

Action Plan Log – Assessment/Remediation Committee

Objective: To align the standards and benchmarks with the curriculum and instruction

Activity: To articulate K-12 curriculum area as the standards are approved

Person(s) Responsible: Assistant Superintendent
Principals
Teachers

2000 - 2006

August, 2000 During the AM inservice high school and middle school department chairs were met with their departments to discuss and report how standards will be met, how they will be assessed and how the department will plan to articulate the curriculum during the October inservice. Each department report was reviewed and a reply with comments was returned to each department chair and principals.

During the AM inservice several groups met at OVES to focus on curriculum issues. Mrs. Rabena and selected staff leaders designed presentations and workshops about instruction and curriculum.

September, 2000- Individual meetings with each department to assess curriculum.
Cont. Jan., 2001 Distribution of standards to teachers as they are approved.

September, 2000 Individual teachers share curriculum and instruction with parents during open house.

Sept.-Jan., 2001 Work is progressing during in-service days to streamline and map our curriculum. This curriculum is to be aligned with the standards.

October, 2000 Several teachers representing K - 12 staff were selected to facilitate the October 9 inservice. A cross section of grade level and department chairs and other subject area leaders were trained on how to facilitate the goals.

October, 2000 Review of reading/math standards at faculty meeting.

Jan. 2001 Presentation on alternative assessments and designing rubrics for writing.

Jan.-April, 2001 Met with science teachers K-12 to articulate curriculum.

April, 2001 Science teachers from grades 5-10 met to align standards with curriculum and to recommend course sequencing.

May, 2001 The Board Curriculum Committee approved a new 5-10 scope and sequence.

June, 2001 The process continues to be completed as the standards are approved.

August, 2001- School wide reading assessments are being implemented. Grades 2-5 are completing
Fall and Spring
June, 2002 running records and grades 2-6 are using the State rubric (some grades adapted) for the writing prompts given in Fall and Spring.

- September, 2001 Ordered laminated copies of math, reading, writing rubric and standards for every teacher in school.
- October, 2001 Inservice for grades 1-5 on Accelerated Reader. The STAR program allows for feedback to students and teachers. This feedback is used to enhance instruction.
- December, 2001 Ongoing process as the standards are approved.
Held discussion with department heads regarding assessment changes related to standards.
- December, 2001 Discussed at department meetings.
Implemented in preparation of planned course outlines.
Topic of middle school common planning meetings.
- 2001 – 2002 Language Arts committee established for selection of new language arts program.
- Jan.-April, 2002 Discussed standards that were a consideration in purchase of new textbooks for environmental science, music, geography, American history and technology.
- Sept.,01-July, 2002 Several teachers designed new curriculum based on state or national standards. Standards continue to be assessed through PSSA and/or teacher designed tests.
- July, 2002 New PSSA teaching techniques have been researched and shared with the faculty. All new faculty members have been given curriculum updates.
- August, 2002 Grade level articulation.

Activity: To continue the curriculum mapping process of the standards and benchmarks, including where they are assessed – the cycle determined by the curriculum committee

Person(s) Responsible: Assistant Superintendent
Principals
Teachers

2000 - 2006

- September, 2000 Teachers construct curriculum maps. Curriculum mapping is the foundation of
Cont. Jan., 2001 determining what teachers are teaching – it is used as a starting point prior to the process of writing planned instruction. Mapping is a summary of lesson plans.
- October, 2000 During the inservice day all teachers met K - 12 to map the curriculum, examine the standards and discuss assessment.
- October, 2000 Coordinated mapping of language arts department (shared curriculum L – 12 with teachers in attendance)
- November, 2000 K - 12 Science and technology benchmarks were written during summer workshops by teams of teachers working with the staff at BCIU. Dr. Dewalt and Mrs. Victoria Merritt served participated on the task force. In November, the benchmarks were distributed to districts. All science staff members received a copy of the benchmarks.
- Oct.-Dec., 2000 Individual teachers continue to work on mapping the content and examining the standards.

- November, 2000 Teachers begin refining maps and making decisions concerning textbooks and supplemental materials.
- Sept.-Jan., 2001 Information has been distributed to department heads regarding standards updates. Test formats have been presented by department heads to member of the staff.
- Jan., 2001 Distributed completed curriculum maps to appropriate personnel.
- March, 2001 Elementary, Middle and High school staff continued to work on mapping the curriculum.
- Jan.-May, 2001 Refine curriculum maps and discuss benchmarks during team meetings.
- Jan.-June, 2001 Teachers writing planned instruction continued to map and align standards with the curriculum.
- June, 2001 Explanation of the mapping process is ongoing.
- Summer, 2001 Mapping of pre-first refined for preparation of pre-first curriculum writing.
- October 8, 2001 The inservice workshop included the mapping and curriculum writing for science 5-8, math 12, music, art, applied math 10-12 and pre-first.
- October 12, 2001 Met with Mr. Sterling Snyder to review K-12 mapping. Organized materials into three levels: K-6, 7-8, 9-12.
- December, 2001 Mapping the curriculum is an ongoing goal. Teachers are provided with updates on new information as it relates to the curriculum mapping process.
Completed maps are collected and disseminated to new personnel, homebound instructors and appropriate staff members.
- January, 2002 Revised database that tracks mapping and curriculum.
- May, 2002 All curriculum maps are complete for grades 7 and 8. Maps need to be adapted to school district format.

Activity: To continue mapping types of assessment tools presently used at each grade level to ensure a variety of assessment strategies are implemented

Person(s) Responsible: Principals
Teachers

2000 - 2006

August, 2000 Assessment tools are reviewed as a designated section of the teacher handbook; including the development of rubrics; performance and authentic assessments.

September, 2000 Elementary school wide Reading Assessment – K-5

December, 2000 Dr. Dewalt met with Mr. Sterling Snyder to discuss designing mid term and final tests based on the standards.

December, 2000	Introduced pre-test/post-test philosophy and format to teachers.
January, 2001	Inservice – Reading and Math rubrics and open ended/performance tasks.
January, 2001 Ongoing	Teachers begin developing assessments for their department. Four teachers have chosen assessment as a goal in the middle school. Presentation at In-service on assessment and standards.
Sept.-Jan. 2001	New teacher assessments and alternative assessments have been reviewed by the administration. Suggestions on techniques have been shared with these teachers.
Jan.-May, 2001	Teachers become involved in STEEP testing. Teachers pilot science assessment questions.
March, 2001	The district received a Student’s Achieving Standards grant that required assessment using the SAT 9 at the 3 rd grade level.
March, 2001	Inservice grade 3-6 teachers to update writing assessments.
May, 2001 students.	The administration is considering recommending quarterly assessment of all
June, 2001 meetings.	Alternative assessments will be incorporated into future department and faculty
	Math inservice for grade 4, 5, 6 teachers to analyze PSSA scores and develop a plan for improving student achievement.
December, 2001	Work on a specific assessment tool related to curriculum and the standards. Emphasis on a variety of assessment strategies is being stressed at faculty and department meetings.
December, 2001	Evaluate assessment tools that are presently being used.
December, 2001	Priority of department chair meeting discussion. Addressed by Dr. Wilt. Strategies shared at department meeting. Will complete a list in January of assessment tools used.
December, 2001 Each teacher is using	STAR program for Accelerated Reader is being fully implemented in grade 3-5. iBook computer (grant funded) for Accelerated Reader with students. Results are used to guide instruction.
Jan.-May, 2002	Teachers in core subjects and encore subjects developed competency tests. Teachers grades 1-5 are using curriculum based assessments. Training on interpretation is ongoing. Kindergarten teachers have revised kindergarten assessments to meet curriculum taught.

Objective: To analyze data from assessment to improve instruction and verify mastery

learning

Activity: To track assessment data to determine areas of need

Person(s) Responsible: Assistant Superintendent
Principals
Grade Level/ Dept. Chair

2000 - 2006

August, 2000 During the inservice day, teachers discussed assessment during their department level meetings and reported the information back to the assistant superintendent.

September, 2000 Half day writing rubric scoring

September, 2000 Analyze PSSA scores: Longitudinal study for grades 5, 8 and comparison of individual student achievement and PSSA test score.
Ongoing Individual teachers track student achievement and add instructional strategies and accommodations.

September, 2000 Individual teachers track student achievement and add instructional strategies and accommodations.
Ongoing

October, 2000 Dr. Wilt and Dr. Dewalt presented a workshop to all teachers on teaching and testing to the standards. We discussed how the assessment is connected to learning.

Sept.-Oct., 2000 Reading teachers administer running records to students enrolled in their classes.
Running record (CBA) training and practice 1 – 6.

Sept.-Jan. 2001 PSSA scores have been reviewed by the department heads and areas of deficiencies have been identified.

March, 2001 Dr. Dewalt attended a workshop at Penn State University to learn how to disaggregate PSSA scores.

May, 2001 Reading teachers administer post assessment test.
Math teachers administer post assessment.

June, 2001 PSSA writing scores will be evaluated and a plan developed to assist our students in successful writing techniques.

June, 2001 Math inservice for 4th, 5th and 6th grade teachers.

June, 2001 Dr. Dewalt and members of the BCIU created a workshop to teach area administrators how to disaggregate the PSSAs.

2001 Assessment data is now available for CBA (Running Record) – grades 1-4.
Writing samples are now available as a response to writing prompts fall and spring grades 2-6.

June 19-21, 2001 Inservice workshop using SAP and PSSA scores to determine instructional strategies for math and 4th and 5th grade levels. All school wide assessments in reading are used to determine areas of need. All classroom teachers are responsible to do running record on each student. The data from assessments was used to reframe the criteria for Title I.

November, 2001 Karen Dewalt, Assistant Superintendent attended a workshop at Penn State to update skills on desegregating PSSA scores.

December, 2001 PSSA writing will continue to be evaluated and a plan for remediation will be developed.
 PSSA math scores will be evaluated and a plan for remediation will be developed.
 Department heads continue to ask the hard questions about the PSSA.

December, 2001 Tracked PSSA scores for current 10th graders.
 Investigated PSSA sub test scores.
 Sent notices to parents regarding student progress and areas of need.
 In process of making a decision concerning competency tests.

December, 2001 Offered two workshops to math and language arts department chairs and three middle school teachers on assessing individual student scores to adjust instruction for students who have not achieved a proficiency level in PSSAs.

Jan.-May, 2002 Teams of teachers share information during common planning time.
 Forms have been developed to share progress with parents/guardians.

July, 2002 OVHS semester exam process will be changed – effective 2002-2003 school year.
 This ongoing process has become a focused inservice topic.

June – Aug., 2002 OVHS teachers scheduled a workshop to review assessments and align them to the standards. Teachers of mathematics, language arts, science and social science selected a day and were paid an hourly rate for up to four hours to review assessments.

Sept.-Oct., 2002 CBA date for grades 1-5 is shared with school board. Grade levels will examine data and use for instruction.

September 20, 2002 Inservice – writing rubric

October 2, 2002 Scoring of writing.

October 14, 2002 Guided reading/flexible grouping inservice.

Activity: To review and identify instructional goal areas for improvement

Person(s) Responsible: Assistant Superintendent
 Principals
 Grade Level/ Dept. Chair

2000 - 2006

September, 2000 Principal has submitted and shared annual goals.
 Teachers have submitted annual goals and reviewed them with the principal.

October, 2000 Mrs. Lightcap, Mr. Werner, Mr. Onopa and Dr. Dewalt visited Pottstown Middle School to review their newly constructed school technology education facilities and program.

Sept.-Dec., 2000 Dr. Dewalt, principals and Grade Level/ Dept. Chairs reviewed data and research to identify areas for improvement. The focus during these months was technology education, K-12 math, 6-8 science, music and reading.

- Sept.-Jan., 2001 Emphasis will be placed on the deficient areas to improve them and raise the standards.
- Sept.-Jan., 2001 On-going on grade level – what do students need to know coming into this grade level?
With survey of group – what works what doesn't work? Awareness level.
- January, 2001 Mid-term review concerning student achievement and the needs of the Oley Valley school. Community distributed to Department Chairs.
Begin restructuring special education schedule to accommodate testing for students.
- Jan.-May, 2001 Homework notices prepared, parent contacts made concerning student progress.
Monthly meetings with students experiencing difficulties in class.
- May, 2001 Teachers review progress on attaining annual goal.
- June, 2001 Teachers will be formulating specific goals for the 2001-2002 school year.
- June, 2001 Mrs. Rabena, Dr. Dewalt and Dr. Wilt facilitated a three day workshop on 4th and 5th grade teachers to identify instructional goals.
- November, 2001 Reviewed the PSSA scores for identifying advanced, proficient, basic and below basic with building principals
- December, 2001 All teachers are working toward a stated yearly goal related to technology.
Recommendations and positive reinforcement has been included in all post observation conference.
The faculty is working as a team to develop and complete specific goals.
- December, 2001 Meet with teachers regarding goals and needs.
Teachers set annual goal in writing.
- December, 2001 Grades K-6 examined writing scores for grade 6 – 2000. After determining strengths and weaknesses, a writing plan was adopted for each grade level to increase writing opportunities across the curriculum and through the grades.
- December, 2001 Presentation to the Board by 4th and 5th grade teacher on how they identified underlying sequencing of math skills that need to be addressed to improve math scores.
- May, 2002 PSSA writing scores indicate a need to improve writing skills K-12.
- May, 2002 Teachers reviewed their annual goals and assessed progress.
- June, 2002 Principal created a portfolio related to annual goals and assessed progress.
- July, 2002 The goals for the 2002-2003 school year will include the area of assessment.
All goals established by teachers were reviewed at the end of the school year.
- November, 2002 Ongoing – teachers will review data to provide opportunities for remediation.

