beginning with extrinsic rewards in kindergarten, we must work toward students realizing the intrinsic rewards of lifelong learning in high school. Through developing the joy of learning in all students we will equip them with attitudes and abilities to help them succeed in life.

No one has more influence on a student's desire to learn than the student's parents. Parents have an enormous effect on a student's achievement and on a student's attitude toward learning. As the ability to learn is not fixed at birth, the student's attitude and effort toward learning often determines the student's achievement more than innate ability does. To help the parents help their children become proficient readers, writers and mathematicians the school district employees will:

- be accessible to parents
- communicate with parents about students progress through various means
- involve parents in student learning programs
- invite parents to take part in school district programs and activities
- provide parents with information to help their students do well in school
- notify parents of student attendance
- explain special education programs and other alternative learning opportunities

Research studies have demonstrated that the most influential variable in a student's achievement is the quality of the teacher. Focusing on academic standards, providing a rigorous curriculum, using reliable assessments, and delivering differentiated instruction in a standards based program will make a significant difference in the academic achievement of our students.

While a classroom teacher has the greatest impact on the students' attainment of state standards, the building principal's small effect on each individual student can have a great effect on building wide achievement. Working with Central Office staff and school staff, the principal plays a key role in determining whether or not the district's mission will be accomplished. Leveraging the collective strengths and abilities of the staff, principals have a profound effect on student achievement through:

- strong and effective leadership
- a focus on results
- a culture of trust, continuous improvement and accountability
- strategic alignment and use of resources
- providing intensive supports for students

School board members greatly influence a school district's ability to provide educational services to students. By setting the direction, developing policies, hiring staff and providing resources, school board members determine the parameters in which the staff and students operate. Through budgeting priorities the school board demonstrates what is important in its community's schools. Balancing wants, needs and vision with the community's ability to fund the schools is a difficult, demanding responsibility.

In order to accomplish its mission, the Belle Vernon Area School District will build strong relationships with families, community members, business leaders and institutions of higher learning. Our school district will enhance student learning through a systems approach, quality teachers and quality administrators, and a continuous learning ethic focusing on professional learning, collaborative practice and collective accountability.

Specific, Measurable Goals for Student Growth

1. The Belle Vernon Area School District will continue to make AYP at all building levels and at the school district level each year of this plan.
2. The percentage of students scoring at the advanced and proficient levels will increase in all buildings in reading, mathematics and science each year of this plan.

3. The percentage of economically disadvantaged students scoring at the advanced and proficient levels will continue to exceed AYP targets and will increase in reading, science and mathematics each year of this plan.
4. The percentage of special education students scoring at the advanced and proficient levels will continue to increase in reading, science and mathematics each year of this plan.
5. The Belle Vernon Area School District will continue to exceed the State graduation target for each year of this plan.
6. The Belle Vernon Area School District will continue to exceed the student attendance targets for each year of this plan

Plans to Attain Student Achievement Goals

1. The professional employee will increase the rigor of all mathematic planned courses.
2. Eighth grade students will be scheduled into accelerated mathematics classes at the high school based upon achievement data.
3. Students will be required to enroll in, at a minimum, Algebra I in 9th grade, Geometry in 10th grade and Algebra II in 11th grade.
4. The professional employees will identify students who score at the basic and below basic levels and will be required to take a mandatory PSSA Mathematics and or Reading class (Elementary only).
5. The professional staff will use assessment results from the PSSA, 4Sight, Study Island and local assessments to provide differentiated instruction in mathematics to all students.
6. The professional staff will use assessment results from the PSSA, 4Sight, Study Island and local assessments to provide differentiated instruction in reading to all students.
7. The professional staff will review student achievement data, align curriculum, instruction and assessments to the state standards and increase the rigor of all planned courses.

The professional employees will identify students who score at the basic and below basic levels and provide tutoring opportunities to increase their achievement levels in Reading, Mathematics, and Science. This will take place before school and after school.

Curriculum, Instruction and Instructional Materials

The core Mathematics curriculum was aligned to the state standards prior to the start of the 2007-2008 school year. The curriculum will continued to be modified to address the educational needs of our students.

A standards aligned curriculum for Reading/Language Arts K-12 will be developed prior to the start of the 2008-2009 school year. It will be implemented for the 2008-2009 school year. This curriculum will also be continually revisited to address the educational needs of the students.

