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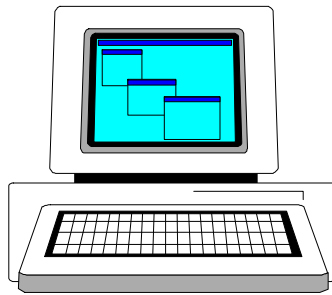
# LASD: PRESENT AND FUTURE

## Introduction

The purpose of this report is two-fold. The first is to provide an overview of the current status of the district with regard to its various components. The components will include those directly related to instruction and achievement as well as those that support the educational program. A brief overview of each will be provided in order to give a sense of their role and contribution. When viewed collectively, the reader will be able to gain an understanding of the initiatives that are in place for the purpose of meeting the needs of the students.

The second goal of this paper will be to provide a vision for the future. Those items identified represent potential ways in which to enhance the educational program, specifically student achievement. It should also be noted that each goal is perceived as realistic and obtainable in the near future.

## TECHNOLOGY



Blendedschools.net

Labs

LIU Consortium

Video Streaming

CCC

Science Probes, Sensors and Interfaces Macro Media

WAN/LAN

MMS

Graphic Calculators

CSIU Software

Dipiano/Ozminski

PLATO

Point of Sale

Bus Boss

Performance Tracker

Internet projectors

Grade Quick

## STAFF DEVELOPMENT



Dimensions of Learning

Technology Workshops

Differentiated Supervision

Progress Monitoring

Inclusion Training

College Preparatory Math

Wilson Phonics

Reading Recovery

Math Coaching

Para-educational Training

Differentiated Instruction

K-5 Literacy Coach

Act 179 Plan

Inquiry Based Science

Teacher Induction

Guided Math Training

Everyday Math

## COMMUNICATIONS/PUBLIC RELATIONS



District Newsletter

Bolt/Band Boosters

Spring Achievement Night

Parent Workshops

Middle States Report

District Calendar

District Website

Open Houses

Academic Awards Night

Kindergarten Orientation

Parent Teacher Organization

Parent Handbook

Student Newspaper

PROSPER

Building Newsletters

9<sup>th</sup> Grade Orientation

Title I Parents' Night

## SAFETY



Crisis Plan

Probation Officer

Inclement Weather Procedures

Internet Safety

Maple Avenue Security System

Air Testing

Emergency Drills

Buzz-in Entry System

Transportation Safety

Safety Training

School Security Force

Equipment Checks

Defibrillators

## CURRICULUM



Curriculum Review Cycle	Advanced Placement Courses	Scope and Sequence
Supplemental Tutoring	Tech Prep	College Courses
Reading Recovery Services	College In The High School	Summer School
PSSA Tutorial Program	Summer Reading Tutoring	9 <sup>th</sup> Grade Tutoring

## SPECIAL EDUCATION



Psychological Services	Inclusion	Transitional Services
Sound Field Systems	Alpha Smart	Parent Training
ACCESS	Progress Monitoring	Assistive Technology
Autistic Support	Life Skills Support	Web IEPs
Kurzwell Reader	Response To Intervention	Behavior Support Team
Vocational Assessments	Dragon Speak Software	

## SPECIAL SERVICES



Student Assistance Program

Vocational Assessments

Instructional Support Teams

Transitional First Grade

School Psychologist

Wellness Policy

Psychologist Intern

Alternative Education

English Language Learners

Extended-Day Kindergarten

Looping

Gifted Program

Girls Leadership Conference

Career Fair

Choices

Support Groups

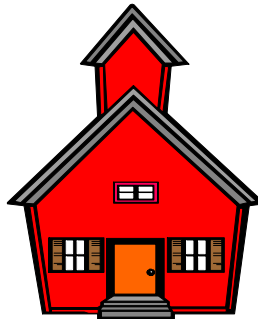
504 Plan

Counseling Services

LIU Academy

College Fair

## FACILITIES



Alloway Creek Playground

Transportation/Maintenance

Memorial Field Renovation

Facilities Manager

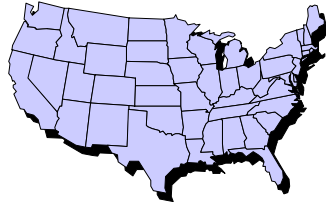
Upgraded Facilities

Preventative Maintenance

Soccer Field

Nature Trail

## CULTURE/CLIMATE



Student Handbook	Bullying Prevention	Peer Mediation
Staff Appreciation Breakfast	Students of the Month	Character Education
Special Events	SWEL	Volunteers
Parent/Grandparent Recognition	Awards Banquets/Assemblies	Student Recognition
Peer Helpers	Big Brother/Big Sister Program	SADD

## ASSESSMENTS



PSSA Tests	NOCTI	Stanford 9 Achievement
Planned Instruction Assessments	KTEA 2	ASVAB Testing
Scholastic Achievement Tests	Dibels	Otis Lennon IQ
Kindergarten Screening Tests	Drug Free Grant	Suicide Prevention Grant
Highmark Wellness Grant		

## RESOURCES



State and Federal Funding

TRIPS Program

Bolt Boosters

BEP Grants/Scholarships

Community

PTO and SAC

PROSPER

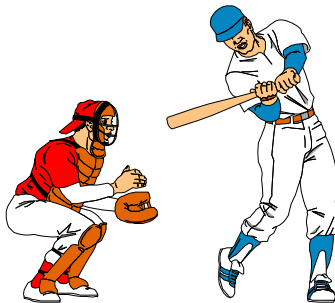
Accountability Block Grant

LIU

Band Boosters

Tobacco Grant

## CO-CURRICULAR AND EXTRA-CURRICULAR



Athletic Teams for Boys and Girls

Orchestra

Clubs

Mock Trial

Art, Music, Library Enrichment

National Honor Society

Forensics

Show Choir

Musical

Student Council

Summer Academy

FBLA

FFA Environthon

Marching Band

Plays

INTERACT

HOBY

Rotary Programs

Academic Quiz Bowl

## STATE OF THE DISTRICT

### Technology

- The District is a member of Blendedschools.net. This is a consortium of schools offering on-line courses to students. A cadre of teachers has been trained in Blackboard, which is the instrument used to delivery the on-line courses. The trained staff members are also able to utilize these strategies in their traditional classroom instruction. On-line courses afford the students the opportunity to take enrichment courses, make up missed courses, or take courses that would not normally be offered within the established course offerings.
- The Littlestown Area School District has both a Wide Area Network (WAN) and a Local Area Network (LAN) in place. These networks support email accounts for all professional staff and provide Internet access to professional staff and students. In addition the network supports teacher work stations in each room.
- The District has steadily been increasing the number of computer labs in each of its buildings in an effort to meet the needs of its students. Currently Rolling Acres is equipped with three labs. Each room is also equipped with computers and each teacher has a work station. Maple Avenue Middle School has three computer labs plus a quasi computer lab in the library. One computer lab is dedicated to computer applications while the other is scheduled as needed by the classroom teachers. The High School has five computer labs that serve the library, and are used for research. Other labs include a CAD Drafting lab for the Tech Ed program, a computer programming and math lab, a lab for computer applications and web design by the Business Department, a Plato lab and a lab for word processing and office practice. Alloway Creek Intermediate School has two computer labs available for its students.
- In an effort to maximize technical service and purchasing power the District is part of a consortium operated by the Lincoln Intermediate Unit.

- As a means of handling student data the District utilizes a program called Modular Management Systems for Schools (MMS Generations). The capabilities of this software include managing attendance, enrollment, absences, tardies, scheduling, grading and discipline.
- During the past three years the District has implemented a computerized instructional software program called Plato. That program is now networked which allows 55 users to take advantage of the program. One use of this program is to supplement instruction in the Alternative Education classes. It is also used as alternative instruction for those students who have not achieved the Proficient or Advanced level on the PSSA tests.
- The District utilizes the E-Tech Planner required by the Department of Education. This document provides a road map with regard to the use of technology for instruction as well as administrative functions.
- Perhaps the greatest asset to our technology program are the individuals responsible for overseeing all aspects of operations. Mr. Larry DiPiano, Mr. Pat Ozminski, and Mrs. Cindy Bushey and Mr. Nathan Little do an outstanding job of providing support with regard to staff development, software, applications, network maintenance, and web site management. This District is extremely fortunate to have these individuals directing our technological efforts.
- Point of Sale is now operational in all four District buildings. This allows students to use a debit system for the purchase of meal items. It is convenient for parents and provides a variety of data to the Food Services department that can be used for planning and management.
- Bus Boss is new software purchased by the District for use by the Transportation Department. It allows the District to plot the most efficient and safe bus routes and maintains data that can be used when applying for reimbursement from the State.
- Teachers have the ability to utilize videostreaming in their daily lessons. Videostreaming allows a teacher to download portions of a movie or film clip for use in a lesson.
- CSIU has been implemented. This new software can be used for payroll, teacher data, attendance, personnel data and much more. It will allow the District to produce financial reports that are accurate and current.
- The High School science department utilizes science probes, sensors and interfaces in delivering the curriculum.