Objective: To implement a staff development program, which will address:

- **Defining quality assessment**
- **Teaching strategies and differentiated instruction**

Activity: To provide staff development

Person(s) Responsible: Staff Development/Act 48 Committee **2000 (ongoing)**

September, 2000 Active member of staff development committee.
Mentor for Guidance Counselor.
Monthly meetings scheduled with principal/mentors/inductees.
Instructional strategies, behavior management and curriculum development addressed at faculty meetings.

October, 2000 The Staff Development Committee reviewed the strategic plan goals to align staff development events with district goals.

June, 2000 Elementary, Middle School, High School and Elementary administrator participated in Math Assessment workshop.

January, 2001 Assessment/Rubric workshop offered

January, 2001 Reading Recovery – Reading strategies presented.

January 23, 25 and
February 13, 2001 Wendy Steensland – Using Learning Styles.

March, 2001 Inservice presentation – restructuring the Middle School

March, 2001 Workshops were offered to staff that individualized assessments and teaching strategies.

March, 2001 Inservice – writing assessment workshop – grades 4, 5, and 6.

April, 2001 The summer menu of staff development offered a cross section of opportunities in a variety of workshops.

April, 2001 Met to assess 2000-2001 staff development activities and to plan fall 2001 staff development activities.

May, 2001 Completed induction program.

June, 2001 Math assessment for 4th and 5th grade teachers.

April, 2002 Act 48 Committee recommended revising the Act 48 plan during the 2002-2003 school year.

Objective: To report/communicate assessment information to district constituents (staff, students, and parents/community)

Activity: To report state assessments in district newsletter and local newspapers

Person(s) Responsible: Assistant Superintendent **2001 - 2006**

November, 2000 The staff and school board received information on the spring 2000 PSSA scores.

- January, 2001 The district newsletter contained an article on the PSSA results.
- Fall, 2001 The fall newsletter will have information on 2000 PSSA scores. Information on the standards will be explained.
- November, 2001 Wrote an article to be published in the district newsletter on results of the PSSAs and the impact on current educational programs at Oley Valley.
- Spring, 2002 Updated an article for the newsletter on the district PSSA scores in reading and mathematics.
- September, 2002 Wrote a letter to the Boyertown Times explaining assessment and curriculum.
- November, 2002 Dr. Dewalt wrote an article for district newsletter on PSSA and graduation requirements. Dr. Boland included information on No Child Left Behind in an article.

Activity: To report state and commercial assessments in individual building newsletters

Person(s) Responsible: Building Principals

As available - 2006

- October, 2000 PSSA Family Connections
- December, 2000 Distributed and reviewed PSSA scores at faculty meeting. Highlighted areas of strength and areas of need according to specific subtest scores.
- Sept.-Jan., 2001 Completed in January 2001 newsletter and district newsletter. Also shared with parents at Parent Discussion meetings.
- February, 2001 Shared comparison of PSSA scores for past five years, noting areas of strengths and improvement.
- August, 2001 CSRI was presented to curriculum committee.
- December, 2001 Information on PSSA scores was sent to all parents/guardians who are associated with the assessment.
All community members are supported with the goals of PSSA and how we are working to achieve those goals.
Ongoing information is constantly transmitted to parents on PSSA.
- December, 2001 Monthly newsletter published concerning ways parents can help students achieve. Send home individual test scores when applicable.
- December, 2001 Title I data was published in school newsletter.
- Jan.-May, 2002 Monthly newsletters continue.
Assessment data is published concerning PSSA testing and building award.
- July, 2002 Information will be shared with all media sources and parents.

Activity: To communicate individual standardized test scores to parents

Person(s) Responsible: Building level

Fall 2000 (ongoing)

- October, 2000 PSSA results mailed to parents.
- Nov.-Dec., 2000 Scores were sent out to all individual parents through the guidance office. The guidance department addressed questions from parents.
- Sept.-Jan., 2001 Gave PSSA results to 6th grade parents at conferences, mailed Stanford Achievement results – Grade 2, 4 and 6 to parents.
- January, 2001 Differential Aptitude test results mailed to parents.
- February, 2001 Newsletter to parents explained PSSA and its scoring techniques.
- June, 2001 Continued the process of communicating in a newsletter to parents how the PSSA is scored and interpreting results.
- December, 2001 Distributed and reviewed PSSA scores at faculty meetings. Information and scores shared at parent discussion meetings. Shared the importance with students of upcoming PSSAs.
- Jan.-May, 2002 Individual scores sent to parents as they are received.

Activity: To continue high school project presentations

Person(s) Responsible: High School Principal

1999 (ongoing)

- December, 2000 Principal met with 91 seniors to discuss progress on their graduation projects. Faculty advisors have been told to keep students working toward completion of the projects.
- June, 2001 Meetings are ongoing with all seniors who have not completed graduation projects.
- December, 2001 Met with 94 seniors to check progress on their graduation projects. Faculty senior project advisors were told to push and assist students to complete projects.
Meetings with seniors are ongoing throughout the school year.
Guidance presentations on the importance of project completion.
Seek ways to make the high school project more meaningful and effective.
- July, 2002 We will look to make the high school project process more effective. With the addition of a third guidance counselor, this process shall become more efficient.

Activity: To develop Portfolio Anthology System as a review/assessment of student work

Person(s) Responsible: District Assessment Committee

2004

Activity: To develop a reporting system for students and parents that would provide an accurate and thorough representation of the achievement levels of students at various grade levels

2002 - 2004

Person(s) Responsible: Principals through District
Assessment Committee

September, 2000 Continued review of report cards and percentages versus letter grades as an assessment tool.
Parent conferences held.

December, 2000 Developed homework form to encourage completion of assignments.

January, 2001 “Promotion in danger” letter sent to parents.

Jan.-May, 2001 Team meetings and individual conferences with parents and students concerning progress and achievement.

Summer, 2001 Report card committee established to review present report card and investigate those of other districts.

October, 2001 Student PSSA results distributed to parents.

Jan.-June, 2002 Designed a survey on reading and writing to gather data related to what teachers know about balanced literacy.

Objective: To assist students who are having difficulty achieving the approved standards

Activity: To continue to provide and expand present remedial programs

Person(s) Responsible: Principals/Teachers

2000 - 2006

September, 2000 Institute after school tutoring program by staff members.
Addition of math tutor and reading specialist as middle school personnel.
Tutoring available during study hall.

November, 2000 Family Reading Night

November, 2000 Advertised for volunteers to mentor students.

Sept.-Jan., 2001 Creation of teacher tutor program based from high school library.
Guidance will utilize teachers when necessary.
Students experiencing difficulties will be monitored.

Sept.-Jan., 2001 6th grade buddies working with first graders
Preparation for pre-first
Through IST remedial strategies and interventions are implemented on grade level.

Jan.-May, 2001 Peer tutoring program initiated.

March, 2001 High school buddies worked during the after school with 4th graders.
Pre-first class identified.

June, 2001 Exploration of tutoring program will take place over the summer with a recommendation for 2001-2002 school year.

- December, 2001 We are continuing the periodic High School faculty tutoring program assisted by the guidance office.
Students experiencing difficulty will be monitored.
- December, 2001 All teachers have designated tutoring times.
Eligibility for sports program dependent upon academic success.
Communicate with parents regularly concerning student progress.
- December, 2001 Title I program is monitored and through school wide assessments students are identified for remediation. Reading Recovery is in place for grade 1. All teachers use re-teaching strategies to remediate students.
Pre-first program is in place.
Summer school remediation in reading and math was provided for students going to 3rd and 4th grade.
- Jan.-May, 2002 Academic Advisor initiative to meet with students individually.
After school tutoring program continues.
Tutoring during study hall is implemented.
- July, 2002 Remedial level Reading course will be offered.
- July, 2002 We will provide a remedial level course in reading for our new social studies teacher.
Students will be recognized in the 8th grade to be placed in either a reading program which will incorporate newsbank or a math program. Our goal is to have students reach a competency level and be pulled out of the program when sufficient progress is made.
- September, 2002 A goal is to include remediation as part of the daily activities. Teachers are disaggregating PSSA scores to identify students who are not proficient in order to provide meaningful classroom instruction to accommodate student's needs.

Activity: To provide the following proposed programs:

- High school math teachers for remediation periods
- Middle school remedial reading teacher/grant for math
- Elementary Reading Recovery

Person(s) Responsible: Principals/Teachers **2000 - 2006**

- September, 2000 Implemented Elementary Reading Recovery
- September, 2000 Remedial Reading teacher services students during periods 5, 6, 7.
Math tutor available periods 3, 8.
- Summer 01-02 Summer school for grades 2, 3 and 4.
- Sept.-Jan., 2001 Two periods are provided each day with certified math teacher based in the high school library.
- December, 2001 Scheduling problems and lack of staff have not given us the opportunity to provide math teachers for remediation periods during the school day.
Teachers are working with students during study halls and during the after school period from 2:40-3:10 pm.

- December, 2001 Remedial teacher is currently servicing the Elementary school. Have incorporated reading and study skills instruction shared with English teachers.
- December, 2001 Reading Recovery has been extended from covering two to four first grade classes. The program provides services to eight students per semester.
- May, 2002 Middle School study skills teacher – personnel proposal considered.
- June, 2002 Middle School study skills teachers hired for grade 8.
- September, 2002 Reading Recovery expanded to 1 ½ teachers.

Activity: To establish a committee of staff members at each building level to plan and recommend remediation strategies

Person(s) Responsible: Principals

2000 - 2003

- September, 2000 Common planning time established for teachers instructing English, Math, Social Studies, and Science
 - Integration of subject areas
 - Discussion of student achievement
 - Planning assessments
 - Conferencing with parents

The aforementioned activities are the topics of common planning time.
- Sept.-Jan., 2001 Plans are being made to establish a committee under the supervision of the Assistant Superintendent.
- Sept.-Jan., 2001 On-going at grade level meetings, IST, Pre-first committee.
- June, 2001 Plans are ongoing with the Assistant Superintendent.
- December, 2001 No committee has been established. Issues of remediation have been discussed through department chairs.
- December, 2001 Academic success committee developed to address strategies for achievement. Academic advisor meets with students. Guidance counselor and principal are consultants. Learning support teachers available for testing and accommodations.
- December, 2001 remediation. Grade level chair meetings provide a forum for sharing ideas and strategies for remediation. IST provides support to students who need remediation.
- Jan.-May, 2002 Academic Excellence Committee meets during inservice days and at specified faculty meetings.
- June, 2002 A variety of techniques used with special needs students to improve student writing was shared with Dr. Dewalt for the school board presentation.

July, 2002

Discussion with the OVAC will take place on the issue of remediation.

Action Plan Log – Curriculum / Graduation Committee

Objective: Review the curriculum to meet Pennsylvania state standards and the academic standards established by the Board of Education

Activity: Establish a K-12 articulation subcommittee comprised of faculty, students, administrators, and community members.

Person(s) Responsible: Assistant Superintendent **2000 - 2001**

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| January, 2001 | The district newsletter contained an article asking for volunteers for the K – 12 subcommittee. |
| Feb.-April, 2001 | The curriculum subcommittee met March 8 th and April 4 th , 2001. The volunteer membership included administrators, teachers and community members. |
| May, 2001 | The curriculum subcommittee made 8 recommendations based on activities that are stated in the strategic plan. |

COMPLETED

Activity: Set aside a specific amount of staff development time to ensure that planned instruction is coordinated and followed.

Person(s) Responsible: Assistant Superintendent **2000 - annual review**

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| Sept.-Jan., 2001 | It was brought to grade level chair that adopted Benchmarks were not aligned with PCO's for Reading and Math. |
| Sept.-June, 2001 | Several new curriculum guides were written during the year. K-12 Health and Physical Education, C++, Visual Basic, Algebra III and Trigonometry, Drivers Education and Student Aide. |
| March, 2001 | Inservice – writing assessment with grades 4, 5, and 6. |
| June, 2001 | Teachers writing Planned Instruction for 2001-2002 met with Dr. Dewalt for a workshop on designing standards based curriculum. |
| July, 2001 | Conducted a workshop for 12 teachers who were beginning to write new planned instruction for the 2001-2002 school year. |
| October, 2001 | Inservice day – teacher identified to write curriculum spent the inservice day reviewing and writing their planned instruction. |
| Sept.-Jan., 2001 | Worked with individual teachers on writing and re-writing planned instruction. |

2002 – 2003 Continue to follow the curriculum writing process

- Update mapping
- Ongoing curriculum revision
- Assessment aligned with the standards

October, 2002 Writing articulation occurred for grades K-6.

Objective: Utilize a district curriculum development cycle to review subject areas and recommend revisions.

Activity: Implement a curriculum process for the development of all planned instruction

Person(s) Responsible: Assistant Superintendent

2000 - 2006

Summer, 2000 A new format for designing curriculum was instituted. K - 12 physical education and health, new courses and a secondary English course were contracted to be written for the school year. All new courses are due by June 30, 2001. Planned Instruction is initiated immediately for new courses approved by the board for the following year.

Summer, 2001 Review of current process, modify and correct process where necessary.

Sept.-Jan., 2001 Three curriculum areas K-12, were completed and approved by the Curriculum Committee
– Physical education, health and drivers education.

July 1, 2001- The following planned instruction is currently in the development phase:
business

June 30, 2002 education, technology education, family and consumer science, 5th, 6th, 7th and 8th grade science, pre-first, music and art.

April, 2002 Teachers working on curriculum submitted a draft for evaluation.

September, 2002 ESL/Bilingual program - pre-instructional requirements were added to the Strategic Plan. A description of “special education for gifted students” was added as an addendum to the Strategic Plan.

