
Pennsylvania Department of Education



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

Academic Standards and Assessment Midpoint Review **Thursday, December 10, 2009**

Entity: Moon Area SD
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Moon Township, PA 15108-2957
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Educational Community

Moon Area School District serves the educational needs of students from Kindergarten through Grade 12 who reside in either Moon Township or Crescent Township.

Moon Township is a rapidly growing suburban municipality located along the [Ohio River](#) in [Allegheny County, Pennsylvania](#). The origin of township's name is unknown for certain, however, it is believed to be named after a crescent-shaped bend in the river. Moon is a suburb in the [Pittsburgh Metro Area](#) as it is located 15 miles (24 km) northwest of [Pittsburgh](#). The population was 22,290^[1] as reported in the [2000 census](#). Moon Township is home to the [Moon Area School District](#), which is comprised of students from both Moon and Crescent townships. The school district enrolls approximately 3,800 students in grades kindergarten through 12th grade. Growth is expected to continue in Moon in the near future due to many new construction projects such as the redevelopment of University Boulevard and conversion of the West Hills Shopping Center into a new shopping plaza. Ground was broken in late 2006 on the new Cherrington Parkway extension. The extension will create additional shovel-ready land for development.^[2] As a result of Robert Morris University, the college feeds much of the economy along the township's University Boulevard area. Several new businesses have opened recently including the new DoubleTree Hotel and restaurants including [Primanti's](#). A new Target and Giant Eagle are also rumored to be in development. The township is home to the [Air Force Reserve 91st Airlift Wing](#), which was established in 1943. Moon is also home to the 171st Air Refueling Wing of the Pa. Air National Guard. Additionally, the Army has its 99th Regional Readiness Command, built in the late 1990's in Moon Township. Since the loss of the airport terminal, the township has shifted its focus from airport commerce to corporate development, residences and university hub. The main campus of [Robert Morris University](#) is also located within the township. Major corporation headquarters like [Michael Baker Corporation](#), [Nova Chemicals](#), [FedEx Ground](#), First Health/Coventry and the consumer division of [GlaxoSmithKline](#) are located in Moon.

Demographics: As of the [census](#)² of 2000, there were 22,290 people, 8,445 households, and 5,767 families residing in the township. The [population density](#) was 362.5/km² (939.1/mi²). There were 9,200 housing units at an average density of 149.6/km² (387.6/mi²). The racial makeup of the township was 93.17% [White](#), 3.58% [African American](#), 0.06% [Native American](#), 1.94% [Asian](#), 0.02% [Pacific Islander](#), 0.25% from [other races](#), and 0.97% from two or more races. [Hispanic](#) or [Latino](#) of any race were 0.99% of the population.

There were 8,445 households out of which 31.2% had children under the age of 18 living with them, 58.9% were [married couples](#) living together, 7.1% had a female householder with no husband present, and 31.7% were non-families. 26.8% of all households were made up of individuals and 6.7% had someone living alone who was 65 years of age or older. The average household size was 2.44 and the average family size was 2.99.

In the township the population was spread out with 22.1% under the age of 18, 10.6% from 18 to 24, 29.9% from 25 to 44, 24.6% from 45 to 64, and 12.8% who were 65 years of age or older. The median age was 38 years. For every 100 females there were 97.3 males. For every 100 females age 18 and over, there were 95.1 males.

The median income for a household in the township was \$57,173, and the median income for a family was \$68,256. Males had a median income of \$48,444 versus \$31,073 for females. The [per capita income](#) for the township was \$26,457. About 2.2% of families and 4.2% of the population were below the [poverty line](#), including 3.6% of those under age 18 and 3.5% of those age 65 or over.

Information obtained from http://en.wikipedia.org/wiki/Moon_Township,_Pennsylvania

Crescent Township is a township in [Allegheny County, Pennsylvania, United States](#) and is part of the [Pittsburgh Metro Area](#). The population was 2,314 at the [2000 census](#). The township was created in [1855](#) and was given the name *Crescent* because it was formed from a portion of [Moon Township](#). Crescent Township has been assigned the [ZIP code](#) 15046. Crescent Township has two unincorporated villages: Glenwillard and Wireton. Crescent is part of the [Pittsburgh Metropolitan Statistical Area](#). Students living in Crescent Township attend the [Moon Area School District](#).

Geography: According to the [United States Census Bureau](#), the township has a total area of 2.3 [square miles](#) (6.0 [km²](#)), of which, 2.1 square miles (5.4 [km²](#)) of it is land and 0.2 square miles (0.6 [km²](#)) of it (10.78%) is water.

Demographics: As of the [census²](#) of 2000, there were 2,314 people, 886 households, and 658 families residing in the township. The [population density](#) was 1,115.8 people per square mile (431.6/[km²](#)). There were 920 housing units at an average density of 443.6/sq mi (171.6/[km²](#)). The racial makeup of the township was 97.23% [White](#), 1.25% [African American](#), 0.30% [Native American](#), 0.91% [Asian](#), 0.04% [Pacific Islander](#), and 0.26% from two or more races. [Hispanic](#) or [Latino](#) of any race were 0.78% of the population.

There were 886 households out of which 32.6% had children under the age of 18 living with them, 61.7% were [married couples](#) living together, 9.7% had a female householder with no husband present, and 25.7% were non-families. 21.2% of all households were made up of individuals and 9.5% had someone living alone who was 65 years of age or older. The average household size was 2.60 and the average family size was 3.05.

In the township the population was spread out with 23.9% under the age of 18, 6.7% from 18 to 24, 31.0% from 25 to 44, 23.4% from 45 to 64, and 14.9% who were 65 years of age or older. The median age was 38 years. For every 100 females there were 93.6 males. For every 100 females age 18 and over, there were 93.2 males.

The median income for a household in the township was \$49,500, and the median income for a family was \$52,267. Males had a median income of \$35,661 versus \$25,076 for females. The [per capita income](#) for the township was \$19,472. About 3.2% of families and 5.1% of the population were below the [poverty line](#), including 6.4% of those under age 18 and 5.6% of those age 65 or over.