- Performance Tracker software allows administrators and teachers to compile test data for the purpose of analyzing the strengths and weaknesses of the curriculum. It is able to use local data as well as results from the PSSA tests.
- CCC is a computerized curriculum that is used by students in the areas of reading and mathematics. It may be used as enrichment or for remediation. Students in grades 1 thru 8 work with CCC during the school year. In the summer a CCC Camp is conducted to maintain and strengthen student skills.
- Macromedia is used to design and update the teacher webpages.
- Use of Grade Quick for grade management and reporting is in place for grades K-12.

### **Staff Development**

- In an effort to improve the level of instruction the District has implemented training in a program called Dimensions of Learning. This is a researched based program with proven results. Approximately 24 teachers are being trained per year and the training will be mandatory for all new teachers. Follow-up will be provided by building administrators who have also been trained in Dimensions of Learning.
- Wilson Phonics for Learning Support has been implemented along with Words Their Way and Kid Writing. All staff involved in this instruction received extensive training.
- The District provides custom made staff development technology workshops. These are developed based on the needs identified by the staff. Examples of workshops conducted include word processing, desktop publishing, data bases, spreadsheet, and power point presentations.
- Reading Recovery has been in place in the District for several years. Teachers trained in this instructional strategy work with students in the lower 20 percent of their class on reading strategies. The program is a concentrated, one-on-one effort that has proven to be very successful.
- The core of staff development lies within the Act 178 Plan. This plan for professional development outlines the professional growth opportunities available to District staff members. Examples include workshops, conferences, college courses, online courses, and in-house training on specific topics.
- All professional staff members in the Littlestown Area School District are required to participate in the Differentiated Supervision Program. The program provides five options that may be used for the purpose of evaluating classroom instruction. The most comprehensive of the five modes is Clinical Observation, which is

required for all non-tenured teachers. Teachers who appear to be having difficulty in an area(s) of instruction are placed in the Focused Assistance mode and provided an action plan for improving their instruction.

- All new teachers must participate in a State approved Teacher Induction Program. This program is run as a consortium with the Lincoln Intermediate Unit and lasts for one year. During that time new teachers attend workshops that address topics such as classroom management techniques and conducting parent conferences. Successful completion is required in order to obtain permanent certification.
- Inquiry based science programs focus on higher learning skills via a hands-on approach. A series of kits are used to deliver the curriculum as it relates to the standards.
- A Math Coach is available to the teaching staff for the purpose of providing effective teaching strategies. The Math Coach works with individuals, teams, departments, or district groups as part of the professional development program. Demonstration lessons, video taping teacher lessons, and critiquing teacher lessons are examples of activities conducted by the Math Coach. The Math Coach also collects and analyzes data with regard to student achievement in mathematics.
- Teachers of students with IEPs are trained in Progress Monitoring. This process ensures that a student is making progress by evaluating performance, revising instruction, implemented those changes and evaluating the results. In this manner the student's immediate needs are being met.
- Para-educational Training is provided for support staff that is working with students in the classrooms.
- Teachers are trained in Guided Math in order to enhance the math instruction.
- A K-5 Literacy Coach has been established for the purpose of assisting teachers with effective teaching strategies and analyzing reading data for the purpose of devising instructional strategies.
- Staff has received extensive training in Everyday Math, College Preparatory Math, Inclusion, and Differentiated Instruction.

### **Communications and Public Relations**

- A District Newsletter is produced three times per year. This publication focuses on District initiatives, while building newsletters provide the community a comprehensive look at activities that are taking place in the specific buildings.

- A website is maintained by the District. District information is provided along with links to a variety of educational topics. The website also provides community access to the District via an email address.
- Student produced newspapers also provide students and community with information about what is taking place in our schools. These publications give insight on what topics are of importance to our students and allows them to express their opinions in a constructive manner.
- The Parent Teacher Organizations are a valuable asset to the District. A primary function of these organizations is to raise money that goes to support school programs. They also provide parenting skills workshops as well as take an active part in the many school activities conducted each year.
- The two major booster organizations are the Bolt Boosters and the Band Boosters. These two groups conduct fund raisers for the purpose of supporting their respective groups. Each works closely with the school in support of the extra-curricular activities.
- Open Houses are conducted by each building as a way of inviting the parents to become a partner with the school in the educational process. Parents are able to meet with teachers, receive information on curriculum, tour the buildings, and discuss policies and procedures.
- Each year Maple Avenue Middle School and Alloway Creek Intermediate School conducts a Spring Achievement Night. This provides a showcase for academic projects completed by the students and allows the community to gain a sense of the many positive academic experiences that occur during the course of the school year. Science Fairs afford a similar opportunity.
- One of the three major events of the year at the high school level is the Academic Awards Night. This event enables the public to become aware of the many achievements of our students.
- A new program that has been implemented at the middle level is PROSPER. This program is designed to enhance parenting skills and increase student achievement through a collaborative effort of the school, parent and child.
- Building Newsletters are issued on a regular basis. The content focuses on specific events that are occurring in each of the buildings.
- A variety of parent workshops are conducted throughout the District each year. Example topics include discipline, anger management, time management, building parent/student relationships, and instructional strategies. The goal is to

establish a cooperative effort between the parent and the school and to provide the parent with skills that may benefit their children in the learning process.

- Kindergarten Orientation is conducted in an effort to put the new students at ease and familiarize the parents with the procedures involved with having a child in kindergarten. Students are shown the classroom, tour the building, and practice bus procedures.
- Orientation is held for incoming ninth grade students. A tour of the High School is provided and students are made aware of what a typical day might be like. Tours are also provided as part of the orientation at Maple Avenue and Alloway Creek.
- The District provides a school calendar to all residents. Within the calendar are all the major events of the year, administrative information, policy information, and a variety of forms.
- Parents are provided with a Student Handbook that details school information, policy, and procedures.
- Title I Parent Nights are conducted at the elementary level. During these sessions parents are provided with strategies that can be used with their child to improve reading skills.
- The District participates in the Middle States Evaluation process. In this process the High School is examined in a variety of areas for quality and efficiency. The primary goal is to determine if the student's are receiving high quality instruction and what changes could be made for improvement.

## **Safety**

- The District has a Crisis Plan in place to address a variety of emergency situations. To compliment that plan, each teacher has a flip-chart that serves as a quick reference of procedures to be followed in specific emergency situations.
- In an effort to be proactive, the District has implemented a yearly air testing program. Each year 15 rooms in each of the four buildings are tested by Analytical Laboratory Systems Inc. to determine air quality. In addition, all custodians and maintenance personnel received yearly training concerning preventative measures that can be taken in order to insure satisfactory air quality.
- Training of the maintenance staff on safety matters is on-going. The staff has received training with regard to handling industrial cleaners, boiler chemicals, pesticides, and a variety of cleaning materials. Training is on a regular basis in order to maintain the appropriate certifications.

- A security system has been added to Maple Avenue Middle School. This system has the capability to record and store any activities that may take place in the hallways and various sections of the building.
- Additional defibrillators have been placed in the schools.
- High School students who have broken the law may be assigned to the in-house Probation Officer. The role of the Probation Officer is to insure that the student is complying with the conditions of his/her probation and not posing a threat to other students or themselves.
- Emergency drills are conducted yearly. Fire drills are practiced on a monthly basis. During the course of the year staff and students practice emergency weather drills, lock-down drills, and intruder drills.
- The District has inclement weather procedures in place that address delayed starts, early dismissals, or cancellation. These procedures include making decisions concerning poor weather conditions and communicating those decisions to staff, students and parents.
- The District, in collaboration with the Borough of Littlestown, maintains a School Security force and Crossing Guards. The School Security personnel are used at athletic events, concerts, and other school events to maintain a safe environment. Crossing guards are placed at critical intersections within the borough to assist students walking to and from school.
- All buildings in the District are equipped with a Security Entry System. This allows for visual identification of an individual prior to allowing them entrance to the building.
- All playground equipment is checked periodically for defects. Proper supervision is provided to enforce safe playground practices.
- The District has taken several measures to address Internet safety. One such measure is the Internet Usage Policy that delineates proper use of this resource. In addition, screening applications such as Cyber Patrol are employed to prevent students from accessing inappropriate websites. Other software programs are used in the labs and media centers to monitor student computer screens.
- Safety is the key goal of the Transportation Department. To that end, drivers are continuously being inserviced in safe driving techniques and procedures. Bus evacuation drills are conducted as well as student orientations. All vehicles are routinely inspected by Mr. Chuck Baumgardner and maintained in excellent condition.