Prior to the 2009-2010 school year we also will develop a standards aligned curriculum for Science K-12.

Research-based curricular programs and materials will be continually examined to be implemented into the classrooms. Teachers are provided with instructional materials that are aligned to the PA Academic Standards and textbooks are periodically reviewed to ensure that they are consistent with best practices.

Belle Vernon Area School District also offers a gifted education program to students in first through twelfth grade to enhance their educational experience. Students can be referred by their teacher for testing or can be tested based on the request of a parent. If students qualify for gifted education a gifted individual education plan is designed and implemented.

Instruction will be monitored both formally (one time per year for Level II certified teachers and two times

a year for the first three years teachers are new to the district who hold a Level I certification) and informally (building and classroom walk-through).

Assessments and Public Reporting

The Belle Vernon Area School District assessment plan will determine the degree to which students achieve state standards and anchors. The following methods and evaluations are used.

1. Elementary School — Grades K-5

- K — Screening Test
- 4Sight Local Assessment, Reading, Writing, Science 3-4-5
- Title 1 — Local Assessment — Reading, Math 1-2
- PSSA Testing, Reading, Math 3-4-5
- PSSA Testing, Science — 4
- Curriculum Base Assessments--Grades 1-5
- Edline reporting of grades, attendance, and lesson plans to parents/guardians

2. Middle and High School — Grades 6-12

- PSSA Testing, Reading and Math (grades 6-8 and 11), Science (grades 8 and 11)
- 4Sight Local Assessment, Reading, Writing, Science (Grades 6-8)
- Study Island (Grades 9-11)
- Classroom Diagnostic Tools (Grades 9 and 10)
- Keystone Field Testing (Grades 9 and 10)
- Progress reports
- Planned courses and grades received
- Edline reporting of grades, attendance, and lesson plans to parents/guardians

3. Elementary school students who have not demonstrated proficiency or advanced on the PSSA will be placed in classes during the school day and offered the following services.

- Title 1
- Classroom tutoring
- Summer Title 1 School
- Instructional Support Services
- Individual Learning Plans
- Study Island, Reading, Math, Science Standards aligned with PSSA — Grades 2-5

4. Secondary school students who have not demonstrated proficiency or advanced on the PSSA will be offered the following services.

- PSSA Remediation Math classes, 9-10-11 — Full-time instructor
- Before and after school tutoring opportunities
- Tutoring by National Honor Society members
- Study Island, Reading, Math, and Science Standards aligned with PSSA — Grades 6-12

Information of Belle Vernon Area School District PSSA scores will be posted on the internet by Pennsylvania Department of Education. The school district will provide additional information in school newspapers, and on district website.

Targeted Assistance For Struggling Students

K-5 Elementary students who have not achieved proficiency in Reading and Mathematics will be offered additional instructional opportunities. The students will be identified by their class teachers based on a lack of curricular success, as well as scores on formative and standard assessments. The following options are in place for all identified students:

1. Modifications to curriculum
2. Flexible Instructional Groupings
3. PSSA tutoring support
4. Title I Services
5. Special Education Services

Students' progress will be monitored by:

1. Grades earned
2. Unit test results
3. Curriculum Based Assessments in Elementary school
4. Local Assessments (1st — 2nd grades)
5. PSSA testing (3rd - 5th grades)
6. 4Sight testing (3rd - 5th grades)
7. Progress Monitoring in Writing
8. Evaluation Reports/ IEP meetings (if receiving Special Education services)

Students will be offered extended learning time through:

1. During and after school tutoring via computer based curriculum: Study Island, Compass Learning, etc.

6-8 grade students who have not achieved proficiency in Reading and Mathematics will be offered additional instructional opportunities. The students will be identified by their class teachers based on a lack of curricular success, as well as scores on formative and standard assessments. The following options are in place for all identified students:

1. Modifications to curriculum
2. Flexible Instructional Groupings
3. After school tutoring
4. Title I Services
5. Special Education Services

Students' progress will be monitored by:

1. Grades earned
2. Unit test results
3. Curriculum Based Assessments
4. PSSA testing (6th - 8th grades)
5. 4Sight testing (6th- 8th grades)
6. Progress Monitoring in Writing
7. Evaluation Reports/ IEP meetings(if receiving Special Education services)

Students will be offered extended learning time through:

1. During and after school tutoring via computer based curriculum: Study Island
2. After school tutoring program

9-12th grade students who have not achieved proficiency in reading and mathematics will be offered additional instructional opportunities. The students will be identified by their class teachers based on a lack of curricular success, as well as scores on formative and assessments. The following options are in place for all identified students:

1. Course placement
2. Modifications to curriculum
3. During and after school tutoring via Study Island software
4. After school tutoring
5. Additional course requirements (PSSA Mathematics or Reading support)
6. Special Education Services

Students' progress will be monitored by:

1. Grades earned / reported 4x/year via report card; bi-weekly via Edline — accessible to parents; quarterly progress reports.
2. Curriculum Based Assessments: mid-terms and finals
3. PSSA testing 11th grade
4. Evaluation Reports/ IEP meetings(if receiving Special Education services)
5. Students will be offered extended learning time through:
 - a. During and after school tutoring via computer based curriculum: Study Island
 - b. After school tutoring program
 - c. Additional courses

Support for Struggling Schools

Support for struggling schools will be offered as needed and identified through PSSA results. Improvement plans will be developed as needed by data analysis teams and building principals. If a school is identified as being in corrective action, the Superintendent shall notify the principals, school board members and the community at large. The affected principals/coordinators and faculty members will be asked to develop an individualized building plan to address areas of weaknesses. The proposed building improvement plan shall include input from the building's faculty members, parents, students and Intermediate Unit supports. The proposed plan should be presented to the Superintendent for approval prior to action by the school board if needed.

Qualified, Effective Teachers and Capable Instructional Leaders

The vision and mission of the Belle Vernon Area School District is to furnish all students the opportunity for a successful future. In order to accomplish the vision and mission, the Belle Vernon Area School District has developed the following goals.

- Achieve AYP annually
- Increase student performance of Mathematics, Science, and Reading standards

The school district will use the following design to develop teachers who can increase the percentage of student achievement in the academic standards at a proficient or advance level:

- Teachers will participate in workshops and conferences dealing with educator leadership and professional development learning.
- Teachers will actively participate in grade level and committee team meetings.
- Teachers will continue to participate in developing curriculum aligned with state standards and anchors.
- Teachers will submit committee reports to their faculty and administration.

The building principals will evaluate all teachers on leadership activities they are engaged in, each school year, and judge their ways to increase their leadership skills at the end of each school year evaluations.

The Superintendent/principals are responsible to allot effective and highly qualified teachers to meet the educational needs of students who are below proficiency or at risk of not graduating. The principals/data committee will evaluate 4Sight Assessment tests, PSSA data through PVAAS and E-metrics tabulation data each school year.

The school district will use the following methods designed to develop principals as education instructional leaders who can improve the students' ability to achieve the academic standards at a proficient or advanced level.

- Requiring participation in committee team meetings
- Distributing professional literature and books to principals
- Requiring principals to be education instructional leaders

- Requiring principals to participate in seminars and conferences on school leadership
- Requiring principals to present data to faculty concerning 4Sight
- Testing, PSSA Testing, and Study Island

The superintendent will evaluate the principals annually upon:

- Educational Leadership
- Administering
- Decision Making
- Communicating
- Technology

Parent and Community Participation

Parents or Guardians of the Belle Vernon Area School District, including (in some cases) those residents with children that are privately schooled are encouraged to participate in school activities and helping their children to attain academic proficiency in the following ways:

- Participation in annual open houses (K-12)
- Participation in orientation programs in Kindergarten, 1st and 9th grade orientation
- Participation in bi-annual parent-teacher conferences
- Participation in meetings with administrators as needed
- Participation in I.E.P. conferences
- Participation in P.T.O./ P.T.A. meetings
- Participation in parent workshops
- Participation in parent-teacher phone calls
- Use of on-line grading services - Edline
- Participation in report card/progress report conferences
- Responding to teacher handwritten notes
- Participating in booster clubs
- Volunteering in the schools
- Participation on committees

Businesses are encouraged to:

- Participate on the Strategic Planning Committee
- Participate on the Vo-Tech Advisory Committees
- Advise the school district of work force needs
- Team with our regional Career Horizons program to offer opportunities to students
- Participate in offering employment to our students through co-op and work study programs
- Team with educators to develop challenging real-life opportunities for our students

Community groups are encouraged in participating in the following ways:

- Participation in guest speaker programs
- Participate on the Strategic Planning Committee
- Provide scholarships to students

- Provide extra-curricular opportunities for students to support their personal development
- Provide homes for foreign exchange students
- Co-sponsoring student clubs/forums

Institutions of higher education are encouraged to participate in meetings with school district personnel sponsored by:

- PDE
- Intermediate Unit 7
- Dual Enrollment Committees
- Counselor Associations

Additional parent and community representatives are encouraged to participate with school district employees as the need arises.