Information obtained from: http://en.wikipedia.org/wiki/Crescent_Township%2C_PA

Mission

The Moon Area School District, in partnership with the community, is dedicated to educate every individual in a respectful, safe, enriching environment through comprehensive programs that inspire excellence, life-long learning and responsibility.

Vision

The vision of the Moon Area School District is to provide quality, comprehensive academic programs that meet the diverse needs of all learners as individuals through a standards-based curriculum.

The stakeholders in Moon Area School District envision a district in which:

- All school community stakeholders demonstrate mutual respect.

- Each student is a lifelong learner who contributes to an increasingly diverse world.
- All members of the school community are technologically proficient.
- All members of the school community are committed to continuous improvement.
- All community stakeholders are dedicated to ensuring that students acquire the knowledge and skills necessary to enhance and fully develop their unique potentials.
- the district meets the needs of students, families, and the Moon community to the extent that enthusiastic support is generated for the programs and services provided by the Moon Area School District.

Shared Values

- Learning is a lifelong process.
- The education of our youth is the most valuable investment for our future.
- Every person is unique and has intrinsic worth.
- Recognition and appreciation instill motivation and dedication.
- Honest, open and on-going communication promotes trust and mutual understanding.
- Relevance is an important catalyst for learning.
- Higher expectations promote greater achievement.
- A quality education provides opportunities and a basis for achieving success.
- Education is a shared responsibility of the student school, family and community.
- Essential elements to the educational process include confidence, competence, respect and cooperation.

Academic Standards

The Moon Area School District utilizes a curriculum mapping system to articulate, archive, and evaluate a comprehensive K-12 standards-based curriculum that addresses the following components: essential questions, content, skills, assessments, and standards. Each content area within the K-12 curriculum aligns each of the mapping components to Pennsylvania State Standards. For areas where PA State Standards do not currently exist, national standards are used. This curriculum mapping system affords teachers and administrators the ability to review and search for curricular content based on standards or other criteria from which to make data-informed decisions about the qualitative capital that drives the teaching and learning process. As the curricular areas are reviewed and revised over the years, this system allows stakeholders to reflect on the past to prepare for the future in a manner that continuously strives to increase student achievement in relation to academic standards.

The Pennsylvania (PA) Academic Standards described in Chapter 4, section 4.11 and 4.12 contain the knowledge and skills which students are expected to demonstrate before graduating from high school. These standards are organized into ten content areas and provide benchmarks for student achievement K-12. The Moon Area School District has aligned all curricular areas from kindergarten to graduation with the PA Academic Standards and instructional goals outlined in the Chapter 4 curriculum regulations. The district utilizes a continuous improvement model for curriculum development that, in turn, facilitates a timely response to emerging student assessment data patterns in state and local assessments. The district is utilizing the Chapter 4 benchmarks for grades 3 — 8 and grade 11 for the Reading and Mathematics Standards in the continuous improvement and revision of grade level and /or course expectations for student learning. Concurrently, the PSSA Writing Assessments at grades 5, 8, and 11 provide the district with milestones around which we have sequenced instruction in order to teach students to become more effective writers. Finally, as the new PSSA Science assessments at grades 4, 8 and 11 begin to provide us with student data, we plan to utilize these data in a similar fashion.

In all areas of the curriculum, the district has worked diligently to develop local comparable assessments as described in Chapter 4. These assessments have been developed by the faculty who instruct a particular course of study and are intended to serve as a local measure of student progress towards achieving the knowledge and skills identified in the PA Academic Standards.

To support the achievement of these standards, students will be provided with developmentally appropriate and challenging learning experiences and expanded opportunities for demonstrating what they know and can do. During the next six years of this strategic plan, the curriculum revision process will continue in response to data analysis of student achievement, as well as anticipated revisions to the Chapter 4 Academic Standards.

Chapter 4 Academic Standards (4.11, 4.12)

1. Acquire knowledge and skills in the following areas:

- Reading, writing, speaking, and listening
- Mathematics
- Science and technology
- Environment and ecology
- Social studies, including history, geography, civics and government, and economics
- Arts and humanities
- Career education and work
- Health, safety, and physical education
- Family and consumer sciences
- World languages

2. Develop integrity

3. Process information

4. Think critically

5. Work independently

6. Collaborate with others

7. Adapt to change

As evident in the information contained in other sections of this plan, there is a high correlation among our local shared values, vision

, goals and the PA Academic Standards and instructional goals.

Strategic Planning Process

Due to administrative changes during the academic year 2007-08, the Pennsylvania Department of Education granted an extension to Moon Area School District to complete the strategic plan before March 30, 2008. The school district contracted with consultants from Intermediate Unit #3 to facilitate the initial sessions of the steering committee in order to streamline the strategic planning process in a compressed format. The Moon Area School District Steering Committee, comprised of representative stakeholders, met during the dates that follow initially to analyze and discuss the ideas supporting Gary Marx's text Sixteen Trends: Their Profound Impact on our Future in order to develop a common vision of expectation for the students of the school district and their futures.

In-house sessions in preparation for the steering committee sessions: September 12, 2007 (Dr. Milanovich and administration team representatives); October 4, 2007 (with Pat DiRenzo, AIU; and Kevin Conner, AIU); December 11, 2007; and December 17th, 2007

Perceptual Surveys were administered to Moon Area School District parents, high school students, middle school students, elementary students, and staff. A contextual survey was completed by the Moon Area School District administrative team. A technology needs assessment was conducted as well. All of the above data was combined with AYP results, PSSA data results, and demographic data to determine root cause for interventions that will lead to district improvement.

Steering committee sessions: November 17, 2008; November 20, 2008

Subsequent to the steering committee sessions, four action teams were developed to address the four questions created by the steering committee and based on the collaboration and research conducted by the participating stakeholders. These four questions were transformed into district goals. The consultants facilitated the December steering committee session where each of the goals were assessed by prioritizing needs supporting each goal. The action teams utilized the results of prioritization of these needs and designed strategies to support each action team's assigned goal. Action plans were developed based on this process.