## Curriculum

- The District utilizes a Curriculum Review Cycle to insure the curriculum is current and meets the State standards. The cycle involves a five year process with a variety of curricular tasks being performed each year in each content area. This allows curriculum to be added and/or revised in a timely manner to reflect current needs and requirements.
- Students who wish to be challenged may take Advanced Placement courses or attend courses offered at the local colleges or universities. College in the High School allows students to take and receive credit for college level English while still remaining on campus. A gifted program is in place for those students who meet the gifted criteria.
- The Scope and Sequence of courses offered in the Littlestown Area School District insure a comprehensive program of instruction from kindergarten through grade 12. The Scope and Sequence is reviewed as part of the Curriculum Review Cycle.
- With the passing of the No Child Left Behind Law the District has implemented a variety of approaches to remediation. After school programs are offered at Maple Avenue and in-school programs are offered at Rolling Acres. Summer school and Summer Academy is available to students in grades five through 9. Alloway Creek Intermediate School offers after and in-house tutoring programs for students. CCC Summer Camp services students in grades one through eight in the areas of reading and mathematics. At the middle and high school levels the computer program Plato is used for remediation. Tutoring sessions in each of the four major subject areas is available to 9<sup>th</sup> grade students.
- Summer School is available for students who have failed English or math courses during the academic year. This allows them to retake the course and stay on schedule for graduation.
- For students who do not score Proficient or Advanced in the PSSA tests at the High School level a PSSA tutorial program is available.
- Reading Recovery is provided for first grade students who need additional help in mastering reading skills. Title I services are also offered.
- A Law Enforcement/Criminal Justice has been added to the Tech Prep Program.
- Summer tutoring in Reading is available in grades 1-3.
- Students may take college level English and Algebra through HACC. They may also take college level Chemistry and Physics through the University of California Pennsylvania.

## **Special Education**

- Psychological services are available for all students. These services may be requested by either professional staff or parents. Services are provided by guidance personnel in each building as well as a full-time school psychologist.
- The strategy of inclusion is used to a degree in each of the buildings. Inclusion involves a special education teacher working in the same room, in collaboration with the classroom teacher to help the special needs students in that classroom.
- A variety of services are provided for special needs students. Those include Learning Support, Neurologically impaired, Emotional Support, Occupational Therapy, Physical Therapy, Auditory instruction, and Vision Support.
- Transitional Services are also provided for special needs students. This service enables students to transition from the school setting into the workplace or another institution of learning.
- In an effort to improve instruction by improving auditory reception Sound Field Systems are used in the primary classrooms. This “surround sound” system amplifies the voice of the teacher and enables each student to hear instruction clearly regardless of the position of the teacher in the classroom.
- The Alpha Smart is a portable device that allows students to type and edit text. Its portability allows students to use it anywhere and anytime - in the classroom or home. The student can then send the text directly to a computer with a printer, or the text can be saved on a disk first and then printed. The Alpha Smart is a low cost alternative to a computer that helps students with writing disabilities.
- An important part of the program for special needs students is the parent training that is offered. Parents are given instruction in strategies dealing with study habits, comprehension, discipline, and organization that they can employ with their children to complement the instruction given by the teacher. Much of this training is done through a collaborative effort with the Lincoln Intermediate Unit.
- ACCESS is available to the District in support of the special education program. ACCESS provides funding for material and services that may be required by the student. Examples would include a hearing aid, special wheel chair, or special computer keyboard.
- Progress Monitoring has been implemented with regard to special needs students. The purpose is to make frequent checks on their progress and revise their Individualized Educational Plan as needed. This promotes effective instruction while addressing the personal needs of the student.

- The Kurzweil Reader is available for students with severe physical limitations with regard to reading and writing.
- Inclusion has been expanded throughout the district.
- Dragon Speak software is being used for voice recognition for students with severe writing disability.
- The Response To Intervention Training Model has been implemented at the elementary level.
- A Behavior Support Team has been implemented at Maple Avenue Middle School and the High School.
- Vocational assessments are conducted in grades 8 and 9.

### **Special Services**

- The Student Assistance Program (SAP) is available to students to address a variety of problems. Staff members have been trained in strategies for use with drug and alcohol problems, family issues, discipline issues, and a variety of other problems that may be encountered by students.
- The Choices program is a computer program designed for assisting students in career and educational choices. Located in the guidance office students may access an abundance of information to help them in their decision making.
- Vocational Assessments are made by trained staff members as part of the process of assisting students in career choices. These assessments allow students to match their strengths and interests with careers that require those attributes.
- Although the District does not have an abundance of students who do not speak English, there is a small percentage that do not have English as their primary language. To address those students, the District has a program for English Language Learners. This program is required by the State and is conducted on site by staff from the Lincoln Intermediate Unit.
- The District conducts two Alternative Education classes, one at the high school and one at the middle level. Students in these classes have experienced difficulty in functioning in the traditional classroom setting. They receive both academic instruction and behavior modification techniques. The goal of the Alternative Education program is to transition the students back into the regular classroom.

- The Instructional Support Team is in operation for the purpose of developing strategies for those students having difficulty experiencing success.
- In an effort to assist those students who may lag behind in school readiness, the District has implemented an Extended Day Kindergarten program. Testing results indicate this program has been very successful in bringing these students to a level of first grade readiness that is equal to their peers.
- Throughout the District a variety of support groups are utilized for the purpose of helping students with problems. These may deal with death, divorce, peer pressure, and other problems that may have a negative impact on the student's educational progress.
- Teaching Assistants are employed in the primary grades to support the instruction of the classroom teacher. This approach allows the teacher to give more individual attention to students. Also, when warranted a Personal Assistant is assigned to a student. They fill a variety of roles which might include note taking, test giving, and physical assistance. For students who do not qualify as special needs students, but still require adaptations for instruction, strategies known as a 504 Plan are developed.
- For students who have not distributed the readiness to enter first grade, a transitional class is provided. Known as our PREP class, instruction is focused on those areas of weakness. The goal is to give the student an additional year of instruction as well as time to mature, in the hopes of avoiding future failure and frustration.
- Looping has been in practice at the elementary level for several years. Students in the looping program stay with the same teacher for two years, usually grade one and two and grades three and four. By moving with the student it is felt the teacher gains a better understanding of the pupil's strengths and weaknesses and gains additional instructional time at the beginning of the year by not having to assess a new group of students prior to instruction.
- Counseling services are available to students at all levels. Counseling may be individual or conducted in small groups. Guidance lessons are also taught.
- A school psychologist is available for diagnostic testing and assessment. The school psychologist also works with staff in developing strategies for working with students that have special needs.
- A 1-12 Gifted Program is available for those students who meet the criteria.

- Each summer students may attend the LIU Academy. This activity provides advanced and enriched instruction to students that is not normally available during the traditional school year.
- A Wellness Policy has been established to promote the education of good health habits, proper diet, and exercise.
- Girls in the seventh grade have the opportunity to attend a county-wide Girls Leadership Conference. This one day conference focuses on the issues faced by girls as they move through the years of middle school.
- A psychological intern has been retained for the purpose of providing testing and diagnostic services.
- Students in tenth grade may attend a Career Fair.
- A College Fair is conducted in order to provide students with information regarding a variety of colleges and universities.

### **Facilities**

- Mr. Mike Benton, Facilities Manager has implemented a preventative maintenance plan for the district. It is the intent of this plan to maintain all buildings in good operating order in an efficient and effective manner.
- The Transportation and Maintenance Facility is now fully operational and has had a very positive impact on those aspects of District operations.
- A soccer practice field is being constructed to accommodate the needs of the soccer team.
- A wetlands on District property provides for a Nature Trail.
- Rolling Acres Elementary School has had the heating system in the 1952 section upgraded.
- Memorial Field renovations were completed that included a new pressbox and renovated bleachers. New fencing is also scheduled.
- A preventive roof maintenance plan is in place.
- A fully operational playground is available at Alloway Creek featuring a wide variety of equipment. This equipment provides the opportunity for students to exercise and play safely.