Pre-Kindergarten Transition

No Pre-K Offered

Utilization of Resources and Coordination of Services

Service/Resource	Description	Type
Belle Vernon Area School District and Westmoreland Intermediate Unit 7	One grades K-5 life skills, one grades 6-8 life skills, one grades K-2 emotional support, one grades 3-5 emotional support, one high school learning support with emotional and behavioral support focus, and seventeen (17) learning support programs, two full-time speech therapists, one-full time and one part-time school psychologist, hearing therapist, vision therapist, occupational therapist, physical therapist, tutoring (including high school co-teaching), constant consultations between regular and special education staff, curriculum modifications that reflect each students' IEP which include: Environmental/physical accommodations/modifications Providing preferential seating Altering physical arrangement of classroom Reducing distractions Providing quiet corner/room Modifying equipment Adapting writing utensils Allowing use of study carrel Providing assistance in maintaining uncluttered space Providing space for movement or breaks Instructional modifications Teaching to learning style Modifying materials Providing resource room instruction Providing one to one instruction Varying method of instruction Varying content of lesson Providing alternative assignments Providing extra visual and verbal cues and prompts Providing study sheets Conducting assistive technology evaluation Providing augmentative communication devices Allowing use of computer and calculator Allowing use of tape recorder Providing books on tape Providing textbooks for at home use Providing study guides Modifying workload or length of assignments/tests Modifying time demands Allowing	Special Education

additional time for assignments and tests Allowing answers to be dictated Providing word bank Providing hands-on activities Providing highlighted materials Allowing use of manipulatives Providing adapted physical education Following routine or schedule Social/behavioral interventions/supports Providing immediate feedback Allowing rest breaks Conducting functional behavioral analysis Implementing behavioral intervention strategies Implementing behavior modification plan Developing crisis intervention plan Using varied reinforcement system Provide peer buddies Provide counseling Providing agenda book Providing visual daily schedule Adjusting assignment timelines Staff supports/collaboration Enhanced staffing Providing one on one aide Instituting Co-teaching arrangement Providing small group instruction Using cooperative learning groups Providing staff development Testing Accommodations Allowing answers to be dictated Allowing frequent rest breaks Allowing additional time Allowing oral testing Giving no timed tests Giving choice of test (multiple-choice, essay, true-false) Accepting short answers Allowing open book or open note tests Shortening test Reading test to student Providing study guide prior to test Highlighting key directions Giving test in alternative site (Learning Support Rooms) Allowing calculator, word processor

Educational Services (Belle Vernon Area School District, PSU/Fayette, California University of Pennsylvania, University of Pittsburgh, Westmoreland County Community College, CWCTC Vo-Tech)	Dual Enrollment, Title I, Summer School	Student Services
Higher Education Services (California University of Pennsylvania, University of Pittsburgh)	Consultation, In-service for Professional Staff, Professional Development Schools (PDS)	Other
Local Support Services (Westmoreland Intermediate Unit 7, Tri-State Study Council, Mon Valley Education Consortium, PATTAN, Title I Staff)	Consultation, Leadership Training Development, Staff Development, Assessment Training/Workshops	Other
Other Support Services (Westmoreland Intermediate Unit 7, neighboring school districts, private schools)	Students with low incidence, severe disabilities such as autism, severe mental retardation, multiple disabilities, and severe emotional disturbance, hearing therapist, vision therapist, occupational therapist, physical therapist	Special Education
State Support Services (Westmoreland Intermediate Unit 7, PDE)	Professional Consultation and Professional Development	Other
Technological Services (Computer Centerline)	Networking Services	Other
Wrap-Around/Social Services (St. Vincent College, Communities in Schools, Westmoreland	OT, PT, Hearing & Vision, Guidance Services, Health, Services, Psychological Services, SAP, ESAP, Drug and Alcohol Services, PCA, Homeless Initiative Program,	Student Services