2002 – 2003 As curriculum is completed and approved by the Curriculum Committee, content area teachers are trained in the next phase of writing planned instruction.

Activity: The selection of materials and training of staff follow the sequence listed.

Health, Physical Education, Driver Education, Family ,Consumer Science, Technology Education, Business, Guidance, Social Studies, Foreign Language, Language Arts, Fine Arts, Reading, Library, Mathematics and Science

Person(s) Responsible: Assistant Superintendent

2000 - Annual review

October, 2000 Teachers working on writing curriculum spent the day collaborating with peers, mapping, designing standards, developing assessments, and deciding on the content.

2000 - 2001 Planned Instruction will be written according to the sequence listed in the strategic plan. For the 2000-2001 school year all physical education, health, and driver education courses are under contract to teachers to complete by June 30, 2001.

June, 2001 Planned Instruction was completed according to the sequence described in the Strategic Plan: Health, Physical Education and Driver Education.

Sept.-Dec., 2001 While sequence was followed according to the plan, a change in staff status necessitated adjustments in the process of writing planned instruction.
Tech Ed. and some business education courses were delayed until next year.

Jan.-June, 2002 The original list of teachers writing curriculum was modified to accommodate staff changes. Members of the music department continue to work on modifications and changes to program and planned instruction.

Objective: **Examine specific needs of the district and recommend modifications as appropriate**

Activity: Review graduation requirements annually

Person(s) Responsible: Assistant Superintendent, Principals,
Dept. Chairs and Grade Level Chairs

2000 - Annual review

September, 2000 Continued review of course offerings at Middle School level to coordinate with High School requirements – emphasis on science/foreign language this year.

December, 2000 A memo was distributed to staff requesting volunteers to participate in a curriculum review committee. One of the tasks will be a review of the graduation requirements.

April, 2001 The Curriculum Subcommittee made the following recommendations:
1. Maintain current graduation requirements aligned with Chapter 4.
2. Change the scope and sequence for science in grades 5-10 to meet state standards for PSSA testing in grades 4, 7, and 10.

May, 2001 Surveyed established Middle School to compare course offerings.

November, 2001 The assistant superintendent attended a conference to review graduation requirements for 2003 school graduates.
The assistant superintendent met with several assistant superintendents from other districts in Berks County to decide how we could meet the graduation requirements for 2003 to stay in compliance with Chapter 4.

December, 2001 Ongoing review of the high school course selection handbooks.
.25 was removed from the total graduation requirements because of the modified block.
Discussion through department meetings.

December, 2001 Available as a resource; high school addresses graduation requirements.

December, 2001 The newly revised (2001) IEP, which is updated annually, includes two sections pertaining to graduation: Desired post-school outcomes and at statement of coordinated transitional services and activities need to support desired post-school outcomes.

December, 2001 Reviewed a software program from EdVision that will provide three solutions to issues related to graduation 2003: 1. How to assess to the standards, 2. How to develop

standards based instruction and 3. Teacher designed assessments tool kit.

January, 2002 Planned an inservice day for January to educate staff and principals on how we can meet the graduation requirements for 2003.

Jan.-May, 2002 Met with staff members individually and as a department to develop Middle School curriculum and schedule.

February, 2002 The board approved a change to the graduation requirements.

June, 2002 The newly revised (2001) IEP, which is updated annually, includes two sections pertaining to graduation: Desired post-school outcomes and a statement of coordinated transitional services and activities needed to support desired post-school outcomes.

July, 2002 The graduation process is being evaluated – the issue of having students not meeting the requirements and still participating in the ceremony is being reviewed.

Activity: Prioritize reading, writing, and math as essential skills throughout the curriculum.

Person(s) Responsible: Assistant Superintendent **2000 - Annual review**
Principals

September, 2000 A new reading position was added: Reading Recovery for 1st grade students and middle school remedial reading.

September, 2000 Addition of personnel (reading specialist, math tutor)
Librarian sends updates of materials for instruction.
Begin Reading Olympics for students – April 2001 – Won 2nd place.
Incorporate reading/math in science and social studies research; instruction

October, 2000 Purchase additional calculators.

Sept. 00-Jan. 2001 Teachers writing curriculum are required to include a writing component and assessment.

Sept.-Jan., 2001 Teachers are encouraged to emphasize basic reading, writing and math skills while teaching their curriculum.

Sept.-Jan., 2001 Reading and Writing assessment initiated K – 6
Grade level enrichment packets for Math.
Math activities with each grade level during American Education Week.

June, 2001 Conducted a three day workshop for 4th and 5th grade teachers to review math standards, connect instruction to the standards and develop a plan for improvement.

December, 2001 Ongoing update of research technology and distribution to faculty and students.
Reading and math is being incorporated into all course work when applicable.

December, 2001 Chairperson of a language arts research committee.
Shared PSSA test scores and identified areas of proficiency.
SSR during study hall implemented/reading incentive programs.

Utilized faculty meetings, inservice days, and grade 7 & 8 meetings to discuss strategies for instruction.

Met individually with each department to determine a plan of action to improve skills.

Shared materials for writing across the curriculum.

Teacher handbook included a section on building proficiency in writing.

December, 2001

Each grade level has established baselines for school-wide assessments.

4th and 5th grades have analyzed test scores and adapted instruction for maximum achievement.

Writing plans have been constructed for each grade level. After analysis of test scores, priorities were set and growth will be assessed.

Accelerated Reader and the STAR program have been implemented in grades 3, 4 and 5.

Grades K, 1, 2 and 6 are being phased into program implementation.

Jan.-May, 2002

Continued to share strategies for instruction and assessment.

Students continue to journal in content subject areas.

Teams of teachers develop integrated units

Sept.,01-June, 02

Teachers include writing and/or math standards in new planned instruction.

Activity: Address and implement conflict resolution skills, team building skills, and promote personal responsibility at each grade level.

Person(s) Responsible: Principals

2000 - Annual review

September, 2000

Service projects sponsored by the middle school.

Introduction of Bullying Prevention Program

PASS team and PEER mediation

January, 2001

Development of support groups by Guidance Counselor.

Sept.-Jan., 2001 We will be evaluating monthly discipline reports to see areas of need. The discipline committee will make recommendation to the superintendent. Teachers are encouraged to use cooperative learning as a technique in their classrooms.

Sept.-Jan., 2001

Peer Mediation used for bus incidents

Safety Links – Bus

Anger Management Group

Elementary SAP pilot

Wise choice program

Sept.-May, 2001

Monthly discipline reports are reviewed.

Feb.-April, 2001

Excellence committee met to discuss peer respect.

February, 2001

Discipline committee reviewed guidelines. Legal counsel advised, made changes.

June, 2001

Harassment procedure is developed for the 2001-2002 school year. The discipline system is streamlined and ready for use.

August, 2001

5 staff members will participate in Bullying Prevention at BCIU.

- December, 2001 Peer mediation groups are in place and being utilized.
Discipline reports are being evaluated and compared to identify problem areas.
The entire discipline code was updated by the discipline committee.
- December, 2001 Excellence committee priority is to develop activities for pride in our school.
Bullying Intervention program in place – signed a pledge; surveyed students; will begin morning announcements and school wide activities in January.
Peer mediation by Guidance counselor.
- December, 2001 As part of the Bullying Prevention Program students and teachers are encouraged to use morning meetings and community meetings to decrease at-risk behaviors and to increase communication.
Teachers are receiving ongoing training during the school year (during faculty meetings).
Wise Choices are being used throughout the school to encourage responsibility, respect and self-control in each individual.
A “Community Involvement” school-wide improvement committee has involved 5th grade students with making announcements and leading the pledge in the morning.
Random Acts of Kindness days have been scheduled so students and teachers learn to help each other and respect each role in this community of learners.
IST and guidance staff are facilitating Anger Management and Problem Solving groups.
- December, 2001 Students, teachers and bus drivers completed a survey designed to assess the extent of Bullying at the elementary school and to provide input for designing a quality Bullying Prevention program.
The Bus Safety Links Program has been expanded upon during the 2001-2002 school year.
A Caught You Being Good process has been implemented in the cafeteria as an incentive to promote personal responsibility.
- December, 2001 A group of secondary faculty members participated in a two-day workshop which enabled them to earn a certificate of certification in “Crisis Prevention Intervention”.
A BCIU Learning Resource Consultant gave a presentation to the elementary special education teachers in November 2001. The topic included teacher strategies and activities to build “classroom communities”.
- January, 2002 Bullying Prevention – community meetings for K-5th grade.
- Jan.-May, 2002 Anger Management group met weekly.
Bullying Intervention Committee created several school wide incentive programs.
Jack Chambers presented workshop on cooperation.
Improved cafeteria arrangement at lunchtime.
- June, 2002 Addressing conflict resolution skills: A group of secondary faculty members participated in a two-day workshop which enabled them to earn a certificate of certification in Crisis Prevention Intervention.
Addressing team building skills: A BCIU Learning Resource Consultant gave a presentation to the elementary special education teachers in November 2001. The topic included teacher strategies and activities to build classroom communities.
- July, 2002 A bullying prevention program is being implemented at the high school level for the 2002-2003 school year – (placed on hold until 2003-2004 school year).

July, 2002	Techniques in CPI will share with the staff at faculty meetings by trained personnel. Bullying information will be shared with the faculty in the fall either through faculty meetings or inservice training.
Activity:	Research scheduling options to meet the individual needs of students at the elementary and secondary levels.
Person(s) Responsible:	Principals 2000 – 2002
Sept.-Jan., 2001	Requests are being made for additional staff which would allow for more flexibility in scheduling students. Counselors will meet one-on-one with all students.
November, 2000	Collected scheduling options from other school district.
January, 2001	Scheduling instituted for 2001 – 2002 school term and investigation of options for new middle school building.
January, 2001	Bus links program was implemented at the elementary level.
March, 2001	Surveyed faculty concerning addition of grade to Middle School and schedules.
May, 2001	Requested additional staff for Middle School – 4 positions
June, 2001	Scheduling options are being examined for the 2002-2003 school year after the Middle School is built.
December, 2001	Scheduling options are being examined for the 2002-2003 school year.
December, 2001	Have incorporated teacher suggestions into schedule. October inservice day – shared scheduling information. Met with grade 6 teachers concerning scheduling options. Have developed a 6 day cycle for new school. Encore subjects scheduled every other day.
December, 2001	Scheduling will be affected with the change of 6 th grade to the new middle school. An “Exploration” school-wide improvement committee will be investigating scheduling options as used by other schools. Teachers are looking at time for SSR, class meetings and early dismissals. Kindergarten teachers are exploring and investigating options for all-day kindergarten. This could be an option for 2002-2003 school year.
Jan.-May, 2002	Finalized schedule for new Middle School adding academic advisement, tutoring in core subject areas and temporary placement center for behavior management.
July, 2002	The present scheduling system will be streamlined after the departure of the middle school.

COMPLETED

Activity: Review the Guidance program and the Library program at all levels.

Person(s) Responsible: Assistant Superintendent

2000 - Annual review

- | | |
|------------------|---|
| Summer, 2000 | Mrs. Hunsberger and Mrs. Miller were selected to write a curriculum for the teacher aide program. |
| September, 2000 | The district hired a new guidance counselor for the middle school. |
| September, 2000 | New librarian, Rabecca Hart, has instituted new research, literature, and library programs, monthly report available. |
| October, 2000 | Elementary guidance counselors began mapping elementary guidance instruction. |
| October, 2000 | Mrs. Dougherty and Dr. Dewalt co-authored a grant with goals. |
| November, 2000 | New counselor, Sarah Cullen, had added support groups and individual programs for students. |
| Sept.-Dec., 2000 | Dr. Zackon, Mr. Markley, Dr. Dewalt and Mrs. Riegel, Department Chair, worked on a library improvement plan. |
| January, 2001 | Mrs. Riegel and the high school staff developed a list of books and materials to support the curriculum. Items were purchased through district and foundation support. |
| February, 2001 | Mrs. Dougherty and Dr. Dewalt were funded \$53,000 for the Students Achieving Standards grant. The purpose of the grant is to improve student learning for reading and math PA standards. |
| March, 2001 | The elementary guidance staff developed a K-6 mapped sequence of skills that are taught by guidance staff. |
| April, 2001 | School librarians wrote a grant to fund technology to connect internet with book database.

Mrs. Miller and Mrs. Hunsberger completed a Student Aide planned instruction guide. |
| Sept.-Dec., 2001 | The Library department and Guidance department meet monthly to discuss changes needed in programs to comply with district and state initiatives, changes in technology and new trends and services needed. For example: <ol style="list-style-type: none"> 1. In October, Dr. Dewalt met with the high school guidance staff, Mr. Markley, high school staff and RACC representative to expand course offering for the RACC credit; 2. Mrs. Riegel revised an LSTA grant proposal to ensure a more appropriate allocation and use of grant funding to support new technologies for services; and 3. The elementary librarian designed and constructed a follow-up program to ensure the necessary staff development for teachers using Accelerated Reader. |

Activity: Investigate the implementation of a summer reading program in elementary, middle, and high school.