## **Culture/Climate**

- One initiative implemented for the purpose of fostering a positive school climate is the Student Responsibilities Handbook. This sets expectations for students and establishes a solid framework for a positive, safe school atmosphere.
- Bullying Prevention Programs have been implemented at Rolling Acres, Maple Avenue Middle School, and Alloway Creek Intermediate School. These programs emphasize respect for others and provide strategies for dealing with student conflict.
- Peer Mediation programs provide the students with the opportunity to resolve issues among themselves. Peer mediation is voluntary and provides an option that does not require adult intervention.
- Each year a Staff Appreciation Breakfast is held to recognize all staff members for their efforts on behalf of the school district. Certificates of Service are presented and those retiring are recognized.
- Students of the Month are selected and honored by the Board of School Directors.
- Character Education is present throughout the District in a variety of forms. It may be incorporated into the Bullying Program or class projects. Guidance activities will also address this subject.
- Other activities conducted for the purpose of promoting a positive school climate include assemblies, Spirit Week, student recognition, and Casual Days.
- SWEL is a program that encourages positive behaviors. Throughout the year student are awarded points for positive behaviors, conduct, and helping others. These point are then redeemed for incentives such as skating parties, miniature golf, or a trip to Hershey Park.
- A Parent/Grandparent Recognition Program is in place.
- Students are recognized through awards banquets and programs as well as assemblies.
- A Volunteer Recognition activity is in place to recognize those that give of their time.
- Peer Helpers at the High School assist students in resolving problems they may encounter with other students.

- A Big Brother/Big Sister Program is operating at Rolling Acres Elementary School.
- Students Against Drunk Driving (SADD) is in operation at the High School.

### **Assessments**

- The District administers the full range of PSSA tests at the designated grade levels and content areas.
- The District has developed its own tests known as Planned Instruction Assessments. The purpose of these tests is to insure consistency across the curriculum and monitor student achievement. Instruction is driven partly on the basis of these test results.
- Standardized tests are administered to students at various grade levels. The tests currently being used are the Stanford 9 Achievement Tests (Grade 2). These are most typically given in those grades in which the PSSA tests are not administered.
- The ASVAB Test is a test that is administered to high school sophomores by the military. The test presents a profile of interests and aptitudes for each student.
- At the secondary level students are also tested with the Differential Aptitude Test, SATs, as well as mid-term and final exams.
- Elementary students may be assessed with the Gates-McGinnte, Qualitative Reading Inventory, Dibels, or Direct Reading Assessment tests. Kindergarten students are also tested for readiness. The Otis Lennon Test may also be administered to determine intellectual ability. At the time of Kindergarten registration, students are given a series of screening tests. These tests are designed to determine readiness for formal education. Depending on the screening results, students may be given the option of Extended Day Kindergarten.
- The NOCTI tests are given to secondary vocational students. This is a test that assesses the occupational aptitudes of the students.
- The KTEA2 test is given to students as part of a screening process to determine whether or not special accommodations are needed for the student.

## **Resources**

- Other than local revenue, the two other sources of financial support comes from State and Federal funding.
- The community offers many resources that include monetary contributions as well as services and materials. The community is extremely supportive of the district's activities and makes a very positive contribution.
- The Lincoln Intermediate Unit serves as another resource. They supply technical support, instructional services and professional development opportunities. Financially, the District is able to benefit from a variety of consortiums and joint purchasing agreements.
- The Tax Rebate Incentive Program (TRIPS) has benefitted both senior citizens and the District. Senior citizens are able to achieve monetary assistance while volunteering services to the district. In many instances, TRIPS volunteers continue to volunteer their services after they have completed the maximum reimbursable hours.
- The PTO and PAC are two groups that provide services to Rolling Acres and Maple Avenue Middle School. Their primary contribution is the yearly fund raiser, the money from which, goes to support various parts of the educational program.
- The Band Boosters and Bolt Boosters are two resources that contribute a great deal to the band and athletic teams. Through their efforts students in the band and athletic teams are able to enjoy the benefit of equipment and camps.
- The PROSPER program is sponsored by Penn State University and Iowa University. Through this program parents and students are taught strategies to help them succeed in school.
- The Accountability Block Grant was developed during the 2003-2004 school year and has continued on a yearly basis. This grant provides funding for eleven major areas of education. The bulk of the grant is being used for instructional materials, staff development, and tutoring programs.
- Business and Education Partnership mini grants have provided the teaching staff with monies for a variety of projects. These are competitive grants awarded each year. Examples of projects developed by our staff include, reading centers, a frog pond, graphics arts software, business simulations, and community studies.
- The District was awarded a Highmark Wellness Grant. From this grant exercise bicycles were purchased for the Middle School and High School. Classroom

exercise kits entitled "Take Ten" were purchased for Rolling Acres and Alloway Creek.

- Safe and Drug Free Grant money is used for preventative programs in the area of drug and alcohol abuse.
- A Suicide Prevention Group has been established at the High School to address this issue among teenagers.
- Tobacco Grant money is used to support anti-smoking activities.

### **Co-curricular and Extra-curricular**

- The District offers a wide range of athletic teams for boys and girls. These were expanded with the implementation of a soccer team during the 2004-2005 school year.
- Students have the opportunity to participate in a variety of music related activities. Show choir, marching band, orchestra, chorus, musicals, and plays are just some examples of the offerings for those students interested in the performing arts.
- A large selection of clubs are offered to students. These may focus on careers, interests, or service.
- Student Council is available for students who wish to take an active role in the governance of school activities.
- The INTERACT Club is an extension of Rotary and focuses on service. This organization has steadily grown and has conducted many service related projects.
- Mock Trial is conducted for those students with an interest in the law and how the system functions. This activity involves research, organization, and the ability to articulate a position.
- Other activities available to students include the Governor's School, Rotary Leadership Training, and HOBY.
- Students are provided a variety of enrichment activities in the areas of art, music, and library research. Examples include research tools, virtual field trips, plays, musicals, and instrumental and choral groups.

- Students are able to assume positions of leadership and participation in a variety of organizations that meets their interest. Examples include Future Business Leaders of America, Future Farmers of America, and Rotary.
- The National Honor Society is available to eligible students. This organization provides the students with opportunities for learning and leadership. They also conduct tutoring sessions for fellow students.
- Forensics is offered to secondary students both as a class and club. During the year students often participate in competitions with other schools.
- The FFA Environthon has been in place for several years. Members of the Vo-ag and Tech Ed curricula participate in the yearly competitions.
- Academic Quiz Bowl has been instituted with students competing against other schools.
- Girls soccer has been added to the sports available to female students.

## LITTLESTOWN AREA SCHOOL DISTRICT 2005-2006 GOALS

### FACILITIES PROJECT

*Continue to develop and implement the stages of the Facilities Plan*

- ❖ The press box at Memorial Field was renovated and expanded.
- ❖ The bleachers at Memorial Field were renovated.
- ❖ The soccer field at Alloway Creek was fertilized, seeded, and rolled.

*Increase the security measures*

- ❖ Security cameras were added to Maple Avenue Middle School
- ❖ Plans were developed for the installation of security cameras at the High School.

*Explore the improvement and upgrading of buildings and existing systems within the buildings and grounds*

- ❖ Upgrades were made to the heating system at Rolling Acres Elementary School.
- ❖ Preventive roof maintenance was conducted on Maple Avenue Middle School and Rolling Acres Elementary School.

*Pilot the use of security systems at the High School*

- ❖ The security system was not installed, but plans for implementation were finalized and are to be completed during the 2007-2008 school year.

### SAFE SCHOOLS

*Participate in Suicide Awareness Prevention Consortium*

- ❖ The District participated with Hanover School District, Southwestern School District, Conewago Valley School District, and Spring Grove School District in a Suicide Awareness Prevention Consortium.

*Continue to Conduct safety/emergency drills in all schools*

- ❖ Fire drills were conducted monthly in each school.
- ❖ A variety of emergency drills such as intruder, bomb threat, and lock down were conducted in the schools.
- ❖ All schools in the District participated in the Adams County Emergency Weather Drill.
- ❖ Kindergarten students were given instruction on emergency bus drills.

*Inservice staff, students, and parents with regard to safe school practices*

- ❖ Kindergarten parents were given training regarding bus emergency drills.
- ❖ All bus drivers received training in emergency procedures.
- ❖ All staff members participated in a variety of safety drills.