The following is an accounting of the four action team planning sessions based on goal:

GOAL 1: 100% of Moon Area School District students will be proficient in Reading and Mathematics as measured by the PSSA results or will demonstrate at least one year standard measure of growth as determined by PVAAS (Pennsylvania Value Added Assessment System) by 2013.

Team Leaders: Mr. Michael Haslett; Mr. James McElroy

Scheduled Sessions: January 8, 2008; January 15, 2008; January 24, 2008

GOAL 2: 100% of Moon Area School District students, teachers, and administrators will demonstrate technological literacy as determined by the ISTE National Educational Technology Standards by 2013.

Team Leaders: Mr. Dan Vogel; Mr. Scott Seltzer

Scheduled Sessions: January 9, 2008; January 16, 2008

GOAL 3: 100% of Moon Area School District curricula will reflect expanded educational opportunities, incorporate 21st century skills, and increase academic rigor as evaluated by an annual curriculum review through 2013.

Team Leaders: Mr. Ron Zangaro; Mr. Michael Hauser

Scheduled Sessions: January 7, 2008; January 16, 2008; January 23, 2008

GOAL 4: 100% of Moon Area School District students will be enrolled in classrooms that implement researched-based instructional practices as evidenced by completed, standards-based curriculum maps and teacher observations by 2013.

Team Leaders: Mr. Jeffrey Zollars; Ms. Lynette Conti Dinello

Scheduled Sessions: January 9, 2008; January 10, 2008

Moon Area School District student representatives from the Moon Area High School Student Council met with the administrative team to review the plans in the strategic plan, to provide suggestions for each of the plans from a student perspective, and to provide suggestions for activities that would support the existing strategies and goals.

The steering committee re-convened February 6, 2008 to review the strategic plan draft in preparation for review by the Moon Area School Board of Directors from February 11-25, 2008. Targeted approval date for the Moon Area School District Strategic Plan by the local Board of Directors is March 25, 2008.

The plan will be on display through March 30, 2008 and will be electronically submitted to the Pennsylvania Department of Education at that time for approval.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Anita Marcocci	Moon Area School District	Community Representative	Moon Area School District Board of Education
Audrey Babyok	Moon Area School District	Parent	Moon Area School District Board of Education
Barbara Dempster	Moon Area School District	Community Representative	Moon Area School District Board of Education
Brittany Wassen	Moon Area School District	Other	Moon Area School District Board of Education
Carol Dolence	Moon Area School District	Elementary School Teacher	Teacher Association Representatives
Carole Belhumeur	Moon Area School District	Parent	Moon Area School District Board of Education
Christie Covelli	Moon Area Middle School	Middle School Teacher	Teacher Association Representatives
Daniel Vogel	Moon Area School District	Administrator	Administrators
Dr. Donna Milanovich	Moon Area School District	Administrator	Moon Area School District Board of Education
Ellen Bufalini	Moon Area School District	Parent	Moon Area School District Board of Education
Gene Casasanta	Moon Area School District	Business Representative	Moon Area School District Board of Education
Jeffrey Zollars	Moon Area School District	Administrator	Administrators
Jim McElroy	Moon Area School District	Administrator	Administrators
Joanne Canan	Moon Area School District	Regular Education Teacher	Teacher Association Representatives
Joe Werlinich	Moon Area School District	Other	Dr. Donna Milanovich, Superintendent
John McCreedy	Moon Area School District	Other	Moon Area School District Board of Education
Kelly Noyes	Moon Area School District	Parent	Dr. Donna Milanovich, Superintendent
Kim Obusek	Moon Area School District	Other	Moon Area School District Board of Education
Kim Prevost	Moon Area School District	Ed Specialist - Instructional Technology	Dr. Donna Milanovich, Superintendent
Kyle Burgess	Moon Area School District	Middle School Teacher	Dr. Donna Milanovich, Superintendent
Laura Schepis	Moon Area School District	Parent	Moon Area School District Board of Education

Lisa Wolowicz	Moon Area School District	Board Member	Moon Area School District Board of Education
Loni Iannessa	Moon Area School District	Secondary School Teacher	Teacher Association Representatives
Lynnette Conti Dinello	Moon Area School District	Administrator	Administrators
Marcia Welsh	Moon Area School District	Elementary School Teacher	Teacher Association Representatives
Mark Limbruner	Moon Area School District	Board Member	Moon Area School District Board of Education
Mary Ann Miller	Moon Area School District	Parent	Moon Area School District Board of Education
Mike Haslett	Moon Area School District	Administrator	Administrators
Mike Hauser	Moon Area School District	Administrator	Administrators
Nancy Augustine	Moon Area School District	Parent	Moon Area School District Board of Education
Nicholas Barthen	Moon Area School District	Secondary School Teacher	Teacher Association Representatives
Patty Hunziker	Moon Area School District	Parent	Moon Area School District Board of Education
Peri Faulkner	Moon Area School District	Other	Moon Area School District Board of Education
Ronald Zangaro	Moon Area School District	Administrator	Administrators
Rose Varsanik	Moon Area School District	Business Representative	Moon Area School District Board of Education
Sarah Finnegan	Moon Area School District	Other	Moon Area School District Board of Education
Scott Seltzer	Moon Area School District	Administrator	Administrators
Sean Snowden	Moon Area School District	Special Education Representative	Teacher Association Representatives
Spencer Donaldson	Moon Area School District	Other	Moon Area School District Board of Education
Stephanie Jackson	Moon Area School District	Other	Moon Area School District Board of Education
Sue Papst	Moon Area School District	Parent	Moon Area School District Board of Education
Susan White	Moon Area School District	Community Representative	Moon Area School District Board of Education

Data

Reflections

There are currently no reflections selected for this section.

Goals, Strategies and Activities

Goal: 100% of Moon Area School District students will be enrolled in classrooms that implement research-based instructional practices as evidenced by completed, standards-based curriculum maps and teacher observations by 2013.

Description: 100% of Moon Area School District students will be enrolled in classrooms that implement research-based instructional practices as evidenced by completed, standards-based curriculum maps and teacher observations by 2013.