Person(s) Responsible: Assistant Superintendent
Principals

2001 - 2001

- | | |
|---------------|---|
| January, 2001 | Investigation of reading program. Concern of the many summer activities that conflict. Will issue summer reading list for students. |
|---------------|---|

Sept.-Jan., 2001	This is an ongoing investigation.
February, 2001	Summer school proposal – Curriculum Committee End of 2 nd grade – 2 nd through 3 rd End of 3 rd grade – 3 rd through 4 th
March, 2001	Summer school approved for grades 2, 3 and 4.
June, 2001 districts.	Summer school for credit – 91 classes for students, 24 enrollments from other
July-August, 2001	Summer school initiated 20 2 nd graders --- 3 rd 30 3 rd graders --- 4 th Reading and Math remediation.
July-Aug., 2001	Elementary summer reading program implemented.
Summer 2002 program.	28 students grades 2, 3 and 4 received additional instruction during the R.I.S.E.
November, 2002	Guidance team presented study skill program to 6 th graders.

COMPLETED

Activity: Raise the awareness of students concerning diversity issues at each grade level.

Person(s) Responsible: Principals

2001 - Annual review

September, 2000 Initiation of Bullying Prevention program.
School wide contests and spirit days throughout the year involve the participation of
the school community.

November, 2000 Sponsored “Friendship Day”

February, 2001 Wise choice
Guidance program

Sept.-Jan., 2001 Cultural diversity issues are being addressed by the social studies department.

June, 2001 Additional assemblies will be utilized with the message of tolerance.

December, 2001 Issues of diversity have been addressed in periodic group meetings with students by the
teachers by the teachers and administration.

December, 2001 Language classrooms (Latin, German, Spanish) celebrate festivals each semester.
Incorporated literature into English classes that address diversity.
Excellence committee is planning diversity activities including an assembly and classroom
activities.

December, 2001 Diversity issues have been addressed through class meetings and the Wise Choice Program.

Jan.-May, 2002 Excellence Committee discussed diversity. Planned school wide program for 2002-2003.

June, 2002 All faculty members in the district were inserviced on educating students with limited English proficiency (LEP) and English language learners (ELL). School district responsibilities were also clarified (as mandated by PDE). This information may be shared with students, as needed.

July, 2002 Issues related to diversity were presented at different school assemblies.

Activity: Address enrichment, remedial, and independent study opportunities in all areas of the K-12 curriculum.

Person(s) Responsible: Assistant Superintendent
Principals

2001 - Annual review

September, 2000 Report to faculty from learning support teachers annual review of IEPS.
Gifted teacher imitates new schedule and opportunities for students.

November, 2000 Developed a review of gifted education referral process

Sept.-Jan., 2001 The gifted teacher is raising the level of quality education in developing all gifted plans.
Students also are being given opportunities to attend field trips and grow culturally through cooperative education.

Sept.-Jan., 2001 Math enrichment packet for 3rd graders – specially designed Math enrichment/acceleration program.
Buddies, Reading Recovery, Title I, Pre-first.

Sept.-Aug., 2001 Reading Recovery implemented throughout school year.
Summer math assessment inservice for grade 4, 5 and 6 teachers.

May, 2001 Added acceleration policy for students.

May, 2001 The tutoring faculty program will be evaluated to determine how to continue the program after the Middle School departs.

June, 2001 During the workshop for writing Planned Instruction, teachers are asked to include activities for remediation.

June, 2001 The TV presentation has expanded to include more educational phrases and words of the day.

Sept.-January The principals and assistant superintendent have held ongoing discussions on remediating students who do not meet proficiency on the PSSAs. Currently, training and research is being conducted to first identify areas of weakness improvement. Principals are developing building wide solutions to remediation.

October, 2001 Working with the Director of Special Education, superintendent and principals, the

assistant superintendent addressed enrichment opportunities for gifted students through a revised policy and regulation for acceleration.

November, 2001 A newsletter article was written by the supervisor of special education on the procedure for accelerating courses.

December, 2001 Tutoring program continues.
Academic advisor meets with students before school, after school and two periods per day.

Accelerated English classes taught by gifted education teacher.
Acceleration of 7th grade students to 8th grade Algebra I.
Contracting with students allows independent study in some classes.

December, 2001 Enrichment/Remediation are addressed at each grade level within the classroom instruction. Selected 3rd, 4th, and 5th grade students are on an independent program plan for math. These plans are monitored several times per year.

December, 2001 Title I audit was conducted as part of the Federal Programs Audit. The program received the highest possible rating.

December, 2001 An “Acceleration” article was included in the district newsletter to make the school district residents aware of the policy and criteria for acceleration.

Jan.-May, 2002 Devised plan to add exploratory topics in study hall during 2002-2003 school term.
Investigated mentorships.
Investigated Accelerated Reader.

June, 2002 An acceleration article was included in the district newsletter to make the school district residents aware of the policy and criteria for acceleration.

July, 2002 A production was reviewed which presented the issue of diversity – multi screen presentation in Spring 2002.

October, 2002 The Curriculum Committee approved new guidelines for the gifted program.

Activity: Integrate technology & library skills into the K-12 curriculum.

Person(s) Responsible: Assistant Superintendent
Principals

2001 - Annual review

September, 2000 Integrated Olympic activity
Voting/Election activity – school wide – students used technology to vote and library to research.
First grade writing project using computer.

September, 2000 Librarian prints continuous updates of informational websites.
Computer lab opened during study hall for students.

October, 2000 Sponsored book and breakfast for teachers.
Middle school designs web page for district.

- Sept.-Jan., 2001 Our media center specialist conducts classes in student library skills. Classes all include how to utilize the latest technology in research techniques.
- Jan.-May, 2001 Science teachers integrated skills for science fair projects/reports, reading class, social studies classes complete power point research.
- Sept.-June, 2001 All new Planned Instruction contains writing, research and technology components.
- June, 2001 A high school TV studio presentation has been developed for morning announcements.
- June, 2001 Added academic advisor program for 2001-2002.
- June, 2001 Staff development activities for Student Achieving Standards grant sent libraries and reading teachers to Williamsburg for training.
Purchase of 4 Alpha Smarts computers for use with individual students.
- Sept.-Nov., 2001 Through the leadership of Mrs. Rabena and Mrs. Dougherty, both technology and library skills are integrated into the regular education curriculum to improve reading and writing. Teachers have been inserviced in the rise of MAC computers.
- December, 2001 Teachers are visiting the library for constant training and updates on research techniques.
- December, 2001 Coordination of classroom projects and library instruction.
Science fair research integrated.
Social studies projects (geography) integrated.
Reading classes are introduced to literature during library instruction.
Librarian updates faculty on web sites available.
Students utilizing power point presentations for classroom assignments.
Students utilizing computer lab and library during study hall.
- December, 2001 Accelerated Reader and the STAR Program have been implemented in grades 3, 4 and 5. Grades K, 1, 2 and 6 are in a phase-in stage as availability of books and computers becomes established.

Alpha Smarts are being used with 5th graders to improve writing skills.
- December, 2001 An after school Internet Club is learning to design school related web pages that will be able to be used by students, staff and parents.
- Jan.-May, 2002 Individual teachers plan integrated units with librarian.
Individual teachers chose increased technology utilization as an annual goal.
- Jan.-June, 2002 Mr. Belanger, Ms. Eckert, Mrs. Graham and other staff members continue to support and research best practice for integrating technology skills.

Activity: Explore the opportunities for dance and theater in the K-12 curriculum.

Person(s) Responsible: Assistant Superintendent
Principals

2002 - 2006

September, 2000 Met with music department concerning construction of auditorium in new middle school and opportunities available.

October, 2000 Clubs that encourage drama and dance instituted.

Dec. 14, 22, 2000 Interactive theater

March 5, 2001 Theater integrates into science.

Sept.-Jan., 2001 A dance club was started to help students develop their artistic talents.

June, 2001 Emphasis has been placed on locating trained individuals with dance and theatre background to supervise our students.

October, 2001 Invitation of Missoula Theatre Group to hold auditions and present plays to Oley Valley families.

Activity: Increase the opportunities for interactive learning offered through laboratory experiences in science at the elementary and secondary level. Purchase and align materials and equipment.

Person(s) Responsible: Assistant Superintendent **2002 - 2006**

September, 2000 Designated lab period in sciences classes during days 5 and 6.

October, 2000 New mobile lab purchased for science department.

November, 2000 Research begins for Science Fair and classroom projects.

December, 2000 Begin consideration of materials for following year.

Activity: Correlate Family and Consumer Science with the new standards.

Person(s) Responsible: Principals **2002 - 2002**

November, 2000 Sent architect information related to standards and design.

Jan.-May, 2001 Family and consumer science teachers working on planned instruction.

September, 2002 Latin for 6th graders.

Activity: Research the implementation of a foreign language program in the elementary school. Review the language requirements in the middle school and high school.

Person(s) Responsible: Principals, Foreign Language Department **2003 - 2004**

September, 2000 Currently in progress is a review of the addition of a foreign language in grade 6.

Activity: Explore textbook alternatives and multi-media approaches to instruction at all levels.

Person(s) Responsible: Technology Systems Manager

2003 – 2006

Activity: Research the following programs for implementation: all day kindergarten; multi-age classrooms at the elementary level; and exploratory topics in the middle school.

Person(s) Responsible: Superintendent

2003 - 2006

September, 2000 Developing a packet of materials for suggested exploratory topics.

September, 2001 Committee organized at the elementary school to explore all day kindergarten.

Sept.-Oct., 2001 Middle school teachers visiting other schools to obtain ideas and topics for the new middle school curriculum/programs.

Sept.-Oct., 2001 Due to increased enrollment, plan for all day kindergarten tabled.
Exploratory topics implemented in middle school

Activity: Evaluate physical education requirements at the elementary, middle and high school, to improve overall physical and mental health.

Person(s) Responsible: Assistant Superintendent, Principals,
Department Chairs and Grade Level Chairs

2000 - 2001

September, 2000 The physical education department began writing curriculum and reviewing the standards.

November, 2000 Have developed a schedule for middle school that will increase time for physical education 2002-2003.

Sept.-Jan., 2001 Department head has been made aware of changes in curriculum and is relaying information to the department. Specific changes will be given to the principal for discussion.

June, 2001 All K-12 Health and Physical Education curriculum was completed.

COMPLETED

Activity: Develop a committee to review the current guidelines and the assessment of the graduation project.

Person(s) Responsible: Assistant Superintendent, Principals,
Department Chairs and Grade Level Chairs

2000 - 2001

December, 2000 A memo was distributed to staff requesting volunteers to participate in a curriculum review committee. One of the tasks will be a review of the graduation requirements.

January, 2001 The district newsletter contained an article asking for volunteers for the K - 12 subcommittee.

Sept.-Jan., 2001 Work is progressing on developing this committee through the guidance office.

May, 2001 The Board Curriculum Committee made four recommendations that were forwarded to the high school principal to review. These recommendations were made to encourage students to complete prior to their senior year.

COMPLETED

Activity: Explore the incorporation of mentorships with local businesses as part of the career education component for graduation.

Person(s) Responsible: Assistant Superintendent, Principals, Department Chairs and Grade Level Chairs **2001 - 2002**

September, 2000 Learning For Life project assigns speakers to Oley Valley to share career expertise.

December, 2000 Guidance counselor is investigating other career initiatives. Advertise for pre-voc program participant.

Sept.-Jan., 2001 Elementary – clergy
D.A.R.E.

Sept.-Jan., 2001 The Pathways website is a springboard for connecting business with education. In order to develop a strong work study program, a certified teacher would be needed to supervise students working in a career work study model.

March, 2001 Dr. Zackon and Dr. Dewalt presented a demonstration to the Board Curriculum Committee on the Career Pathway website.

April-May, 2001 Faculty inservice on the career pathways website. Guidance counselors are continuing to provide students with work release opportunities,

December, 2001 Career speakers, sponsored by Boy Scouts of America, scheduled for grade 8.

COMPLETED

Activity: Explore Advanced Placement, dual enrollment, and college credit opportunities.

Person(s) Responsible: Principals and Department Chairs **2000 - Annual review**

December, 2000 The music department recommended, and the board approved, removing the AP criteria for the course AP Music Theory H. The course description will remain rigorous but due to low enrollment, the music department evaluated the target audience and changed the course description to appeal to more students.

Sept.-Jan., 2001 We at present are working on all areas to improve the quality of education for our advanced students. More insight may be given from Carol Miller.

June, 2001 Mr. Neiman, Mrs. Ewing and Ms. Borges worked with the business manager to

purchase equipment and materials to support the RACC dual enrollment program.

July, 2001 Dr. Dewalt contacted RACC to discuss increasing the number of courses for dual enrollment.

Nov.-Dec., 2001 We are exploring having made dual enrollment course with RACC. We are constantly evaluating and exploring our curriculum.

December, 2001 Will be available for consultation – not addressed in the middle school with the exception of acceleration in math and English. One young man has been advanced in a foreign language.

July, 2002 Dual enrollment opportunities have been expanded to include all courses that fall in line with RACC.

Action Plan Log – Safe Schools/Buildings Committee

Objective: Safety is a mutual responsibility of the parents, school district, and community, to protect and secure a safe learning and work environment for the students and staff. The Oley Valley School District is committed to providing a safe school through continuous evaluation and implementation of the Safe Schools and Buildings Committee six-year plan.

Activity: The Administration Building, Elementary Building, and Secondary Building have an alarm system located on all exterior doors.

Person(s) Responsible: Supervisor of Buildings & Grounds **1999 - 2000**

1999 – 2000 All alarm systems have been inspected.

COMPLETED

Activity: The High School has one 360-degree camera, overlooking the front parking lot and down the side of the building to Modulars A and B.

Person(s) Responsible: Supervisor of Buildings & Grounds **1999 - 2000**

1999 – 2000 The camera has been inspected.

COMPLETED

Activity: Fixed cameras overlooking the rear parking lot and Modulars E and F, Modulars C and D, and Middle School Rooms 8, 10, 12, 14, and the Middle School Library.