### CURRICULUM AND INSTRUCTION

*Develop and implement instructional strategies for addressing State Standards*

- ❖ The Curriculum Review Cycle was utilized to examine and rewrite curriculum that matches the State Standards.
- ❖ Staff development activities related to aligning classroom assessment with the State Standards was conducted.

*Explore the viability of expanding Tech Prep*

- ❖ Research and market needs were analyzed in an attempt to design needed programs.

- ❖ The new program, Criminal Justice and Police Science was implemented.

*Continue to provide training in Dimensions of Learning as staff development*

- ❖ Dimensions of Learning training was provided to approximately 24 staff members.

*Continue to explore and implement strategies to increase student achievement*

- ❖ Guided Reading strategies were provided for teachers to implement in their classrooms.

- ❖ The District provided training opportunities in Everyday Math and College Preparatory Math.

- ❖ Training was provided to teachers in Kid Writing, Dibels, and Words May Way.

*Revise and write mathematics, reading, physical education, marketing and gifted as part of the Curriculum Review Cycle*

- ❖ Curriculum was revised in all of the above areas.

*Continue to develop and implement Planned Instruction Assessments*

- ❖ Planned Instruction Assessments were updated in mathematics and implemented.

- ❖ Planned Instruction Assessments were begun in Science and Social Studies.

- ❖ Planned Instruction Assessments were revised in the areas of reading and writing.

*Integrate State Standards into content areas*

- ❖ State Standards were integrated into the content areas as part of the Curriculum Review Cycle.

*Explore and implement strategies for increasing academic instructional time*

- ❖ Tutorial programs were implemented to provide increased instructional time.

- ❖ Alternative instruction, such as on-line courses were explored.

- ❖ Restructuring of the middle school schedule was examined.

*Continue to expand academic opportunities for increasing student achievement*

- ❖ Summer school for high school students was conducted.

- ❖ After school instructional programs were conducted.

- ❖ Students at Rolling Acres were provided in-school tutoring opportunities.

*Continue to implement the educational requirements as set forth in the No Child Left Behind Act*

- ❖ The District continued to use an improvement plan that was developed to meet the requirements of NCLB.

*Expand courses available in the College In the High School Program*

- ❖ College level mathematics, English, chemistry, and physics were offered via the College In the High School Program.

*Collect data to evaluate effective use of instructional time*

- ❖ Classroom schedules were collected and analyzed. Grouping patterns were also examined.

*Implement Guided Math instruction in grade K-5*

- ❖ Guided Math instruction was conducted in grades K-5.
- Evaluate the progress of the Strategic Plan Action Plans*
- ❖ Evaluation of the Strategic Plan Action Plans was conducted on a monthly basis.
- Utilize data collection for improving instruction and student achievement*
- ❖ Data was examined by the Math Coach for the purpose of improving instruction.
  - ❖ Performance Tracker was utilized to manage and examine achievement data.

## **Technology**

*Continue to develop technology to accommodate the requirements of the No Child Left Behind Act*

- ❖ Software was examined for the purpose of managing student data.

*Examine ways for the community to access district technology*

- ❖ Options were explored for ways to make district technology available to community members. The District website and email address were found to be the most viable means of using technology to reach the community. Affording parents the ability to email teachers was also found to be highly beneficial.

*Increase the integration of technology into the instructional program*

- ❖ Staff members were offered workshops that provided strategies for integrating technology into the classroom.

## **Public Relations**

*Develop and implement instruments for obtaining community input with regard to district programs and initiatives*

- ❖ This was accomplished mainly through the District website, email, and feedback requested via various newsletters.

*Explore the feasibility of creating a Public Relations position*

- ❖ The feasibility of creating this position was explored and was found to be beneficial. However, due to budget constraints, implementation was not possible.

*Continue to use the Internet as a communication tool between the school and the home*

- ❖ This was accomplished through the use of email and the District website.

*Examine additional opportunities for LHS to communicate with parents and guardians regarding academics, attendance, and parent-teacher conferences*

- ❖ Traditional mailings were supplemented by email communication and postings on the District website.

## ADMINISTRATIVE GOALS AND ACCOMPLISHMENTS

Each year all District administrators are required to develop goals for the current school year. These goals may be drawn from the District Goals, the Strategic Plan or other District initiatives. Professional growth may also serve as a source for a goal.

From August thru October 15 administrators meet with the Superintendent to review goals that have been developed. At the conclusion of the conference, a number of goals (usually two to four), are approved by the Superintendent. As part of this process, administrators must demonstrate how the goal will benefit the educational program and what evidence of success will be produced. In addition, a time line of the tasks to be conducted in order to achieve the goal is established.

During the month of January, a mid-year review is conducted. A conference is held with the Superintendent, at which time the administrator reports on the progress of the goal. At this time evidence of progress is presented and a time line for final completion is established.

Beginning June 1, administrators schedule a conference with the Superintendent to review all established goals. At this time all documentation is presented and evaluated. Depending on the nature of the goal, this may be the final step. Other goals may require more time for implementation and evaluation and are therefore carried over to the next year. The degree to which an administrator successfully completes his or her goals is then integrated into the yearly evaluation.

Administrative achievements for the 2005-2006 school year include:

- ✓ Facilitated the co-ordination of the middle school and high school communication art curriculum with a focus on writing.
- ✓ Co-ordinated the NOCTI testing.
- ✓ Identified math instructional strategies being used in the classroom and analyzed their effectiveness.
- ✓ Implemented progress monitoring through inclusion in the classrooms that resulted in student achievement gains in math.
- ✓ Implemented teaching strategies as researched in Robert Marzano's book, Classroom Instruction That Works.
- ✓ Implemented a Character Education program at Maple Avenue Middle School.
- ✓ Analyzed and made improvements in the Communication Arts program at Maple Avenue Middle School.
- ✓ Developed "best practices" by monitoring IEP students concerning math performance, which resulted in improved scores on the PIA and PSSA tests.
- ✓ Reviewed and revised the emergency procedures to formulate a plan regarding the use of AEDs.
- ✓ Conducted staff development based on the book, Failure Is Not An Option.

- ✓ Improved math achievement for those students with IEPs via staff development of all Learning Support teachers.
- ✓ Improved reading achievement for learning support students through training of Learning Support teachers in reading strategies.
- ✓ Increased the graduation rate of students with IEPs.
- ✓ Improved the accuracy of the Penn Data Report to ensure compliance with the State Least Restrictive Environment requirements.
- ✓ Implemented “Kid Writing” at Rolling Acres Elementary School.
- ✓ Improved the percentage of 2<sup>nd</sup> grade students scoring proficient or better on the math PIA test.
- ✓ Conducted a successful Middle State Evaluation.
- ✓ Conducted a year long evaluation of the Culinary Arts component of the Tech Prep Program.
- ✓ Established the groundwork for implementing College In the High School courses through the California University of Pennsylvania.
- ✓ Developed a plan and conducted staff development with regard to the implementation of Everyday Math and College Preparatory Math programs.
- ✓ Successfully implemented the Accountability Block Grant.
- ✓ Successfully conducted a variety of tutorial programs for students in grades 1-12.

## **STRATEGIC PLAN GOALS**

In 2002, the Littlestown Area School District's Strategic Plan was approved by the Department of Education. A component of that plan consists of action plans to be implemented in a variety of areas. A specific time line is in place for the completion of the various activities associated with each of the action plans.

The following pages articulate the Priority Goal(s) that have been established and detail the activities that have been prescribed for successfully addressing each goal. A standardized format has been used in order to facilitate consistent reporting. Support data is referenced and may be accessed in the respective buildings. Some of the goals will be short term in nature, in that they may be completed in one year or less. Other goals may be of the type that are ongoing from one year to the next. Still other goals may not be designated for implementation until the last year of the Strategic Plan. For this reason, it should be noted that the Priority Goals will not necessarily appear in numerical order. The overall goal is to insure that all established goals will be completed according to their respective time lines by the final year of the Strategic Plan, which concludes with the 2008-2009 school year.

# Littlestown Area School District Action Plan Report

Priority Goal/  
Action Plan      Curriculum # 1

Objective(s):      To investigate and research opportunities for a full day Kindergarten program.

Implementation      2002-2003  
Date:

Person(s)      Administration/Kindergarten Teachers  
Responsible:

Chronology of Activities	Support Data
1. Researched programs in other districts	Notes
2. Provide analysis of current extended day program versus full day programs. 3. Prepare cost analysis. 4. Prepare facilities analysis. 5. Conduct parent survey about full day kindergarten.	Analysis Report
<p><b>Completion Status:</b> Complete</p>	

# Littlestown Area School District Action Plan Report

Priority Goal/  
Action Plan            Curriculum # 5

Objective(s):            1. Examine ways to improve students' soft communication skills such as verbal communication with peers, co-workers, customers, and employers; positive attitude and work ethic; motivation; problems solving skills; and team work.