Strategy: Curriculum Review to Align Curriculum to Instruction

Description: The MASD curriculum will be reviewed and analyzed on an on-going basis to incorporate the use of research-based instructional practices, align assessments to standards, and align curriculum and instruction.

Activity: Elementary Representation for K-12 Curriculum Planning

Last Modified: 12/9/2009

Description: Explore the increase of elementary level representation at K-12 curriculum planning sessions by adding representatives either by content, by building, or by instructional level.

Person Responsible Timeline for Implementation Resources

Jeffrey Zollars	Start: 1/1/2008	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Date Comment

12/9/2009	Grade level representation for curriculum department chairs is being given consideration, but currently is a contractual issue (December 2009).
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Activity: Establish a Curriculum Council

Last Modified: 10/19/2009

Description: Establish a curriculum council where content area representatives meet at least four times per year

Person Responsible Timeline for Implementation Resources

Jeffrey Zollars	Start: 1/1/2008 Finish: Ongoing	-
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Status: Complete

Date Comment

10/19/2009	A Curriculum Council was established November 2008 and approved by the Board of Directors. This council has teacher representation from all content areas and building levels and meets at least three times per academic year. There are approximately 25 council participants.
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Activity: Formalize Curriculum Adoption/Review Cycle

Last Modified: 12/7/2009

Description: Develop and formalize a five-year curriculum review and adoption cycle.

Person Responsible Timeline for Implementation Resources

Jeffrey Zollars	Start: 1/1/2008 Finish: Ongoing	-
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Status: Complete

Date Comment

12/7/2009	A Curriculum Adoption/Review Cycle was introduced in 2008-2009. This cycle includes a 5-7 year review of core subject areas (English/Mathematics/Science/Social Studies). Other content areas are incorporated within the cycle based on need and budgetary parameters.
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Strategy: Increase Parental Involvement

Description: MASD will increase parental involvement district wide in order to support the implementation of research-based instructional practices across the curriculum.

Activity: Develop Parent Notification Process Prior to Parent Conferences

Last Modified: 12/7/2009

Description: Develop a parent notification form to send home prior to a parent conference facilitating a higher level of school to home communication. The form used could be templated for grade level or subject area.

Person Responsible Timeline for Implementation Resources

Ronald Zangaro	Start: 1/1/2008 Finish: Ongoing	-
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Status: Complete

Date	Comment
12/7/2009	Notification is sent to parents via Alert Now phone messaging and/or written notification prior to parent conference days. Communication continues to increase beyond the expected notification methods through the implementation of Edline as an on-line parent access portal for weekly updates to student performance, homework expectations, and helpful content based links for learning.

Activity: Expand Implementation of On-line Communication Tools

Last Modified: 10/19/2009

Description: Expand the implementation of on-line communication tools by standardizing the notification process in order to provide parents access to student grades, classroom assignments and information on a routine basis.

Person Responsible Timeline for Implementation Resources

Kim Prevost	Start: 1/1/2008 Finish: Ongoing	\$39,000.00
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Status: Complete

Date	Comment
10/19/2009	Parent access to student grades, classroom assignments and information is now available for parents of students at all grade levels through the use of Edline. Secondary level teachers (grades 6-12) were provided release time for professional development during the 2008-2009 school year. Elementary teachers are currently being provided professional development to expand their understanding and usage of this tool.

Strategy: Increase Teacher Support to Maximize Student Achievement

Description: MASD will increase teacher support in order to maximize student achievement.

Activity: Add reading and mathematics coaches where appropriate

Last Modified: 3/3/2008

Description: Add reading and mathematics coaches where appropriate.

Person Responsible Timeline for Implementation Resources

Ronald Zangaro	Start: 1/1/2008 Finish: Ongoing	-
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Status: Not Started — Overdue

Activity: Collect data from students on student focus and learning (survey).

Last Modified: 12/8/2009

Description: Collect data from students on student focus and learning through survey completion. Primary survey shall be a modified/updated version of the e-Strategic Planner Perceptual Survey

Person Responsible Timeline for Implementation Resources

Kim Prevost	Start: 1/1/2008	-
	Finish: Ongoing	

Status: Complete

Date Comment

12/8/2009	The results of the Perceptual Survey for all stakeholders (including students at each grade span) are available on the Data Views link of the e-Strategic Plan.
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Activity: Consider amending senior project procedure to include a committee to accept/reject senior project proposals.

Last Modified: 3/3/2008

Description: Consider amending senior project procedure to include a committee to accept/reject senior project proposals.

Person Responsible Timeline for Implementation Resources

Kim Prevost	Start: 1/1/2008	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Post-secondary Collaboration

Last Modified: 2/6/2008

Description: Collaborate with local universities in order to explore classroom support i.e. field experience students, student teachers/interns.

Person Responsible Timeline for Implementation Resources

Susan Kazmierczak Start: 1/1/2008 -
Finish: Ongoing

Status: Not Started — Overdue

Activity: Provide professional development to enhance the degree to which a teacher provides a supportive learning environment at the high school.

Last Modified: 12/8/2009

Description: Provide professional development to enhance the degree to which a teacher provides a supportive learning environment at the high school.

Person Responsible Timeline for Implementation Resources

Kim Prevost Start: 1/1/2008 -
Finish: Ongoing

Status: In Progress — Upcoming

Date Comment

12/8/2009	Professional development to address the affective needs of students will be provided through the implementation of the OLWEUS program. This program involves core team member training in the spring of 2010 and full staff training for the 2010-2011 school year.
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Activity: Provide professional development to increase the K-12 interactive and project-based activities.

Last Modified: 12/8/2009

Description: Provide professional development to increase the K-12 interactive and project-based activities.