Person(s) Responsible: Supervisor of Buildings & Grounds **1999 - 2000**

1999 – 2000 The cameras have been inspected.

COMPLETED

Activity: The Elementary School will have three fixed cameras installed at the rear of the building overlooking the loading dock and dumpsters and at the front corners of the building.

Person(s) Responsible: Supervisor of Buildings & Grounds

1999 - 2000

February, 2000 Cameras monitoring the perimeter of the school were installed.

COMPLETED

Activity: Card access panels will be installed at the Kindergarten wing door, the Fourth grade wing, and the door at the rear entrance of the building.

Person(s) Responsible: Supervisor of Buildings & Grounds

1999 - 2000

June, 2000 Card Access System was installed at the Elementary School on all outside doors being used by teachers and students.

COMPLETED

Activity: A tape library collection for all cameras to be reused every three weeks.

Person(s) Responsible: Supervisor of Buildings & Grounds

1999 - 2000

1999 – 2000 A tape library was set up for tape collection at the High School and Elementary.

COMPLETED

Activity: Install card access panels in the High School, at the entrance next to the Middle School Library, the entrance to the Middle School corridor, and the outside door by Mrs. Pennypacker's classroom.

Person(s) Responsible: Supervisor of Buildings & Grounds

1999 - 2000

July, 2000 The Card Access System was installed at the Middle School and High School on all outside doors that will be used by teachers and students.

COMPLETED

Activity: Routine crisis response drills will be instituted.

Person(s) Responsible: Building Principals

1999 - 2000

September, 2000 Fire drills are scheduled and completed.
Crisis procedures have been published for each teacher and reviewed.
Evacuation flow chart posted in every classroom.

Sept.-Jan., 2001 Work is progressing through the Oley Valley Crisis Team. A meeting is scheduled for January 8, 2001 to conduct a drill with the team. Eventually our goal is to conduct a drill during the

school day.

Sept.-Jan., 2001 Booklets and plans are in place.
Emergency operations plan
Emergency evacuation procedures
Regularly scheduled fire drills and yearly severe weather drills held.

June, 2001 Met with police and emergency personnel to begin planning crisis response drill.
Crisis response drills have been conducted and evaluated.

COMPLETED

Activity: Creation of a reception desk and monitor to receive all visitors at the Elementary School.

Person(s) Responsible: Elementary Principal **1999 - 2000**

Nov.-Dec., 2000 Description of position and posting

January 2, 2001 Position filled with two part-time people
Desk, phone, heater

Activity: Explore the use and wearing of staff ID badges.

Person(s) Responsible: High School Principal **1999 - 2000**

Sept.-Jan., 2001 Completed 2000 – 2001 school year.

COMPLETED

Activity: Secondary school renovations should incorporate safety issues – entrances, cameras, and keypads.

Person(s) Responsible: Director of Business **2000 - 2003**

October, 2000 The secondary school renovations have been put on “hold” until significant progress is made on the Middle School building program.

January, 2001 Mr. Stock and Mr. Weaver will provide and maintain a current listing of issues at the secondary complex. Among the issues is safety.

April, 2001 Continued from January 2001.

Activity: Consider developing a policy to review and require I.D. cards for all students K-12 and staff.

Person(s) Responsible: Superintendent **2001 - 2002**

Sept.-Jan., 2001 All teachers, support staff, administration, and school board members are required to wear I.D. cards.

It is the recommendation at this time not to incorporate students into the procedure of

wearing I.D. cards.

September, 2001 ID cards have been established for the school board.
Student ID cards have not been communicated.

December, 2001 Updated ID cards have been provided to faculty and staff.
Policy committee of the school board has not considered student ID cards.

Sept.-Oct., 2002 Updated ID cards provided to new faculty and staff.
Student ID will not be considered as this time.

Activity: Investigate the possibility of improving safety by doing the following:

- Use of additional parking lot lighting at the elementary school. (completed)
- Add keypad access at the entrances for buildings and modular unit safety.
- Installation of front lobby cameras at elementary and secondary campuses. (completed)

Person(s) Responsible: Director of Business / Supervisor of
Buildings & Grounds

2000 - 2001

October, 2000 Keypad access and safety cards installed at elementary.

November, 2000 Mr. Stock will incorporate new lighting at the entire complex into building program
at the Middle School.

January, 2001 The Safe Schools grant has provided for “hall monitors” at elementary.

Activity: Explore costs to provide after school, night, and weekend security for buildings.

Person(s) Responsible: Director of Business / Supervisor of
Buildings & Grounds

2000 - 2001

January, 2001 No progress at this time.

February, 2001 A specially equipped bicycle was purchased for Oley police to maintain security on school
grounds.

April, 2001 Information has been received and implemented – “Pellicotti” (which was given to Oley
Valley by a consultant).

May, 2001 MGM Security was hired to maintain security at night and weekends two weeks prior to
graduation.

Activity: Address bus safety issues with further surveys of students.

Person(s) Responsible: Supervisor Transportation

2000 - ongoing

Sept.-Jan., 2001 Elementary bus safeties – bus improvement program.

June, 2001 Mr. Beacham met with Bus Safety Links to survey students regarding bus safety.

July, 2001 Sent request out through Penn-Link for sample student, parent, teacher surveys that administration used to survey regarding bus safety issues.

Activity: Increase the number of cameras used on buses.

Person(s) Responsible: Superintendent

2001 - 2002

Jan. 15, 2001 RFPs sent to bus contractors for the 2001 – 2002 school year requesting additional cameras on buses.

September, 2001 New bus contract, with Quigley Bus Company, requires cameras on all buses for next five years.

COMPLETED

Activity: Investigate the use of an anonymous safety hotline to report suspicious activities.

Person(s) Responsible: High School Principal

2000 - 2001

Sept.-Jan., 2001 This issue will be discussed with Building and Grounds supervisor.

Activity: Offer at least (3) programs or assemblies for students utilizing student council input addressing security, student safety and school violence.

Person(s) Responsible: High School Principal

2000 – ongoing

September, 2001 Student handbooks address safety issues for students.

Sept.-Jan., 2001 Grade level program dealing with all aspects of the school climate August, 2000. Student handbook is the foundation of this program.

March, 2001 Bullying intervention program implemented creating posters, murals, slogans, and petitions, against violence.

May, 2001 Assembly on student responsibility and decision making.

June, 2001 Two programs were conducted with our students.

November, 2001 Student safety and drug use was discussed with each individual class.

December, 2001 Peer mediation presentations have been reviewed by students on the TV morning announcements.

Activity: Phase out trash receptacles at entrances.

Person(s) Responsible: Supervisor of Buildings & Grounds

2000 - 2002

September, 2001 Trash receptacles have been phased out.

COMPLETED

Activity: Establish a Security Awareness Program to be presented to all incoming freshmen, and maintain process annually.

Person(s) Responsible: High School Principal **2000 - ongoing**

Sept.-Jan., 2001 Completed August 2000.

August, 2001 This process is ongoing.
A powerpoint presentation was included during the opening of the school year that included security and safety for all students.

January, 2002 Update of security for all students.

July, 2002 The current powerpoint student presentation will be reviewed and expanded to include all necessary information to make our students feel safe in school.

Activity: Do a statistical evaluation of security measures at the end of each year.

Person(s) Responsible: High School Principal **2000 - ongoing**

Sept.-Jan., 2001 Discipline reports are being created per marking period to evaluate problem areas.
Survey will be distributed to random students in May 2001.

June, 2001 Completed through verbal student survey.

December, 2001 Current evaluation is being conductive on our newly installed hallway monitoring system.
Ongoing student and faculty input on security.

July, 2002 Additional security measures have been added at the high school.

Activity: Have a safety consultant review the six-year plan.

Person(s) Responsible: Director of Business **2000 - 2001**

January, 2001 No progress – See prior activity.

April, 2001 No progress

Activity: Deliver all district blueprints to local law enforcement, fire and ambulance officials.

Person(s) Responsible: Director of Business **2001 - 2002**

January, 2001 Discussion with Mr. Stock to ensure all plans are provided as needed.

April, 2001 Distributed at meeting with emergency personnel.

COMPLETED

Activity: Establish district in-service for conflict resolution training.

Person(s) Responsible: Assistant Superintendent

2001 - ongoing

- September, 2000 Instituted peer-mediation for all students it is available.
Student assistance program available.
- November, 2000 Guidance counselor available to meet with students on an individual basis.
Principal assists counselor.
- Sept.-June, 2001 Ongoing training for middle school staff related to bullying.
- Sept.-Nov., 2001 Elementary team was trained to develop an ESAP (elementary SAP) program.
- September, 2001 A Learning Resource Consultant from BCIU gave a presentation to the elementary special education staff on “De-Escalation Strategies”.
- September, 2001 Four high school and middle school teachers were trained in SAP. The elementary school started a Bullying program and began implementing the ESAP program. Both programs included training in conflict resolution.
- December, 2001 A team including a board member, clergy, police officer, teachers and assistant superintendent were trained in developing assets for students.
- June, 2002 Administrators and supervisors attended a workshop presented by Attorney Katz and his staff on Conflict Resolution Techniques as they apply to personnel practices.

Activity: Investigate a plan for developing a discipline tracking system to predict violence before it happens.

Person(s) Responsible: High School Principal

2001 - 2002

- September, 2000 Access to Student referral process
Teachers assigned to hall monitoring as students change classes.
Two teachers have chosen to address classroom management skills as their goal.
- January, 2001 Initiation of “Cool Cash” incentive program for respectful behavior.
- December, 2001 Anonymous tip box in the high school office for any confidential important information from students.
Evaluation of monthly discipline to establish patterns and violent student tendencies.
Monitor all students with excessive demerits (over 15).
- July, 2002 Discipline trends for the last 2 school years have been analyzed and recommendations have been made for the 2002-2003 school year.
Teachers will be stationed in areas where discipline tendencies are elevated.

Activity: Set up community meetings for all buildings to discuss safety concerns and share the district safety procedures, with a high school meeting to include freshmen with their parents.

Person(s) Responsible: High School Principal

2001 - ongoing

August, 2000 Meeting with parents/students who are entering the Middle School for the first time.

September, 2000 Parent discussion meetings held bi-monthly.
Bi-monthly excellence committee meetings held.

Sept.-Jan., 2001 Discussion will take place with the Parent Discussion meeting on this future concern.

December, 2001 Ongoing discussion at high school parent discussion meetings.
Direct parent/guardian communication through the high school newsletter.

July, 2002 Continuous process with Mr. Stock to secure the secondary complex.

Activity: Develop a task force for emergency procedures to include member of staff from all buildings, students and members of the community.

Person(s) Responsible: High School Principal **2001 - ongoing**

Sept.-Jan., 2001 2000 – 2001 Oley Valley High School evacuation flow chart has been evaluated.
Developed emergency evacuation/bomb threat exit directions.
Emergency operations plan developed by the OVCT.

June, 2001 Meetings will be held with local police to develop a memorandum of understanding.

December, 2001 Meetings are ongoing regarding a memorandum of understanding.
More direct communications with law enforcement.
Administration is attending PASS team meeting when possible.

July, 2002 Our current evacuation plan was modified by the OVCT for the 2002-2003 school year.

Activity: Expand our PASS and Peer Mediation programs to assist more students in crisis. Explore expansion of the SAP team to all grade levels.

Person(s) Responsible: Building Principals **2001 - 2003**

September, 2000 Additional members of the teaching staff have joined the PASS team.

October, 2000 PASS team presentations to grades 7 and 8 by out of district providers.
Meetings with clergy to discuss assistance with mentors for students.

November, 2000 PASS referral process reviewed during team maintenance session.

Sept.-Jan., 2001 New members of the PASS and SAP team are always being recruited.

Sept.-Jan., 2001 Elementary SAP pilot program.
Peer mediators for bus safety.

Jan.-June, 2001 Weekly planning meetings were held with ESAP team – contract was set up with Reading Hospital Mental Health Center through grant funding.

September 01-02 Will implement ESAP.

- December, 2001 Assist as many students as possible.
Offer direct and indirect assistance to all referred students.
- December, 2001 Referrals are reviewed weekly.
Staff members volunteer time to be a member of Middle School PASS team.
Additional involvement from Reading Hospital and Caron Foundation staff.
- December, 2001 The Elementary SAP team has been established. The Reading Hospital Mental Health Center is being used for referrals. Meetings are held twice a month.
- Jan.-June, 2002 Added teachers to SAP team after appropriate training.
Weekly meetings continue.
Team members attended Maintenance Training during April.
Continued cooperative efforts with Reading Hospital and Caron Foundation.
- July, 2002 Additional teachers have received SAP training at the BCIU.

Activity: All safety equipment purchased previously should be used to upgrade the elementary campus.

Person(s) Responsible: Director of Business **2002 – 2003**

June, 2001 Cameras are in good condition.

Activity: Insure that all security gates work in all parts of each building.

Person(s) Responsible: Supervisor of Buildings & Grounds **2002 – 2003**

Activity: Investigate the installation of an outside alarm cut-off switch in case of crisis evacuation.

Person(s) Responsible: Director of Business **2002 – 2003**

Activity: Discuss the possibility of adding a School Resource Officer (SRO) for the 2003-2004 school year.

Person(s) Responsible: High School Principal/Director of Business **2003 – 2005**

Activity: Discuss the possibility of developing a student advisory period for the 2004-2005 school year to assist students in developing aspirations and conflict management techniques.

Person(s) Responsible: Building Principals **2003 – 2005**

September, 2000 Investigating possibilities for new Middle School building.

October, 2000 Discussing class meetings to support Bullying Prevention program.

Jan.-May, 2001 Scheduled advisory time for the new school year/volunteer basis by staff members.