Implementation Date:    2003 - 2004

Person(s) Responsible:    1. Administration and teachers  
   2. Coordinator of Curriculum & Instruct., principal, and teachers.  
   3. Principal, guidance, teachers

Chronology of Activities	Support Data
<p>1. Examine training opportunities for teachers in methods of developing and evaluating students' soft communication skills.</p> <p>2. Investigate the methods to incorporate into every curriculum, methods to teach, evaluate, and model positive soft and problem solving skills.</p> <p>3. Investigate the requirement of a speech class for all students that include skills in one-on-one communication, dynamics of small group discussions, social etiquette, conflict resolution, job interviewing, and effective workplace and public speaking..</p>	<p>English Department minutes agendas and minutes from 03-04 to 05-06.</p> <p>Orientation notes.</p> <p>Teacher handbook.</p> <p>Department and faculty meeting discussions.</p>

**Completion Status:** Complete. 1&2. Part of 9<sup>th</sup> grade orientation for 2004-05 school year. The 2005-06 school year had a updated version of the presentation. All upperclass departments were give materials from the training. Faculty meeting, department chair meetings and office staff meeting have focused on the importance of proper communication and human relation skills. 3. Discussed with English department. Not feasible with number of students and staff, in order to work it would need a teacher to teach the course.

# Littlestown Area School District Action Plan Report

Priority Goal/  
Action Plan            Curriculum # 6

Objective(s):            Examine the possibility of instituting a study skills seminar to be taught during week one of the school year and provide follow-up seminar during mid-term week.

Implementation        2003-2004  
Date:

Person(s)  
Responsible:            Department Chairs, Teachers

<b>Chronology of Activities</b>	<b>Support Data</b>
<ol style="list-style-type: none"> <li>1. Develop a plan where all teachers could devote one or two days of class at the beginning of the school year to emphasize organization/study skills needed in specific subject areas.</li> <li>2. English department will plan to develop lessons on note taking and studying for tests and to share with other content teachers.</li> <li>3. Ninth grade English teachers will implement lessons, evaluate outcomes and develop summary presentation to teachers in other content areas.</li> </ol>	<p>Department meeting minutes Curriculum materials</p>
<hr/>	

**Completion Status:** In 03-04 it was determined not to be feasible for any department other than English. All the core 9<sup>th</sup> grade teachers were given materials presented to the 9<sup>th</sup> graders in the beginning of 04-05. The consensus with all departments would be to reinforce what English is doing each year.

# Littlestown Area School District Action Plan Report

Priority Goal/ Action Plan	Curriculum # 7
Objective(s):	1. Develop an evaluation for students' current knowledge of mental health/behavioral issues.
Implementation Date:	2003-04
Person(s) Responsible:	1. High school health teachers 2. High school staff and volunteer mental health professionals as needed 3. School board, Coordinator of Curric. & Instruct., high school admin., additional physical education teacher

## Chronology of Activities

1. Develop a survey for eleventh grade students on their current knowledge and understanding of mental/behavioral issues in health class.
2. Form a committee consisting of HS staff and mental health professionals to evaluate instruction on mental health issues currently being given in junior health classes.
3. Investigate instituting a one-semester health class for ninth graders (who currently receive no instruction in mental health issues). This class would include such topics as depression, suicide prevention, and recognition of abusive relationships.
4. Look at adding an Health and Physical Education teacher.

## Support Data

1. Informal survey was given by HPE department 03-04
2. N/A
3. HPE department and Coordinator of Curr. and Instr. felt this was not feasible.
4. An additional HPE teacher was not necessary.

## Completion Status:

After conducting the informal survey and meeting with the Director of Curriculum and instruction and using feedback from the 04-05 Middle States AFG Evaluation it was decided that the present curriculum is meeting the basic curricular needs and state recommended standards

# Littlestown Area School District Action Plan Report

Priority Goal/ Action Plan	Curriculum # 8
Objective(s):	Initiate and integrate the development of a global perspective and multiculturalism throughout the K-12 curriculum.
Implementation Date:	2004-05
Person(s) Responsible:	Department heads of: Social Studies Fine Arts Principal

## Chronology of Activities

1. Form a focus group from the social studies and the arts and humanities departments to develop courses and programs encouraging students to think and observe more globally.
2. Examine how to create a speakers' bureau for student assemblies that focus on issues of multi-culturalism and ethnicity.
3. Encourage class/group field trip groups to increase exposure to various ethnic groups and cultures through cuisine, performing and fine arts.
4. Encourage art and music departments to develop themes along global lines.

## Support Data

1. Not applicable
2. Already done through Gettysburg College, National Parks Service and Business Education Partnership.
3. Budget constraints
4. Evident in concerts.

## Completion Status:

1. In 2006-07 a revised course for World Cultures entitled Global Studies will be taught in 11<sup>th</sup> grade instead of 10<sup>th</sup> grade.
2. It was decided to continue to use the existing resources.
3. Not feasible due to budget constraints.
4. Continue to expand on what is already done.

# Littlestown Area School District Action Plan Report

Priority Goal/ Action Plan      Curriculum # 9

Objective(s):      1. Study the possibility of realigning course progression in the high school Social Studies department:  
                                     9<sup>th</sup> - US History 1  
                                     10<sup>th</sup> - US History 2  
                                     11<sup>th</sup> - World Cultures  
                                     12<sup>th</sup> Government

Implementation Date:      2005-06 Academic Year

Person(s) Responsible:      Social Studies teachers, Guidance department, Dept. chairs, H S Admin. Coord. of Curric. & Instruct.

### Chronology of Activities

1. Survey similar schools in L.I.U. to compare/contrast high school Social Studies progression of course offerings.
2. Review Pennsylvania State Academic Standards to determine grade level and/or course to determine in which standards would be taught and assessed. Review current Planned Instruction.
3. Check with the Pennsylvania Department of Education regarding progression alignment and renaming of courses.
4. Develop a plan for progression re-alignment so all students will have 4 years/credits of Social Studies.
5. Make necessary changes in the Curriculum Selection Guide

### Support Data

1. Was complete in 02-03 through a survey.
2. Completed in 03-04 school year.
3. Ok by State standards.
4. Realignment studied and planned for implementation in 04-05 but was put on hold due to budget constraints for texts.
5. Will be done when budget approved for 2006-07. Curriculum committee is ok with realignment.  
 \* Scheduling for 05-06 completed with realignment of Social Studies Curriculum. Texts are being phased in for 05-06 and 06-07.

### Completion Status:

The realigning process began in 2003-04 and the phase in process began in the 2005-06 academic year. By 2006-07 the entire sequence will be completed. The curriculum course selection guide of 2005-06 indicated the changes taking place.

# Littlestown Area School District Action Plan Report

Priority Goal/  
Action Plan

Curriculum # 10

Objective(s):

1. Pursue the possibility of offering weighted "honors" core curriculum classes at the high school allowing for increased academic rigor in the core curriculum.
2. Survey college admissions counselors for the value of additional weighted courses.

Implementation

Date:

Person(s)

Guidance Dept., Principal, Department Chairs

Responsible:

## Chronology of Activities

1. Research the validity of weighting honors classes in addition to AP classes. Use input from college admissions counselors and data collection from similar schools in the Lincoln Intermediate Unit.
2. Divide the projected academic sections of courses for the 2003-2004 school year into academic honors and academic sections, reassigning staff as needed if additional weighting is decided upon.
3. Address the staffing needs as per course enrollments

## Support Data

1. Researched in 02-03 by surveying local colleges and universities in a 50 mile radius. The evaluation of AP and College in the High School to possibly go with additional weight.
2. Not necessary as per study.
3. Staffing needs were address in a 3 year plan. Through the Performance Grant in 03-04 and the 04-05 school year a math tutor and math coach were hired.

## Completion Status:

The present weighting system appears to meet the needs of the academic rigor of the high school as per input from the staff and survey data. The curriculum committee of the board also examined the data in November, 2005 and agreed with the present practice.

# Littlestown Area School District Action Plan Report

Priority Goal/  
Action Plan            Communication #4

Objective(s):            Continue to use the *Bolt Bulletin* to effectively communicate with parents, staff, and students.