Person Responsible Timeline for Implementation Resources

Kim Prevost Start: 1/1/2008 -
Finish: Ongoing

Status: Complete

Date Comment

12/8/2009	Professional development has been provided for use of Promethean technologies and the Active Expression systems in order to increase student performance through interactive learning. Classrooms using the Active Expression systems will enhance formative assessment through increased student participation. Activities selected from the resource Promethean Planet to be used with the Promethean interactive board support a project-based approach to learning.
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Activity: Standards-aligned Uniform Lesson Plan Template

Last Modified: 12/7/2009

Description: Develop a standards-aligned, uniform lesson plan template (electronic format) designed to meet the instructional needs of each building level.

Person Responsible Timeline for Implementation Resources

Jeffrey Zollars	Start: 1/1/2008 Finish: Ongoing	\$19,000.00
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Status: In Progress — Upcoming

Date Comment

12/7/2009	TechPaths Curriculum Connector will be rolled-out in January 2010. Although a common lesson plan template was explored in January 2009, it was discovered that the technology component was not teacher friendly for elementary level teachers. The concerns were sent to the TechPaths representative and a new program was developed (Curriculum Connector). Through Curriculum Connector, diary mapping will be made available to align to the curriculum maps in TechPaths. Completed diary maps for each course could be considered as a lesson plan option on completion.
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Strategy: Systemic Collaboration

Description: The Moon Area School District shall collaborate systemically to incorporate effective, research-based instructional practices for consistent implementation among all of the schools of MASD.

Activity: Dedicated Act 80 Days for Collaboration

Last Modified: 10/19/2009

Description: Incorporate Act 80 days into the district calendar to foster collaboration. Consideration should be given to providing 1/2 day Act 80 days.

Person Responsible Timeline for Implementation Resources

Ronald Zangaro	Start: 1/1/2008 Finish: Ongoing	-
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Status: Not Started — Overdue

Date Comment

10/19/2009	The administration met with MEA representatives during the 2008-2009 school year to develop three Act 80 half day in-service days. The MEA would not agree to the calendar revision. The resolution was tabled.
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Activity: ESL-English as a Second Language Professional Development

Last Modified: 10/19/2009

Description: Second Language Learner professional development will enable content area teachers and English as a Second Language teachers to meet the specific needs of students for whom English is not their native language. This meets the requirements of PDE for the provision of ESL professional development to educators within the LEA.

Person Responsible Timeline for Implementation Resources

Ronald Zangaro	Start: 1/1/2008	-
	Finish: Ongoing	

Status: Complete

Date Comment

10/19/2009	Large group ESL in-services have been conducted. More recently, small groups (2 or 3 educators at a time) of regular classroom teachers have attended the ESL Professional Development Days conducted at the AIU as part of the consortium at various points in the school year.
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Activity: External Program Observations

Last Modified: 12/7/2009

Description: Provide the opportunity for development of proposals by professional personnel in order to investigate, observe, and evaluate research-based programs implemented outside of the district to be shared with colleagues within the district.

Person Responsible Timeline for Implementation Resources

Ronald Zangaro	Start: 1/1/2008	-
	Finish: Ongoing	

Status: Complete

Date Comment

12/7/2009	The Professional Evaluation Model was developed collaboratively with the MEA and administration. This model provides for 'Tier 2' learning experiences for teachers to collaborate, set goals, investigate research-based programs, and to evaluate (and be evaluated on) the implementation of new initiatives as part of their professional evaluation.
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Activity: Internal Peer Observation of Research-based Best Practices

Last Modified: 12/8/2009

Description: Incorporate peer observation among colleagues at the building level as a consistent practice to observe and promote the use of effective research-based strategies and 'best practices'.

Note: This activity is experiential in nature and is to be non-evaluative

Person Responsible Timeline for Implementation Resources

Ronald Zangaro	Start: 1/1/2008	-
	Finish: Ongoing	

Status: Complete

Date Comment

12/8/2009	All teachers that participate in the MASD Teacher Induction program must observe either their mentor's classroom or another teacher's classroom as approved by the building principal. In addition, mentors are released to visit and observe their inductee's classroom. Principals work with these teachers to identify "look fors" during the observations. The principals also work with the mentors to identify specific teachers that are able to demonstrate identified skills that will help new teachers address their needs and help them to develop a frame of reference for effective instructional techniques and classroom management skills among other concepts. This collaboration is designed to enhance the peer observation process. Finally, the teachers are encouraged to collaborate via peer observations and networking as part of the "Goal Setting" component of the MASD Professional Evaluation model.
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Activity: Quarterly Content/Instructional Level Collaboration

Last Modified: 2/6/2008

Description: Explore the provision of collaboration across the district by grade level, by content, and cross-content including special education with core subject teachers at each instructional level every quarter.

Person Responsible Timeline for Implementation Resources

Jeffrey Zollars	Start: 1/1/2008	-
	Finish: Ongoing	

Status: Not Started — Overdue

Goal: 100% of Moon Area School District students will be proficient in Reading and Mathematics as measured by the PSSA resulots or will

demonstrate at least one year standard measure of growth as determined by PVAAS by 2013

Description: 100% of Moon Area School District students will be proficient in Reading and Mathematics as measured by the PSSA results or will demonstrate at least one year standard measure of growth as determined by PVAAS (Pennsylvania Value Added Assessment System by 2013

Strategy: Differentiated Instruction for High-end Learners

Description: The district will provide enriching differentiated instructional activities to challenge high end learners

Activity: Differentiated Instruction Professional Development

Last Modified: 10/19/2009

Description: MASD will utilize up to four in-service days during the school year and/or provide staff release time during school year in order to develop skills in differentiated instruction

Person Responsible	Timeline for Implementation	Resources
Kim Prevost	Start: 8/27/2008 Finish: 2/18/2009	\$100,000.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	2	100
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Moon Area School District	<ul style="list-style-type: none"> School Entity 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
The educators will understand practical strategies for differentiating instruction according to student ability, interest, or learning style to meet the needs of all students.	Research indicates that teaching to the "middle of the road" is not an effective way to improve student achievement. Instead, each learner should be challenged in appropriate ways that meet his/her individual needs based on prior knowledge, interest, learning style, strengths, and weaknesses.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.