Activity: Supply cellular phones (digital) to all district administration and support staff to replace radio use frequency concerns.

Person(s) Responsible: Director of Business

2004 – 2005

June, 2001 Phones purchased through Safe School grant for administration.
Support staff still using radios.

Action Plan Log – Staff Development/Induction Committee

Objective: Develop a comprehensive professional development plan that incorporates a variety of strategies and options for lifelong adult learning.

Activity: Provide information and workshops for updates of regulations and compliance issues. Develop a booklet with the information and distribute to staff members

Person(s) Responsible: Assistant Superintendent

2000 - 2003

Act 48 Committee

August 25, 2000 The strategic plan includes all the information and was distributed to all staff members.

October 25, 2000 Staff Development Committee reviewed the strategic plan for induction and staff development

Aug.-Nov., 2000 Updates and information on Act 48 and staff development opportunities have been forwarded to all professional staff.

Jan.-May, 2001 Newsletters were distributed to all professional staff that included updates for Act 48 regulations.

April, 2001 The Staff Development Committee made recommendations for improving Oley Valley School District Act 48 plan. An addendum will be available in September for professional staff.

September, 2001 Staff members received an update to the professional development plan that included new guidelines and regulations for Act 48 credit.

October, 2001 Teachers received an agenda for the October inservice day that included all areas of instruction, meeting times, educational goals, etc.
A newsletter was distributed to all staff following the regular meeting of the Staff Development Committee. This newsletter contained updates, website information, changes in Act 48 guidelines and ideas on how to acquire Act 48 hours.

Jan.-May, 2002 Continue to update staff on professional development guidelines and opportunities.

October, 2002 A memo was distributed to all professional staff delineating the process for going online to verify the posting of Act 48 hours.

Activity: Survey students, graduates, parents for feedback related to improving professional development

Person(s) Responsible: Assistant Superintendent **2003 - 2003**
Act 48 Committee

Sept.-Jan., 2001 Middle school principal serves as a member of the Act 48 committee.

2002 – 2003 Annual survey completed by high school guidance staff.

Activity: Develop a plan which contains options that include, but are not limited to: Oley Valley in-service training options, curriculum development, graduate credit programs, conferences and workshops, visitations, mentoring/coaching, summer internships, professional release time, adjunct professorships, differentiated teaching strategies, performance based assessment strategies, school improvement teams, study groups, school-based teacher educator, and staff advisory councils

Person(s) Responsible: Assistant Superintendent **2000 - 2001**
Act 48 Committee
Staff Development Action Plan Committee

September, 2000 Teachers have visited other districts for new middle school planning. Staff development and course offerings are posted and distributed to staff. Faculty makes recommendations for improvement.

November, 2000 Information disseminated to faculty on differentiated instruction.

July - August, 2000 The Action Committee and Board approved an continuous education plan for staff during the summer. During the first week of August the plan was submitted and approved by Carol Bellew, Pennsylvania Department of Ed. The plan was distributed to all teachers on the first inservice day. Dr. Dewalt and Mrs. Mizak presented the plan to teachers, highlighting key points of interest.

COMPLETED

Activity: Apply data to develop an assessment tool which will determine the individual professional development level of each staff member and determine what the staff needs to accomplish to further increase their professional growth and expertise

Person(s) Responsible: Assistant Superintendent **2002 - 2004**
Act 48 Committee
Staff Development Action Plan Committee

January, 2000 Mrs. Rabena and Mrs. Lightcap presented a workshop to K-12 teachers on developing assessment tools.

Activity: Provide opportunities for staff to learn to effectively work with exceptional students

Person(s) Responsible: Director of Special Education **2002 - 2004**
Principals

- November, 2000 Differentiated instruction materials presented to staff members.
Addressed ADD identification and management at faculty meeting.
- November 9, 2000 Ken Carpenter from the BCIU spoke on the topic of Behavior.
- January 10, 2001 Regular and Special Education personnel were invited to hear about student referrals and classroom strategies for occupational and physical therapy.
- January 15, 2001 Special Education teachers received Behavior training.
- Aug.-Sept., 2000 Inservice on the topic “Behavior Plans” and an information packet containing behavioral strategies was given to each teacher.
- Sept.-Jan., 2001 A “Behavior Team” is in the process of being developed at the Elementary School.
- Jan.-May, 2001 Development of behavior plans for students.
- September 14, 2001 Ken Carpenter, a BCIU learning resource consultant, presented an inservice training to the special education staff on “De-escalation Strategies”.
- November, 2001 A team of fine faculty members earned a certificate of certification in “Crisis Prevention Intervention” through a training at BCIU.
- November 16, 2001 Becky Kercher, a BCIU learning resource consultant, spoke to the special education faculty about “Building Classroom Communities”.
- February 20, 2002 Teachers who are responsible for administering the Pennsylvania Alternate System of Assessment (PASA) participated in a staff development opportunity at BCIU.
- March, 2002 All teachers and paraprofessionals (K-12) were inserviced on second language and English acquisition ESL district requirements and cultural awareness.
- April, 2002 Beth Medaglia, a BCIU learning resource consultant, spoke to the special education faculty about “Parents of Children with Disabilities – The Grief Process”.
- April 26, 2002 Spencer Henry did a presentation on an inservice day for secondary teachers and administrators. The topic was “Practical Ideas for Educators”.
- May, 2002 Beth Medaglia, the BCIU project manager for autism, spoke to the special education staff about “Autism Spectrum Disorder and How the diagnosis affects the family”.
- September, 2002 CPR/First Aid training was offered to all staff in the district. Automated external defibrillator training will be offered in the future.
- October 23, 2002 Paraprofessionals met with administrators as a group to discuss any questions or concerns. Quarterly meetings throughout the year are being scheduled.

Objective: To comply with the Act 48 mandate that requires the district to define criteria and options that count towards the 180 hours or six (6) credits every 5 years to maintain professional certification

Activity: Use guidelines described in Act 48 to develop a list of options and hours that will be credited towards the 180 hours.

Person(s) Responsible: Assistant Superintendent
Act 48 Committee

2000

July-August, 2000 The Action Committee and Board approved an continuous education plan for staff during the summer. During the first week of August the plan was submitted and approved by Carol Bellew, Pennsylvania Department of Ed. During the summer a menu of options were made available to staff members to acquire ACT 48 credit and flex out of the January 15, 2001 inservice day.

Completed options and hours credited at final meeting for 2000 – 2001 school term. Included credit for field trip design and supervision to a foreign country.

April, 2001 The Staff Development Committee made recommendations for the Act 48 plan. In addition, a review process was designed for challenges to hours credited.

COMPLETED

Activity: Collaborate with PDE to coordinate efforts to use a database program to track staff hours and credits. Develop a sign-in sheet for each activity. The sign-in sheet goes to central office where one person is responsible for recording credits and hours.

Person(s) Responsible: Assistant Superintendent
Principals
Act 48 Committee
Supervisor of Technology

2000 - 2001

September, 2000 The PDE website allows administration and staff to access the number of hours that are recorded. Documenting the hours is completed by the staff and instructor and approved by LEA representative using form 4005.

September, 2000 Distributed and explained Act 48 requirements.

January, 2001 Distributed current forms for tracking.

Sept.-Jan., 2001 We are following procedures set up by the Assistant Superintendent. Faculty has been remind to continually update their paperwork.

June, 2001 All credit hours are updated within one month of the activity.

September, 2002 Purchased s software program from the BCIU to automate records keeping.

COMPLETED

Activity: Develop a plan for individuals to maintain a file of professional development activities.

Person(s) Responsible: Assistant Superintendent
2004

2003 –

Principals
Act 48 Committee

Objective: Provide staff development opportunities for teachers to integrate reading, writing, math, library skills, and technology across the curriculum.

Activity: Provide strategies for teachers to prepare for meeting standards connected to the PSSA

Person(s) Responsible: Assistant Superintendent
Principals
Department Chairs

2000 - 2004

- September, 2000 PSSA testing and standards is on the agenda of faculty and department chair meetings.
Twelve teachers from the middle school have chosen goals related to curriculum and instructional strategies.
- Sept.-Dec., 2000 Mr. Markley, Dr. Dewalt and Joanne Ewing attended several workshops on Chapter 4. Central to the workshops were improved student learning using a standards based curriculum. Several teachers have attended workshops that provide instructions on connecting standards to PSSA.
- January, 2001 Presented in-service program addressing assessment.
- January, 2001 Reading strategies presented to staff by Craig Ausel (Reading Recovery Consultant).
- March, 2001 Inservice for grades 3-6 on Writing Assessment. Emphasis on reading and writing across the curriculum was discussed during the inservice day.
- May, 2001 Teachers assessed their goals and noted progress.
- June, 2001 Math inservice for grades 4-6 teachers. During the Planned Instruction workshop teachers learned that all new curriculum will include research, writing, reading and technology components.
- September, 2001 The elementary inservice day provided opportunities for teachers to learn how to integrate reading, writing, math, library skills and technology across the curriculum.
- October, 2001 The high school staff development day focused on reading and writing across the curriculum.
Teachers writing planned instruction continued to use the standards as the curriculum goals, and create instructional components to teach to the standards.
- November, 2001 The assistant superintendent conducted two workshops for teachers on desegregating the PSSAs.
- December, 2001 Teachers and Administrators continue to attend workshops regarding PSSA. Sharing math/reading handbooks with released PSSA items. Continued evaluation of student test date.
- December, 2001 Strategies shared in writing.

Discussion during common planning time by staff members.
 Updates and communication on a timely basis.

December, 2001 Writing Plans – Grades K-6
 Math Plans – Grades 4-5
 Accelerated Reader – Grades 3-5
 Alpha Smarts – Grade 5

December, 2001 The secondary special education staff was given the following PSSA practice materials: Released mathematics items from the 2000 assessment and writing prompt sheets.

Jan.-May, 2002 Sharing of ideas continue during team meetings, faculty meetings and inservice days.

July, 2002 Inservice programs are continually being offered to the faculty.
 September, 2002 New writing plans were submitted.

Activity: Plan, develop and facilitate technology courses to update skills for all personnel. Utilize technology to access professional development within the district and outside the district

Person(s) Responsible: Supervisor of Technology **2000 - 2002**
 Assistant Superintendent

August, 2000 Several technology workshops were offered on the summer menu as a flex option.

Sept.-Dec., 2000 Individual teachers requested and received approval to attend technology training sessions.

January, 2001 During the January inservice several technology workshops were offered.

April-July, 2001 The summer menu of opportunities included several technology workshops.

October, 2001 The Staff Development Committee newsletter contained ideas on how to use the PDE website as a method of improving skills through the use of technology.

December, 2001 The Supervisor of Technology will included staff development components in the district technology plan.

June, 2002 A website designed by ASCD provides an opportunity for districts to connect staff development with data driven decision making. The online survey will prompt the Staff Development Committee to explore new ways of using online courses to improve teacher learning.

COMPLETED

Activity: Include reading, writing, and math in planned courses of instruction

Person(s) Responsible: Assistant Superintendent **2000 - 2003**
 Principals, Teachers

July, 2000 A new planned course instruction template was developed.

September, 2000 Updated materials for Language Arts and math departments.
 Reviewed lesson plans; activities incorporate reading, writing and math.

- January, 2001 The Students Achieving Standards grant requires the district to monitor student achievement in reading, writing and math across the curriculum.
- June, 2001 All new planned instruction requires reading, writing and technology components.
- Sept.-Jan., 2002 All new planned instruction included reading, writing and technology components.
- December, 2001 Materials are constantly updated for reading, writing and math.
Constant review of lesson plans by administration.
Review of semester assessments by new teachers.
- December, 2001 Written planned courses reflect this goal.
Lessons incorporated these skills. They are noted during classroom observations.
- December, 2001 Writing plans have been designed to include writing in all curriculum areas.
- Jan.-May, 2002 During observations and review of lesson plans, reading, writing and math are part of instruction in core and encore subjects.
- July, 2002 An induction plan for monthly meetings will be developed for the 2002-2003 school year.

Activity: Develop a brochure of professional staff development opportunities offered by the school district

Person(s) Responsible: Assistant Superintendent
Act 48 Committee

2001 - 2003

- August, 2000 The strategic plan was distributed to all employees and included information on the process for acquiring and reporting staff development opportunities.
- Summer, 2000 A summer menu of staff development options was disseminated to all teachers.
- Oct.-March, 2001 A menu of workshops were distributed to all teachers prior to inservice days.
- Summer, 2001 A summer menu of staff development options was developed for professional staff.
- March, 2002 A district booklet was distributed to all professionals listing staff development opportunities. Included in the booklet were guidelines for flexing an inservice date and procedures to attend workshops beyond the workshops listed under the table of contents.
- May, 2002 Distributed opportunities offered by school district and BCIU.

Activity: Include information related to staff development in a district and building level newsletter

Person(s) Responsible: Assistant Superintendent
Principals

2000 (ongoing)

- September, 2000 Information is shared monthly with staff members
Brochures relevant to teachers are put directly in their personal mailbox.

October, 2000 A newsletter about staff development issues was distributed to all staff members.

June, 2001 Sent information via the PTO newsletter.

September, 2002 Information related to staff development is disseminated through building newsletters frequently, special programs involve staff and parents working together to improve instruction. Teachers and parents work together as partners learning new techniques so that all children can learn.

Activity: Present information related to staff development to the Board Curriculum Committee

Person(s) Responsible: Assistant Superintendent **2000**
 Principals
 Department Chairs Teachers

October, 2000 Presentation on Bullying Prevention Program to Board Curriculum Committee.

December, 2000 PSSA results and strategies were presented to the entire board.