Implementation  
Date:

Person(s)  
Responsible:            Board of Education, Building Principal, Director of Technology, *Bolt Bulletin* Coordinator

## Chronology of Activities

1. Continue to improve format and layout making it more attractive and more enticing to read including printing on colorful paper.
2. Publish monthly (whenever possible).
3. Establish deadlines for articles.
4. Work on the improvement content in the following areas by including:
  - student writing
  - department news
  - extracurricular activities and student accomplishments
  - spotlight on student activities outside of school
  - humor/student cartoons
  - parenting information
  - spotlight on faculty/staff activities
  - *Board Briefs*

## Support Data

1-4. Began with issues of *Bolt Bulletin* at the end of 2003-04. Colored paper has developed a problem for bulk printing in present office copy machine limiting the format/layout. About 80% of the content areas have been or are being accomplished. As can be seen from past publications.

## Completion Status:

This has been a work in progress since the 2004-05 Middle States Evaluation. The technology department will continue to try to put the most recent and appropriate articles from the *Bolt Bulletin* on the website when possible.

# Littlestown Area School District Action Plan Report

Priority Goal/ Action Plan	Communication #5
Objective(s):	Continue to enhance and expand the LASD website to more effectively communicate with the community, parents, staff, and students.
Implementation Date:	2003-2004
Person(s) Responsible:	Director of Technology/LASD Website Coordinator/Board of Education/Superintendent/Building Principals

### Chronology of Activities

1. Improve user navigation.
2. Include links to faculty e-mail addresses.
3. Investigate ways to enhance content of website by including:
  - school calendar
  - *Bolt Bulletin*
  - student handbook
  - promotion of extracurricular and special events
  - *Echo*
  - club activities
  - progress reports and report cards
  - attendance
4. Investigate feasibility of increasing staffing in the Technology Department to address expanding needs over the long-term.
5. Utilize additional resources to improve and maintain the website:
  - WEB design classes
  - student clubs
  - technology

### Support Data

1. New webpage browser format installed 06/04 by Mr. Thomas as follow-up from 2-student project 02-03 & 03-04.
2. Posted faculty e-mail addresses 2003-04:  
<http://www.lasd.k12.pa.us/mailusers.htm>
3. Need allocated funds and employ webmaster to make this happen. However, have completed the following: Linked school calendar/ Bolt Bulletin/ student handbook/ special events/ Echo/ club activities to high school website:  
<http://www.lasd.k12.pa.us/LHS/index.htm>
4. School Board approval needed for budget.
5. WEB Design class is assisting technology staff. Created and designed each building's website:  
<http://www.lasd.k12.pa.us/index.html>  
Also, high school web design students redesigned the High School's and Rolling Acres' websites:  
<http://www.lasd.k12.pa.us/LHS/index.htm>  
<http://www.lasd.k12.pa.us/rapage/index.htm>

### Completion Status

Complete

# Littlestown Area School District Action Plan Report

Priority Goal/  
Action Plan            Communication #6

Objective(s):            Explore ways to improve communication between students and staff.

Implementation  
Date:                    2003-04

Person(s)  
Responsible:            Building Principal  
                                 Assistant Principal

## Chronology of Activities

1. Examine establishing a student advisory committee comprised of a cross-section of the student population to discuss/address relevant school issues.
2. Explore ways and means for student opportunity to voice concerns and receive feedback.
3. Select and pilot one type of communicative process between students and staff and survey them to evaluate its effectiveness.

## Support Data

1. SC established a Nutrition Committee to work with Food Service Director in 2003-04. SC officers now meet with Principal and AP each quarter, summer. There was always a summer meeting in the past.
2. SC established committee for 04-05. Weighted grades was recent topic.
3. SC did not see this as a problem.

## Completion Status:

Most of this was completed with initiative in the 2003-04 school year. The 2004-05 school year saw these committees and groups operating effectively.

# Littlestown Area School District Action Plan Report

Priority Goal/  
Action Plan      Communication # 8

Objective(s):      Encourage collaboration and improve communication among teacher colleagues throughout the district at various grade levels and teachers in other districts as well.

Implementation  
Date:      2002-2004

Person(s)  
Responsible:      District Administration

## **Chronology of Activities**

1. Discussion of options for providing time for teachers and counselors to meet to share concerns about students.
2. Provided time for teachers to meet to discuss students.
3. Provided time for school visitations.

## **Support Data**

Meeting minutes

Faculty agendas

In-service agendas

**Completion Status:** Ongoing

# Littlestown Area School District Action Plan Report

Priority Goal/  
Action Plan      Technology # 5

Objective(s):      Continue to improve and update technological equipment for teacher and student use.

Implementation  
Date:      September 2003-September 2008

Person(s)  
Responsible:      Principals/Teachers/Director of Technology

## **Chronology of Activities**

## **Support Data**

- |   |            |
|---|------------|
| 1. Added overhead projectors in high school and middle school classrooms        | ABG budget |
| 2. Added probes and sensors to high school science labs                         | ABG budget |
| 3. Provided training in Blackboard to staff                                     | Ongoing    |
| 4. Provide yearly update of Choices, College Board Access, MMS, and Grade Quick |            |

**Completion status:** Anticipated completion ongoing

## STUDENT ACHIEVEMENT

### PSSA Scores

#### Grade 3

Math 83.0% of the students achieved Proficient or Advanced on the PSSA Test.  
 Reading 68.0% of the students achieved Proficient or Advanced on the PSSA Test.

#### Grade 5

Math 67.6% of the students achieved Proficient or Advanced on the PSSA Test.  
 Reading 65.9% of the students achieved Proficient or Advanced on the PSSA Test.

#### Grade 8

Math 69.0% of the students achieved Proficient or Advanced on the PSSA Test.  
 Reading 78.9% of the students achieved Proficient or Advanced on the PSSA Test.

#### Grade 11

Math 50.0% of the students achieved Proficient or Advanced on the PSSA Test.  
 Reading 71.7% of the students achieved Proficient or Advanced on the PSSA Test.  
 Writing 89.2% of the students achieved Proficient or Advanced on the PSSA Test.

## SAT HISTORY

Year	%	LASD Mean Scores		Pennsylvania Norms		National Norms	
		Tested	Verbal	Math	Verbal	Math	Verbal
93-94	54.0	449	466	417	462	423	479

94-95	58.0	411	444	419	461	428	482
95-96	50.8	511	487	498	492	505	508
96-97	46.2	498	481	498	495	505	511
97-98	60.5	511	503	497	495	505	512
98-99	42.1	497	474	498	495	505	511
99-00	64.4	532	511	498	497	505	514
00-01	55.2	529	510	500	499	506	514
01-02	54.7	514	497	498	500	504	516
02-03	36.2	509	494	500	502	507	519
03-04	31.4	486	504	501	502	508	518
04-05	26.0	506	513	501	503	508	520
05-06	30%	520	505	493	500	503	518

**POST GRADUATE PLANS OF LITTLESTOWN GRADUATES:  
CLASS OF 2006**

- Total number of students = 150
- Percent pursuing a four year college program = 30%
- Percent pursuing a 2 year technical, business, or nursing program = 33%
- Percent entering the Armed Services = 4%
- Percent of those who have obtained employment = 17%
- Percent of those who are undecided = 16%



## THE FUTURE OF THE DISTRICT

### Technology

↳Smart Boards - These are interactive boards that may be written on in much the same fashion as a whiteboard. A variety of activities and subjects may be programmed into a Smart Board to enhance the teaching strategies used with students.

↳Online Courses - The implementation of online courses for both students and staff should be explored. This approach is a cost effective method of offering courses, which otherwise, would not be available to our students.

↳Report Cards - The district should continue to move toward totally computerized report cards. This will allow for better management of information and access to data for the purpose of analysis.

↳Expand the use of Blended Schools

↳Consideration should be given to adding a Technology Teacher at Maple Avenue Middle School to address the areas of spreadsheets, data bases, presentations, webdesign, etc. This would ensure all students a solid foundation in technology skills as the entered High School.

↳Utilize Performance Tracker for curriculum mapping.

### Staff Development

↳Portfolios - The use of both student and staff portfolios should be explored. The utilization of portfolios allow student work to be examined in terms of growth and achievement. Student portfolios may also be used when applying for a job or entrance to college. Staff portfolios provide documentation of professional growth activities.

↳Staff Utilization of Technology - The District is well equipped with computer hardware, software and other technology. An ongoing effort should be made to increase the integration of technology into the daily instruction. Professional staff should be evaluated and required to show a reasonable degree of technological competency. Custom designed technology workshops should be developed and be incorporated as part of the professional growth plan for teachers.