For school and district

administrators, and other educators seeking leadership roles:

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.
- Provides leaders with the ability to access and use appropriate data to inform decision-making.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • School counselors • Other educational specialists 	<ul style="list-style-type: none"> • Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades 9-12) 	<ul style="list-style-type: none"> • Reading, Writing, Speaking & Listening • Science and Technology • Arts & Humanities • Civics and Government • Environment and Ecology • Health, Safety and Physical Education • World Languages • Kindergarten Early Learning Standards • Mathematics • History • Economics • Family and Consumer Sciences • Geography

Follow-up Activities Evaluation Methods

<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers 	<ul style="list-style-type: none"> • Review of participant lesson plans • Evaluation Form (Moon Area School District Staff Development Evaluation Form)
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- Creating lessons to meet varied student learning styles
- Peer-to-peer lesson discussions

Status: Complete

Date	Comment
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10/19/2009	One in-service day was dedicated to an on-line course of Differentiated Instructional Strategies for all teachers through the Embedded Learning Academy and presented by Dr. Carol Tomlinson. Teachers were provided with the opportunity to complete the on-line course beyond the in-service day (a 3-credit course) and were provided with release time (FLEX in-service time) for compensation. Teaching staff representatives (up to 20) were invited to attend a one-day workshop with Dr. Carol Tomlinson at the Laughlin Center in Sewickley, PA. All seven instructional buildings had at least two participants in the workshop. All participants were required to return to the schools and share the learned techniques with their colleagues.
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Strategy: Increase Student Awareness/Ownership of Educational Growth

Description: District teachers will use effective strategies to increase student awareness and motivation as related to PVAAS performance.

Activity: Parent Informational Letter

Last Modified: 12/7/2009

Description: A parent informational letter will be sent to the homes of MASD students in addition to individual PSSA performance data in order to increase parent awareness and understanding of Reading and Mathematics proficiency

Person Responsible	Timeline for Implementation	Resources
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Jeffrey Zollars	Start: 1/1/2008 Finish: Ongoing	\$11,000.00
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Status: Complete

Date	Comment
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12/7/2009	PSSA performance results are accompanied by a letter to the parent explaining his/her son/daughter's performance and what it means to be proficient.
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Activity: Parent Survey Regarding Expertise.

Last Modified: 12/9/2009

Description: Develop a survey to determine parent/community strengths as a first step to increase parental involvement. Utilize the results from the survey to further enhance the school-home collaboration and to more fully develop the parental involvement goals of the strategic plan.

Person Responsible Timeline for Implementation Resources

Ronald Zangaro	Start: 1/1/2008	-
	Finish: Ongoing	

Status: Complete

Date Comment

12/9/2009	A Parent Survey titled "Community Interest and Expertise" was developed using an on-line survey tool and posted to the homepage of the Moon Area web site (December 2009). Parents were notified of the survey via Alert Now. Survey results were sorted and sent to principals.
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Activity: Performance Data Workshops/Conferences

Last Modified: 12/8/2009

Description: MASD professional staff will participate in PSSA, PVAAS, and other student performance data workshops to develop a clear understanding of disaggregated data and its use for increasing student proficiency in Reading and Mathematics. The information and skills will be shared with the balance of the professional staff.

Person Responsible Timeline for Implementation Resources

Ronald Zangaro	Start: 1/1/2008	\$100,000.00
	Finish: Ongoing	

Status: Complete

Date Comment

12/8/2009	Workshops have been provided for teachers who teach reading, mathematics, and special education for every building level to identify and disaggregate student performance results on 4Sight testing. An 'adopt an anchor' workshop was provided in 2008. PVAAS workshops have been provided for teachers of 4th and 5th grades. PSSA data results are shared with staff members as the results become available. Middle School teachers meet once per month to review target student group progress. Elementary (Hyde) teachers have developed a PLP (Personal Learning Plan) program for students based in performance data results.
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Activity: Teach Test Taking Skills

Last Modified: 8/27/2008

Description: Teachers will develop activities to enhance test-taking skills for students at all levels.

Person Responsible	Timeline for Implementation	Resources
Kim Prevost	Start: 8/27/2008 Finish: 8/28/2008	\$3,000.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	1	100
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Moon Area School District	<ul style="list-style-type: none"> School Entity 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Educators will understand how to implement strategies in the classroom that provide students with experience and effective strategies for taking standardized tests.	Research claims that students build confidence and reduce anxiety by gaining exposure and experience in answering questions that are similar to standardized testing environments, providing students with greater opportunity to maximize achievement scores.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
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- Classroom teachers
- Principals / asst. principals
- Middle (grades 6-8)
- Elementary (grades 2-5)
- High school (grades 9-12)
- Reading, Writing, Speaking & Listening
- Science and Technology
- Civics and Government
- Environment and Ecology
- Mathematics
- History
- Economics
- Geography

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Peer-to-peer lesson discussions 	<ul style="list-style-type: none"> • Student PSSA data • Standardized student assessment data other than the PSSA • Review of participant lesson plans • Evaluation Form (MASD approved Act 48 Evaluation Form)

Status: Not Started — Overdue

Strategy: Student Performance Data Analysis and Disaggregation

Last Modified: 12/7/2009

Description: The district will interpret PSSA/PVAAS and other assessment tool results in an effort to strengthen student proficiency in Reading and Mathematics

Activity: 4 Sight Benchmark Testing

Last Modified: 10/19/2009

Description: 4 Sight Benchmark Testing will be expanded to include non-proficient students from Grade 3 through Grade 12.

Person Responsible	Timeline for Implementation	Resources
Kim Prevost	Start: 8/27/2008 Finish: 2/16/2009	\$35,000.00

Professional Development Activity Information

Number of Hours Per	Total Number of Sessions Per	Estimated Number of Participants
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Session	School Year	Per Year
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Knowledge and Skills	Research and Best Practices	Not approved Designed to Accomplish
Follow-up Activities	Evaluation Methods	

Status: Complete

Date	Comment
10/19/2009	4Sight Benchmark Testing has been expanded for use at least two times per year from grades 3-8. Testing occurs in September to establish a baseline score and to provide interventions for students who are non-proficient. Students are re-tested in January to measure progress, to further identify non-proficiency in order to provide intensive remediation, and to identify instructional gaps as would appear from trends in the testing results. 4Sight Benchmark Testing also occurs at the end of the 10th grade level in order to provide remediation at the beginning of the 11th grade for students who are non-proficient in reading or math.