Sept.-Dec., 2000 At each curriculum committee meeting, information on staff training and logging time related to Act 48 was discussed.

Sept.-Jan., 2001 First grade – Sherry Hart
 Pre-first – 2000 Learning styles
 ESAP – April board

March, 2001 Information on the March 12, 2001 inservice was presented to the Board Curriculum Committee. The decision makers in designing the activities for the day was the Staff Development Committee. It was decided that each building would develop a site based agenda using district goals as the framework.

April, 2001 The Summer Staff Development menu was presented to the Board Curriculum Committee.

June, 2001 Attended Curriculum Committee to present teacher aide proposal.

Jan.-June, 2001 ESAP – August board
 Curriculum updates –
 Summer school
 Pre-first
 Educational assistants

2001 – 2002 Presented agenda of inservice programs to the Board and Curriculum Committee.

Activity: Provide a centrally located professional development media/library within the district that includes magazines, journals and technology

Person(s) Responsible: Superintendent **2003 -**
2005
 Principals

Librarians

- August, 2000 The district purchased the Harry Wong videos, audio tapes, and books to be signed out of central office.
- September, 2000 Library and internet access updated for teachers. Resources are housed in library and faculty room.
- September, 2002 The new middle school will be considered to house professional development materials.

Objective: Provide professional development plan for all support personnel

Activity: Provide opportunities for updating computer skills for all personnel

Person(s) Responsible: Supervisor of Technology **2000 - 2003**
 Supervisors
 Principals
 Director of Business

- September, 2000 Secretary has been attending in-service workshops presented by Mr. Belanger. Technology department has offered workshops Technology department available to address individual needs and have done so with specific staff members.
 Fifteen middle school teachers have updating computer skills as a goal for 2000 – 2001.
- May, 2001 Goals are assessed for progress.
- December, 2001 individual staff. Technology staff goals for the 2001-2002 school year are assisted periodically by Teachers are constantly updating their computer skills.
- December, 2001 Staff members share ideas and practices. Librarian sends updates. Mr. Belanger and Mrs. Graham address individual needs.
- December, 2001 Surveys were distributed to teacher aides to assess their individual technology needs.
- Jan.-May, 2002 Staff members continue to use new programs and share ideas. Mid-term reports are completed by several teachers using “Grade Busters”.
- July, 2002 New space and technology updates were shared with the technology manager. After the middle school departure, the high school will add an additional computer lab.
- October, 2002 Training is available to personnel who want to take additional computer skills.

Activity: Develop individual success plan for support personnel

Person(s) Responsible: Supervisor of Technology Supervisors **2000 - 2003**
 Principals
 Director of Business

- August, 2000 Secretary attended seminar on communication skills.
- September, 2000 Secretary logs duties monthly.
- May, 2001 Action plan developed for secretary
- June, 2001 Working at evaluation for plan.
- December, 2001 Monitor work and success of all secretaries.
Meet periodically with support staff to remedy important situations.
- December, 2001 Meet with support staff to discuss concerns and plans for the future on an individual basis.
- 2002 – 2003 Ongoing meetings with aides and secretaries monthly.
- Jan.-May, 2002 Individual meetings with support personnel.
- June, 2002 The aides were given the opportunity to complete a “performance appraisal/employee comments” form during their annual evaluation process. Their input was used for paraprofessional growth.
- July, 2002 The district has a proven attendance plan.

Activity: Provide training related to policy issues regarding the role of support personnel

Person(s) Responsible: Supervisor of Technology Supervisors **2002 - 2003**
Principals
Director of Business

- Sept. 19, 2000 Teacher aide inservice.
- October 13, 2000 Substitute teacher aide inservice.
- Sept.-Jan., 2001 Prepared teacher aide handbook.
- Sept.-May, 2001 Substitute teacher handbook available containing safety and building procedures.
- March, 2001 Director of Business and Support staff met with teacher aides and café aides to discuss policy issue concerns.
- October, 2002 Quarterly meetings currently held with support staff and the Business Manager to discuss concerns, etc.

Activity: Address standards, supervision, and ethics regarding the role of support personnel in the educational environment

Person(s) Responsible: Principals **2000 - 2004**
Director of Business
Support Services

- September, 2000 Recommendations from rating form completed in May, 1999 initiated.

- May, 2001 Assistant principal met individually with each teacher aide and cafeteria aide.
Met with teachers to discuss standards, supervision and ethics regarding the roles of cafeteria aides and teacher aides.
- December, 2001 Work through support supervisors to keep lines of communication open.
- December, 2001 Personnel is meeting with the principal upon request.
- December, 2001 Linda Stubits and Linda Boland presented a two-day paraprofessional workshop which focused on the role of the paraprofessional, self-reflection and positive prevention techniques for behavior.
- May, 2002 Discussed and developed a plan of action related to support staff evaluations.
- July, 2002 OVAC is looking at ways to improve the role of support staff.
- July, 2002 Topics are discussed at the advisory committee meetings on ways to improve the role of support personnel.
- October, 2002 Quarterly meetings currently held with support staff and the Business Manager to discuss concerns, etc.

Objective: Provide a professional development plan for professional staff members who are facing challenges achieving professional growth.

Activity: Develop a success plan for employees who are facing challenges achieving professional growth

Person(s) Responsible: Assistant Superintendent
Principals

2000 - 2001

Director of Special Education

September, 2000 Accessed professional plan
All observations are followed by conferences for clarification and suggestions.

Sept.-Jan., 2001 The current supervisory plan is being evaluated to assist teachers experiencing difficulty.

Jan.-June, 2001 Principals and central office administration developed professional improvement plans for staff members who faced challenges in achieving professional growth.

May, 2001 Met to design individual success plan for a teacher at the elementary level.
Working on professional development plan for one teacher.
Met with teacher ongoing through school year.

Sept.-January The district supports peer coaching for teachers who are identified. An improvement program is carefully written for teachers needing additional support. Peer coaching is frequently a component of the program.

October, 2001 Mr. Markley utilized peer coaching support for a long term substitute in the tech. education department.

Looking for teacher certification but knowledge in industrial arts, the long term substitute received peer coaching support for the duration of his instructional assignment from an experienced staff member. He met with the substitute on a regular basis and developed instructional techniques to assist in the teaching and learning process.

December, 2001 Currently a plan is in the process of being designed and implemented at the elementary school.

September, 2002 Professional staff members who are facing challenges in the classroom are observed and receive improvement plans. The building principal and other supervisory personnel assist in the process. Representation from the professional organization is frequently included in the process to improve.

Activity: Develop a procedure to implement a peer coaching program which utilizes mentor teachers

Person(s) Responsible: Assistant Superintendent **2001 – 2002**
Act 48 Committee

June, 2001 Concept introduces at Math inservice for grade 4-6 teachers.

COMPLETED

Activity: Establish a procedure that will allow staff members, experienced in subjects and methodology, to collaborate with and assist less experienced staff members. This will include, but not be limited to observations, working with a partner or partners on a staff development project, and conducting workshops in the designated areas.

Person(s) Responsible: Assistant Superintendent **2002 - 2003**
Principals
Teachers

September, 2000 Initiated mentor/inductee program in building.

Sept.-Jan., 2001 Jenn Mizak – Act 48
Lesley Wegman and JoAnn Scherer – Reading Assessment

September, 2002 Reading team presented writing rubric.

October, 2002 Several teachers are working collaborating in projects to improve student learning, i.e., writing projects and rubric design.

Objective: Design an induction plan for new staff members

Activity: Administer assessments to effectively match mentors and new teachers (e.g. Meyers Brigg)

Person(s) Responsible: Superintendent **2002 - 2003**
Assistant Superintendent
Principals

2001 – 2002 Proposal to be presented to Staff Development Committee.

COMPLETED

Activity: Develop a set of written guidelines for mentors and inductees

Person(s) Responsible: Assistant Superintendent **2002 - 2003**
Act 48 Committee

September, 2000 Began following current mentor/inductee guidelines.

February, 2002 An agreement with the professional staff outlines guidelines for mentors and inductees. This memorandum of understanding is an addendum to the professional contract. In addition to defining reimbursement for services it describes responsibilities and details the process.

2002 – 2003 Mentor/inductees meet monthly as part of the ongoing program to assist new teachers in adjusting from pre-service to the professional status. Mentors and administrators work collaboratively to provide the support and guidance that new teachers and new teachers to the district need in order to be successful.

COMPLETED

Activity: Create a district team of mentors to assist with implementing the mentors/inductees program

Person(s) Responsible: Assistant Superintendent **2002 – 2003**
Act 48 Committee

2000-2001 Had ongoing monthly meetings with mentors/inductees.

February, 2002 The memorandum of understanding describes the process for implementing the inductee/mentor program.

COMPLETED

Activity: Plan workshops and activities designed to meet the needs of new teachers and mentors

Person(s) Responsible: Superintendent **2001 - 2002**
Assistant Superintendent
Principals

September, 2000 Began involvement with new teachers and initiated meetings that are held monthly.

January, 2001 Workshops presented to new teachers on classroom management and motivation.

February, 2002 Workshop presented to new teachers on policy development.

Sept.-January The induction plan continues to be implemented as it was designed by the Strategic Planning Committee while the structure remains the same, the content is revised to adjust to new mandates and district initiatives.

- December, 2001 This is an ongoing process when new staff arrives.
Mentor program.
Monthly meetings for new teachers on certain topics.
- December, 2001 Designing monthly meetings for new teachers.
Meet with new personnel individually.
Suggest strategies for implementation.
- December, 2001 Inductee/Mentor meetings have been held each month. Topics include parent/teacher conferences, report cards, instructional strategies, promotion/retention.
- December, 2001 3 day induction program and regularly scheduled meetings during the school year contribute helping new teachers.
- Jan.-May, 2002 Met monthly with new teachers to address progress.
- Sept.-June, 2002 Principals, Dr. Zackon and Dr. Dewalt continue to work with staff members who need to improve. Mentors or mentoring is considered when needed and is included in an improvement plan whenever it is recommended by the support team.
- June, 2002 New staff members were inserviced on school law during the new teacher induction training.
- July, 2002 A plan for monthly meetings for new teachers for the 2002-2003 school year has been established.
- July, 2002 The new space and technology updates were discussed with the technology supervisor. After the middle school departs, we will expand the high school by one computer lab. Science will also be equipped with a small computer lab.

COMPLETED

Objective: Provide Board of Directors with professional development opportunities

Activity: Develop plan and facilitate courses that provide professional development specific to board members

Person(s) Responsible: Superintendent **2001 - 2002**
Board President

- December, 1999, 2000, 2004 New board member workshops.
- July, 2001 Board member workshop on working as a team presented by Bartell & Bartell.
- August – every year Workshop on setting district goals.
- August, 2001 Visionary conference.
- December, 2001 PSBA workshop on Cyber schools.
PSBA cluster meetings on negotiations.
Law workshop with Ellis Katz.
- Throughout the year Encourage board members to attend PSBA workshops.

Activity: Collaborate with PSBA to provide workshops, conferences and literature to the district

Person(s) Responsible: Superintendent **2000 - 2001**
Board President

October, 2000 Mr. Heckman, Dr. Zackon, Mr. Richard and Dr. Dewalt presented a workshop at Hershey, PA on school leadership.

October, 2001 PSBA Leadership conference.

Spring, 2001 BSBA, law update.

Through-out the year PSBA provides workshops, conferences and literature on the following topics – School law, negotiations, boardmanship, Act 50, current research, legislative update.

Activity: Invite board members to be a part of faculty and support personnel staff development activities

Person(s) Responsible: Superintendent **2001 - 2002**
Board President

Board Members are invited to administrative retreat, pre-opening of school workshops, and in-service days.

December, 2001 Board members are invited to opening session – speaker.
Board members are invited to all inservice workshops.

Activity: Create an environment for benchmarking with board members and other districts

Person(s) Responsible: Superintendent **2001 - 2003**
Board President

BCIU coordinates workshops, speakers, and legislative meetings for board members to interact with board members from other districts.

January 31, 2001 Berks County Superintendents and Board Presidents dinner and networking.

Fall and Spring BCIU – School board workshops/dinners.

Spring legislative meeting at BCIU.

December , 2001 Board cluster meeting on negotiations with surrounding school districts.

Summer, 2002 State PSBA conference.

Action Plan Log - Technology/Information Services Committee

Objective: Oley Valley School District will provide opportunities for all staff to develop and improve technology and information skills to have staff capabilities remain at current, state-of-the-art levels.

Activity: Consider offering graduate or undergraduate courses through accredited colleges on Oley Valley School District campus.

Person(s) Responsible: Assistant Superintendent

2000 – 2002

January, 2001 Teachers had an opportunity to receive Act 48 hours by choosing a technology workshop from a menu of five different choices during the inservice day.

January, 2001 Alvernia College presented options for promoting a cohort group at Oley Valley. The idea was presented to the Staff Development Committee who recommended advertising the opportunities to staff. There was not enough interest to develop a cohort group on campus.

2000 - 2001 Wilkes University offers teachers a master's degree in education with a concentration in technology. While the courses are available at BCIU, Wilkes will not authorize the courses off campus. Teachers who apply and are accepted into approved masters programs may take a technology course as defined by the university and may apply for credit reimbursement as described in the OVEA/District Contract.

No graduate or undergraduate course are offered on Oley Valley School District campus.

Activity: In-house training provided by Oley Valley School District personnel will be offered.

Person(s) Responsible: Assistant Superintendent

2000 - 2005

Summer, 2000 Mrs. Lynda Eckert, Mr. Jay Belanger, and Mrs. Joy Graham offered summer workshops for teachers.