↳Differentiated Instruction - Increased training in this area should be implemented. Administration and professional staff need to realize that instruction needs to be varied to meet the individual needs of the students and that the day of "one lesson fits all" has passed.

ιTraining of Paraprofessionals - The district currently employs a significant number of paraprofessionals to assist with classroom instruction. It is imperative that these individuals receive appropriate training in order to most effectively serve the students. Training should be provided on an ongoing basis.

ιWriting Performance Assessments - This activity is currently in practice to some degree, but should be expanded. Performance assessments, such as those found on the State tests must become routine to students in all subjects. In order for this to be accomplished, staff members must be given the opportunity to receive training, field test assessments and use such assessments on a regular basis in the classroom.

ιTeacher Evaluation Model - The current Differentiated Supervision Program is working well, but efforts must be made to keep it current with recent reporting forms required by the Department of Education. The rubric should be evaluated periodically to ensure the descriptors are accurate and relevant.

ιSupport Staff Clerical Training - With the passage of the No Child Left Behind Law, districts will be required to do more and more record keeping. Much of this record keeping will be computerized. Therefore, it is important to provide ongoing training to all clerical staff on managing the increasing amount of required data.

ιSpecial Education Awareness - Special education is a complex component of the educational program. The depth and breadth of laws and regulations provide a challenge to all educators. Awareness of laws, regulations, rights, responsibilities, and procedures is a goal the District should strive to achieve for all of its professional staff and those support staff members involved with the special education program.

ιExpand Staff Development activities to accommodate the requirements for “highly qualified” teachers.

ιImplement the “3 Minute Walkthrough” strategy for conducting classroom observations.

### **Communications and Public Relations**

ιParent Training Opportunities - A goal of the administration will be to increase the number of workshops available to parents. By providing strategies on studying, managing behavior, and making career choices, parents will be better equipped to become engaged in their child’s education. Such workshops will also foster an atmosphere of cooperation between the home and school.

ιPortfolio Night - To further involve parents in their child’s education a Portfolio Night could be held in which parents come to the classroom and/or conference with their child on the contents of their portfolios. This would allow the parent to

see the type of work their child was doing, how much progress was made, and show their interest in their child's schoolwork.

ıParent Teacher Turnout - Participation is high at the elementary level, but tends to decrease through the middle and high school levels. Approaches will be examined in an attempt to increase participation at the secondary level.

ıHomework Hotline - The implementation of a Homework Hot line should be examined. This will provide students and parents up-to-date information that may be accessed from home.

### **Safety**

ıRestraint Training - Due to the many multiple special needs students now entering our schools training in restraint methods would be appropriate. Such training would prepare staff to deal with incidents that called for restraint in a manner that was safe for the student. It would also reduce the liability of those placed in such a situation.

ıInterior/Exterior Security - Continuing efforts to maintain a safe environment should be made. Guidelines for security measures should be developed for school-day-use and use during non-school hours.

ıAED Training - Training in the use of the automatic electronic difibulator should be conducted for the appropriate staff. AED units should be place in each building.

ıCommunity Police Officer - Several larger schools have utilized a policeman to patrol their parking lots and work with discipline issues within the school. The results have been favorable and this practice warrants future research and review.

ıExplore the use of cameras and proximity cards at the high school. Upgrade the security systems at all schools to include cameras.

### **Curriculum**

ıPrerequisites for Courses - The establishment of prerequisites for high level courses should be examined. This will alleviate students mis-scheduling, which often leads to frustration and lack of success.

ıTechnology Curriculum - A scope and sequence of technology skills required by students needs to be developed.

ıInter-district Vocational Programs - Developing partnerships with other districts in the area of vocational programming could prove very beneficial. Such partnerships would reduce the amount of duplication that occurs among districts.

ιMiddle Level/Elementary Foreign Language - The feasibility of establishing these programs should be explored. A strong body of research supports the advantages of having such programs at these levels.

ιComprehensive Remediation Program - The current remediation measures taken in reading are comprehensive in that all levels of competency are addressed. The goal should be to provide similar remediation in the other content areas, most importantly mathematics.

ιService Learning - Many school districts require service learning as a graduation requirement. The documentation on the benefits of service learning is substantial. The development of such a program warrants examination.

ιStudent Portfolios - Student portfolios are currently used by a small number of teachers with their students. The expansion of this process should be examined. Portfolios provide the opportunity to document student achievement and growth while making the student an active participant in their education.

ιExplore the feasibility of implementing a mandatory speech class.

ιDevelop a transition plan for 8<sup>th</sup> grade students not passing the PSSA tests.

ιExplore the feasibility of implementing a cosmetology program with Empire Beauty School.

ιExplore Agri-Business as a possible component of the Tech Prep program.

### **Special Education**

ιACCESS - Expanded utilization of this resource should take place if possible.

ιIntegrate the IEP goals to performance anchors.

ιExplore the impact of the Gaskins decision.

### **Special Services**

ιGrade 4 - 5 Alternative Education - The appropriateness of establishing such a program will be examined.

ιMaple Avenue Middle School In-school Suspension - The establishment of such a program should be considered. This would eliminate the need for a staff member to take students to and from the high school and would also provide for a better age appropriate placement.

ιFull Day Kindergarten - Based on the positive results of the Extended Day Kindergarten the implementation of full day kindergarten sessions should be

examined. In addition, full day kindergarten is an initiative of the Governor and will be accompanied by funding, which may make it more feasible.

ıIncrease Guidance Services - It is the administration's perception that guidance services at the high school level should be expanded. This is particularly true in the area of vocational planning.

ıResearch the feasibility of making Alloway Creek a non-graded school.

ıEstablish a plan for addressing a pandemic.

### **Facilities**

ıExamine the restructuring of the Tech Ed department.

ıNature Trail Maintenance - The maintenance of the wetlands nature trail should be given attention. This is a valuable teaching resource and responsibility and resources should be specifically assigned.

ıExamine the feasibility of air conditioning all buildings in order to accommodate summer sessions.

### **Culture and Climate**

ıStaff Appreciation - The administration feels the professional and support staff do an excellent job and recommend exploring ways to recognize their efforts.

ıDiversity Awareness - The community is changing, as is the student population. More and more minority students are enrolling. As a result it would be wise to conduct activities with staff and students that focus on understanding others and their culture.

ıNew Student Orientation - A program to provide orientation to the district for new students should be explored. Such a program might include a student mentor.

ıTransition Program - A requirement for special needs students is to have a transition program that will take them from the traditional educational setting into the world of work or on to higher education. This program should be improved and expanded.

ıStudent Mentor Program - This could be in conjunction with the New Student Orientation or it could be a stand alone model. This program would provide mentors to those students experiencing difficulty with some area(s) of their educational program.

### **Assessments**

ιAssessment Development - The District should continue to develop assessments that reflect those found on the PSSA tests and are supported by research with regard to their effectiveness.

ιDevelop Planned Instruction Assessments for science and social studies.

### **Resources**

ιOutside Sources - The District will explore alternative sources of funding via grants, partnerships, foundations, etc.

ιTime - Time is one of the District's most valuable assets. Every effort should be made to increase instructional time and utilize the time available in the most effective manner.

ιBooster Coordination - An effort should be made to coordinate the efforts of the various booster organizations, with specific attention to fund raising. This is necessary in order to avoid over-burdening the community and to avoid competition among the various booster groups.

### **Co-curricular / Extra-curricular**

ιMiddle School Programs - The expansion of programs for middle level students should be explored. The addition of a track program is a logical example.

ιIntramurals - The implementation of an intramural program warrants examination. This program would accommodate those students not participating on school teams.

A snapshot of the Littlestown Area School District for the academic year 2005-2006 indicates that a strong program is in place and serving the students well. There are many academic and extra-curricular offerings from which students may choose. These offerings are supported by good facilities and personnel. A large variety of services are offered for those special needs students. Similarly, academic support programs provide students with additional opportunities for academic growth.

Although the program is strong from kindergarten thru grade twelve, there is always room for improvement. The standards set by No Child Left Behind will necessitate more effective use of teaching time and an increase in the number of support services offered. Another challenge will be to insure that all teachers achieve "highly qualified" status. This will be a significant endeavor with regard to learning support teachers. The newly adopted Strategic Plan includes many of the activities that will be addressed in the future. It is the goal of the administration, to strive, in concert with the Board of Directors, to maintain and implement programs, curriculum and instruction that will enable our students to best serve our students.