Strategy: The district will implement comprehensive remediation programs K-12 to ensure, enhance and promote student achievement in reading and mathematics with a focus on early intervention at the primary level.

Description: The district will implement comprehensive remediation programs K-12 to ensure, enhance and promote student achievement in reading and mathematics with a focus on early intervention at the primary level.

Activity: Provide PSSA remediation classes

Last Modified: 12/7/2009

Description: MASD will provide remediation classes for students identified as being non-proficient in Reading and/or Mathematics.

Person Responsible Timeline for Implementation Resources

Scott Seltzer	Start: 1/1/2008 Finish: Ongoing	\$878,820.00
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Status: In Progress — Upcoming

Date	Comment
12/7/2009	Remediation classes for reading and mathematics skills are currently being considered

at the Middle School level for 2010-2011. Five class sections will be developed for students who have tested non-proficient from the previous academic year PSSA scores.

Activity: Remediation Outside of Normal School Day Schedule

Last Modified: 12/8/2009

Description: MASD will provide before and after school tutoring/remediation programs for non-proficient students in Reading and/or Mathematics.

Person Responsible Timeline for Implementation Resources

Scott Seltzer	Start: 1/1/2008 Finish: Ongoing	\$380,140.00
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Status: Complete

Date Comment

12/7/2009	Tutoring for non-proficient students is available through tutoring programs provided at each building level.
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12/8/2009	Students at all building levels receive remediation for non-proficient reading and mathematics skills through tutoring programs provided through the Accountability Block Grant.
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Goal: 100% of Moon Area School District students, teachers, and administrators will demonstrate technological literacy as determined by the ISTE National Educational Technology Standards by 2013.

Description: 100% of Moon Area School District students, teachers, and administrators will demonstrate technological literacy as determined by the ISTE National Educational Technology Standards by 2013

Strategy: 21st Century Skills

Description: Moon Area School District shall review, develop, and adopt "21st Century Skills" into Moon Area School District technology curricula

Activity: Ethical Technology Usage

Last Modified: 10/19/2009

Description: Develop curriculum to address ethical usage of technology in the district

Person Responsible	Timeline for Implementation	Resources
Kim Prevost	Start: 8/26/2008 Finish: 8/26/2008	\$6,500.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2.00	1	300
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Moon Area School District	<ul style="list-style-type: none"> School Entity 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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Educators will understand critical issues regarding Internet/technology safety and ethics. They will have the capacity to model and enforce safe and ethical technology usage at school and in their personal lives.	Living in an ever changing society where technology takes an increasingly dominant role in our lives, it is necessary for students and teachers to understand the risks, benefits, and ethics of using technology.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Empowers educators to work effectively with <u>parents and community partners</u>. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning. Instructs the leader in <u>managing resources</u> for effective results.
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Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> Classroom teachers 	<ul style="list-style-type: none"> Middle (grades 6-8) 	<ul style="list-style-type: none"> Reading, Writing, Speaking &

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

Follow-up Activities

Evaluation Methods

- | | |
|--|--|
| <ul style="list-style-type: none"> • Analysis of student work, with administrator and/or peers • Journaling and reflecting | <ul style="list-style-type: none"> • Participant survey • Review of written reports summarizing instructional activity |
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Status: Complete

Date	Comment
10/19/2009	An ethical technology use policy was adopted by the Board of Directors (10/2009). The Moon Area Middle School entered into an agreement with the local Moon Township Police to present 10 workshops for the Moon Area Middle School students, teachers, and parents using tools created by WebWiseKids for internet and cell phone safety. Three of the workshops scheduled for parents are to occur during evening hours by grade level.

Activity: K-12 Technology Curriculum Articulation

Last Modified: 8/25/2009

Description: Establish a K-12 Curricular Review Team (CRT) and to evaluate, develop and propose articulated MASD K-12 Computer Science Curriculum in conjunction with the Business Education Department.

Person Responsible	Timeline for Implementation	Resources
Kim Prevost	Start: 8/25/2009 Finish: 3/15/2010	\$60,000.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	5	10
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Moon Area School District	<ul style="list-style-type: none"> School Entity 	Approved

Knowledge and Skills Research and Best Practices Designed to Accomplish

<p>Educators who teach computer and business education courses will explore, plan, and implement innovative ways to update an articulated K-12 technology curriculum, understanding and incorporating national and Pennsylvania State standards.</p>	<p>Research supports aligning curriculum to state and national standards. As standards are updated, it is important to ensure that our curriculum is also updated to ensure that we provide the best quality education for our students.</p>	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
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Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
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- Classroom teachers
- Other educational specialists
- Middle (grades 6-8)
- Elementary (grades 2-5)
- High school (grades 9-12)
- Science and Technology

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Curriculum Dev. 	<ul style="list-style-type: none"> • Curriculum Maps (Educators will complete curriculum maps that align content, skills, assessments, essential questions, and lessons to standards.)

Status: Not Started — Overdue

Strategy: Integrating Technology Resources

Description: To integrate technology resources to improve teaching and student learning.

Activity: Technology Refresh Enhancement

Last Modified: 10/20/2009

Description: Enhance existing “Technology Refresh Plan” for MASD facilities, personnel, and professional development to promote teacher, professional support staff, and administrator input in selection process of state of the art instructional technology and materials

Person Responsible Timeline for Implementation Resources

Daniel Vogel	Start: 1/1/2008 Finish: Ongoing	\$2,651,250.00
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Status: Complete

Date	Comment
10/20/2009	A new Director of Technology was hired through an agreement with Questec. This was followed by a re-structuring of technician responsibilities, an evaluation of technology needs by buildings, the introduction of the RWAN to the network, the allocation of Technology Refresh Funds over the course of three years to directly benefit instructional technology in the classroom, the adoption of annual ISTE-NETS International Society of Technology in Education-National Educational Technology Standards) goals by professional staff, and the planning for related professional development for online tools and Promethean technology.