August, 2001 Jay Belanger taught new teachers how to assess the Internet and use the district e-mail system.

September - Jay Belanger and Nancy Dougherty provided training to staff members on the use of iMac computers and Accelerated Reader.

January, 2001 The following workshops were offered and presented by Oley Valley School District personnel:

Using PowerPoint for Teacher or Student Presentations - Elsa Gundrum

Making the Grade - Joy Graham

Internet Web Page Creation and Maintenance - Lynda Eckert

Using Internet and E-Mail in Your Classroom - Jay Belanger

PhotoShop for the Art Educator - Stacy Olexy

August, 2001 The following district workshops were presented in the summer options:

Microsoft PowerPoint - Lynda Eckert

Web Page Creation and Maintenance - Lynda Eckert

Summer 2002 Advanced MS Word and Web page design training was offered.

Fall 2002 Evening training classes of intro to windows, intermediate windows, photoshop introduction, photoshop intermediate, publisher introduction, publisher advanced and web page design are being offered.

Activity: Any Oley Valley School District Personnel may attend workshops on specific software.

Person(s) Responsible: Assistant Superintendent

2000 - 2005

2000 - 2001 Any request to review software is approved through the district procedures for attending workshops or conferences.

Objective: Oley Valley School District will create the Review Committee to meet on a scheduled basis to evaluate and revise technology and information goals as needed.

Activity: Establish a review committee

Person(s) Responsible: Assistant Superintendent

2000 - 2001

Summer, 2000 Dr. Dewalt participated in a county review committee to design K - 12 benchmarks for technology based on the state standards.

October, 2000 The business and technology teachers met to develop standards and a sequence for training.

December, 2001 Lynda Eckert mapped skills, content and assessment for K - 6 technology skills.

Activity: Review Committee to meet a minimum of twice a year

Person(s) Responsible: Assistant Superintendent
Principals

2000 - 2001

September, 2000 Technology personnel have met with architect concerning technology update.

November, 2000 Met with Mr. Belanger to discuss needs of new building project.

Sept.-Jan., 2001 Handled through the Assistant Superintendent December 8, 2000 memo.

Jan.-June, 2002 Principals and teachers did TAGLIT process to gather information on current state of hardware, software and expertise.

Objective: Oley Valley School District will pursue all available funding to promote technological and information services advances in our school district.

Activity: Utilize all resources available at BCIU to assist in grant writing.

Person(s) Responsible: Assistant Superintendent/

2000 - 2005

Technology Systems Manager

November 2000 Dr. Dewalt and Nancy Dougherty applied for a grant to fund 3rd, 4th, and 5th grade classrooms with a laptop computer.

January, 2001 Mrs. Riegel and Mrs. Hart wrote a grant to fund technology needs that would provide students, staff and community access to information resources throughout the district.

Sept.-Jan., 2001 Assisted the Assistant Superintendent in specifying Link 2 Learn grant.

June, 2001 Mr. Belanger wrote the Title VI grant to apply federal funds for technology purchases.

December, 2001 Revision to the LSTA grant to include a larger server and improved technology. The grant was written in-house.

January, 2002 Dr. Grace Cisek worked with OVSD to write grants for our Bullying, SAP, ESAP and assets program.

Activity: Consider contracting with a grant writer to maximize the monies that Oley Valley School District could receive.

Person(s) Responsible: Assistant Superintendent/

2000 - 2005

Technology Systems Manager

2000 - 2001 Grants are written by in house personnel or through a consortium with BCIU.

Sept.-June, 2002 Grants are written in house by OVSD staff or in partnership with the BCIU.

Activity: Provide budget for grant writer(s) to attend any training needed (could include Oley Valley School District staff).

Person(s) Responsible: Assistant Superintendent/

2000 - 2005

Technology Systems Manager

December, 2000 Mrs. Dougherty and Dr. Dewalt volunteered to review grants that were written for Students Achieving Standards. While neither one was chosen, grant reviewers do receive training.

2000 - 2001 Any request to review software is approved through the district procedures for attending workshops or conferences.

June, 2001 Mrs. Dougherty, Mrs. Scherer, Mrs. Wegman and Mrs. Richard attended a three day conference to learn how to use Accelerated Reader, the program purchased through the SAS grant.

June, 2002 Grant writing is done by Oley Valley School District staff.

Activity: Apply for appropriate local, state, and federal grants for which the district is eligible.

Person(s) Responsible: Assistant Superintendent/

2000 - 2005

Technology Systems Manager

- July, 2000 Title VI, a federal grant, provided for a computer and TV broadcasting equipment. The computer was purchased for the secondary gifted program and has capability video features. Morning announcements will be broadcast from the high school and middle school using the grant funded equipment.
- Nov.-Jan. 2001 The two technology grants submitted were initiated by PDE.
- Sept.-Jan., 2001 Applied for Link 2 Learn
Applies for E-rate
- June, 2001 Submitted a grant of \$62,000 for Safe Schools.
- June, 2001 The district federal program for Title VI included Alpha-Smart keyboards for 5th grade students. During the federal programs audit in December, this program received a rating of four (4) out of four (4). The auditor determined that the program assessment and goals were eligible for 'model program' states on the PDE website.
- December, 2001 The secondary multiple-disabilities class received an assisting device called IntelliTools. This was acquired through the Pattan Equipment Acquisition Program for PA. The device includes Intellikeys, Overlay Maker, IntelliTalk II, and Click-It.
- Spring 2002 Mr. Onopa secured donation of over 40 computers, monitors and printers from GPU for the computer club and the new middle school.

Activity: Provide for matching funds for grants where appropriate and/or required.

Person(s) Responsible: Assistant Superintendent/
Technology Systems Manager

2000 - 2005

November, 2000 The Student Achieving Standards grant required matching funds, which was described in detail in the grant application.

June, 2001 All grants requiring matching funds receive amounts to adhere to compliance regulations.

Objective: Oley Valley School District will develop and implement a plan to improve library information services in order to achieve exemplary status as outlined in the state guidelines. (Pennsylvania Guidelines for School Library Information Programs)

Activity: Strive to provide adequate funding to obtain exemplary status as defined in the *Pennsylvania Guidelines for School Library Information Programs* to support all staff, student, and curricular needs for K-12.

Person(s) Responsible: Assistant Superintendent/
Principals

2000 - 2005

September, 2000 Additional purchases have been made this year: updated Middle School video collection; World Book online; Access PA; updated book collection.

Sept.-Jan., 2001 Work cooperatively with the high school librarian to assess needs for our future students.

- Jan.-May, 2001 Ongoing additions to library will be made.
- January 2001 Mrs. Riegel, the high school staff and Mr. Markley developed a plan for purchasing books and videos to upgrade the high school collection.
- June, 2001 Budgetary constraints have limited our funding.
- September, 2001 The new middle school library will be provided with the technology and other materials to provide the staff and students with exemplary support and information services.
- December, 2001 Books have been purchased and organized into the library collection.
On going interaction with library staff will bring our research techniques up to date.
- December, 2001 Funding each year is increased per allotment by the Business office.
- Jan.-May, 2002 Continued to add new texts/library materials to the collection.

Activity: To maintain the Library Department in its present organization, as a separate K-12 department.

Person(s) Responsible: Assistant Superintendent/ Principals **2000 - 2005**

September, 2000 Has been maintained.

2000 - 2001 The Library Department is a separate department, K - 12.

Jan.-July, 2002 The Library Department remains a separate K-12 department that meets monthly and maintains a high standard in terms of media collection and services. A monthly report is generated and distributed.

COMPLETED

Activity: To recommend employing a full-time librarian at the Middle School. To recommend employing a second librarian at the elementary level to support and enhance the educational experiences of our students.

Person(s) Responsible: Assistant Superintendent/ Principals **2000 - 2005**

Sept.-June, 2001 The current middle school librarian Mrs. Hart continues to serve the 6th grade students at Oley Valley Elementary School.

December, 2001 A second librarian at the Middle School has not been discussed
A full-time librarian and an aide are currently staffing the Middle School.

Jan.-June, 2002 Job description has not changed for librarian – 6th grade will join the middle school during 2003.

Sept.-June, 2002 A second librarian at the elementary level was not recommended to the board.

COMPLETED

Activity: Support plans to establish a school and community library, working with the Oley Valley community

Person(s) Responsible: Assistant Superintendent/
Principals

2000 - 2005

Sept.-Jan. 2001 At present the Oley Valley Education Foundation is contributing funds to elevate the materials in our present library. Plans are being looked at for utilizing a library for community use.

Sept.-Jan., 2001 Summer Reading Program with library.

January, 2001 The grant proposal submitted by Mrs. Hart and Mrs. Riegel would fund software and technology to allow access from the community to the library collections in the school.

June, 2001 Books and resources have been ordered through the department chair.

September, 2001 The revised LSTA grant will support community access to school information available through the internet.

December, 2001 Has been discussed at parent discussion meetings.
Plans are on going for a community library.

Jan.-June, 2002 Attended meeting that shared purchases for the high school library with members of the Oley Valley Education Foundation.

September, 2002 The OPAC system allows community members to access the library collections in our school. While this service does not replace a full functioning community library, it does provide students, parents and community members, who have access, to research the school library holdings and database of resources online.

Objective: Oley Valley School District will establish and adhere to a schedule of timely upgrade or replacement of technological and information delivery systems.

Activity: Replace 1/3 of all computers every 4th year

Person(s) Responsible: Technology Systems Manager
2005

2000 -

Sept.-Jan., 2001 Upgrades are prioritized yearly. Funding and programs are linked to changes in technology.

Jan.-June, 2001 The Technology System Manager facilitated a Technology Subcommittee to review technology plans for Oley Valley School District.

Jan.-June, 2001 Several computers were upgraded and the backbone continues to be analyzed for changes.

Activity: Strive to provide funds in budgets to meet State Guideline Exemplary levels for Audio Visual Equipment - computer/TV display projector in each room, 150 rooms, 25 rooms per year @ \$2,000 per room

Person(s) Responsible: Technology Systems Manager

2000 - 2005

Sept.-Jan., 2001 Curriculum needs and instructional methods are predictors for purchasing equipment. State guidelines provide a target but district funding and curriculum priorities are considered in deciding location and extent of equipment.

Activity: Plan to create a minimum of 1 additional Computer Lab at High School, Middle, School, and Elementary, process to be aligned with building projects.

Person(s) Responsible: Technology Systems Manager

2000 - 2005

Sept.-Jan., 2001 New Middle School will create space, planning in progress, funding not present at current time.

Jan.-June, 2001 Funding and space not adequate until construction of new Middle School.

June, 2001 Current computer labs are being serviced and organization of classrooms are being realigned.

Fall 2002 2 business labs replaced with new computers. Entire network infrastructure replaced. New server for internet in place.

Objective: Oley Valley School District will adopt a technology curriculum from kindergarten through grade 12.

Activity: Establish a technology curriculum committee to examine the National Standards in Technology and Information Services

Person(s) Responsible: Assistant Superintendent

2000 - 2001

October 2000 The business education department and Lynda Eckert began mapping what is currently taught K - 12.

Jan.-June, 2001 Mr. Belanger facilitated a subcommittee on technology and information services.

Activity: Examine the National Standards for Technology (NETS Project Profiles for Technology Literate Students) and determine which standards Oley Valley will use for each grade level or targeted grade level.

Person(s) Responsible: Assistant Superintendent

2000 - 2001

2000 - 2001 The technology committee will make recommendations.

April, 2001 A technology/library committee met several times during the school year. In addition to the meetings the committee made two visitations and reported on their finding and recommendations.

COMPLETED

Activity: Set up specific objectives for the use of technology tools (computers, digital cameras, scanners, etc.) for each grade level or for target grade levels.

Person(s) Responsible: Assistant Superintendent

2000 - 2001

2000 – 2001 The K - 12 technology benchmarks will be used to determine what technology hardware is needed at each grade level.

Computer curriculum at elementary is complete. Computer curriculum at secondary is being created now by Mrs. Hudson. Technology benchmarks from two other districts are being examined and will be integrated with PA standards.

2001 – 2002 As teachers write planned instruction they include the technology skills needed to teach to the standards.

Activity: Develop a technology tools competencies grid that shows benchmarks for the introduction, reinforcement and mastery of the target objectives at each grade level.

Person(s) Responsible: Assistant Superintendent

2000 - 2001

2000 - 2001 Technology benchmarks from two other districts are being examined and will be integrated with the PA state standards during the 2001 - 2002 school year.

Activity: Develop an integrated technology curriculum for grades K –12 where the technology instructors: collaborate with other instructors to identify and develop ways to best use technology; set up activities and equipment and schedule facilities for those activities that are technology intensive; assist the class instructor during these activities or teach the technology related portion of the activities; investigate new software and hardware for future technology applications.

Person(s) Responsible: Assistant Superintendent

2001 - 2002

Sept.-Dec., 2001 A sequence of skills for K - 12 technology instruction is still in the planning stages. Mrs. Eckert completed K-6. Planned Instruction will be completed according to the curriculum writing process.

June, 2002 Mr. Hoffman submitted planned instruction for several high school courses.

Activity: Add technology component to be included in all curriculum areas. Each department at the secondary and each grade level at the elementary will establish a minimum number of technology intensive activities as determined by the curriculum supervisor, insuring that students at each grade level will attain the technology benchmarks set by the district.

Person(s) Responsible: Assistant Superintendent

2001 - 2003

September - January, 01 Teachers continue to expand their use of technology into all curriculum areas. The activities are increasing although there is no minimum number of technology instruction activities required at this time.

June, 2002 Technology continues to expand in the classroom as more teachers become technically

skilled and knowledgeable about connecting technology in the content area.