Strategy: Technology Integration

Description: Moon Area School District will strive to effectively integrate technology into the educational system.

Activity: Technology Integration and Best Practices

Last Modified: 12/7/2009

Description: MASD Technology Teams conduct research at the elementary, middle, and high school levels to assess and make recommendations on current technology integration and best practices.

Person Responsible	Timeline for Implementation	Resources
Kim Prevost	Start: 8/27/2008 Finish: 2/16/2009	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2.00	4	80
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Moon Area School District	<ul style="list-style-type: none"> School Entity 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Educators will understand what technology integration resources are available to them and supported by the district. They will also understand how to effectively integrate the available tools and resources in their curriculum in alignment with the state and national standards.	Research indicates that effective integration of technology resources promotes higher-order thinking skills among students as outlined by ISTE's national educational technology standards.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and

interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.

- Instructs the leader in managing resources for effective results.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • Other educational specialists 	<ul style="list-style-type: none"> • Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades 9-12) 	<ul style="list-style-type: none"> • Reading, Writing, Speaking & Listening • Science and Technology • Arts & Humanities • Civics and Government • Environment and Ecology • Health, Safety and Physical Education • World Languages • Kindergarten Early Learning Standards • Mathematics • History • Career Education and Work • Economics • Family and Consumer Sciences • Geography

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussions • Lesson modeling with mentoring 	<ul style="list-style-type: none"> • Review of participant lesson plans • Evaluation form (MASD Act 48 Evaluation Form)

Status: Complete

Date	Comment
12/7/2009	A technology team was sent to Sarasota, Florida to investigate technology integration into instruction with the use of Promethean technologies. Research was reviewed from the 2009 Marzano Report on technology integration. The research conclusions included an (up to) 20% increase in student performance over the course of two years if Promethean technologies (with the use of Active Expressions) are incorporated into 75% of instruction.

Strategy: Training and Personnel Needs

Description: To provide training and personnel needs to maximize the integration of technology

Activity: Technology Innovation Training

Last Modified: 12/7/2009

Description: To provide MASD professional staff, administration, and professional support staff with "21st Century Skills" and training to maximize understanding of how to innovate with technology

Person Responsible	Timeline for Implementation	Resources
Kim Prevost	Start: 8/27/2008 Finish: 2/16/2009	\$25,000.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	4	100
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Moon Area School District	<ul style="list-style-type: none"> School Entity 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Educators will gain an understanding of state and national technology standards as they address providing students with 21st Century Skills.	Research emphasizes that technology is used effectively to create new opportunities for learning and to promote student achievement.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p>

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • School counselors • Other educational specialists 	<ul style="list-style-type: none"> • Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades 9-12) 	<ul style="list-style-type: none"> • Reading, Writing, Speaking & Listening • Science and Technology • Arts & Humanities • Civics and Government • Environment and Ecology • Health, Safety and Physical Education • World Languages • Kindergarten Early Learning Standards • Mathematics • History • Career Education and Work • Economics • Family and Consumer Sciences • Geography

Follow-up Activities Evaluation Methods

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|---|---|
| <ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied | <ul style="list-style-type: none"> • Review of participant lesson plans • Evaluation Form (MASD Act 48 Evaluation Form) |
|---|---|

- student learning styles
- Peer-to-peer lesson discussions

Status: Complete

Date	Comment
12/7/2009	Professional development for technology and "21st Century Skills" are now an integral component of professional development. Also, teachers develop an ISTE goal (International Society of Technology in Education) based on the NETS*T (National Educational Technology Standards for Teachers) annually.

Goal: 100% of the Moon Area School District curricula will reflect expanded educational opportunities, incorporate 21st century skills, and increase academic rigor as evaluated by an annual curriculum review through 2013.

Description: 100% of the Moon Area School District curricula will reflect expanded educational opportunities, incorporate 21st century skills, and increase academic rigor as evaluated by an annual curriculum review through 2013.

Strategy: Diversify the K-12 Curriculum

Description: MASD will create a diverse curriculum that incorporates varied instructional strategies to enhance and maximize student learning and performance.

Activity: Career Exploration Programs

Last Modified: 10/20/2009

Description: Establish career exploration programs for middle and high school students.

Person Responsible Timeline for Implementation Resources

Susan Kazmierczak	Start: 1/1/2008 Finish: Ongoing	-
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Status: In Progress — Upcoming

Date	Comment
10/20/2009	A Career Awareness Committee was developed during the 2008-2009 school year.

This committee was composed of guidance counselors, high school administrators, a central office administrator, and teachers at the high school level. Committee members participated in a series of career standards workshops at AIU3, visited a model career-based senior project school (South-Fayette SD), and developed a curriculum extending from grade 6 through grade 12 that addresses the PA Career Standards.

Activity: Co-curricular Service Learning Activities/Programs

Last Modified: 2/6/2008

Description: Implement co-curricular service-learning activities and programs

Person Responsible Timeline for Implementation Resources

Steve Wellendorf	Start: 1/1/2008	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Distance Learning Expansion

Last Modified: 12/7/2009

Description: Continue to expand distance learning resources and opportunities, K-12.

Person Responsible Timeline for Implementation Resources

Jeffrey Zollars	Start: 1/1/2008	\$50,000.00
	Finish: Ongoing	

Status: In Progress — Upcoming

Date	Comment
12/7/2009	Chinese 1 was added to the curriculum as a distance learning course for 2009-2010. Research was completed for Distance Learning options including a consolidation of recent research, visits to both VLN Partners and the McKeesport model (A+ Learning), and consultation with Beaver County (Michael Baker). Expansion of course offerings will be considered for 2011-2012.

Activity: Dual and Concurrent Enrollment Services

Last Modified: 10/19/2009

Description: Capitalize on opportunities for dual and concurrent enrollment at colleges and universities.

Person Responsible Timeline for Implementation Resources

Steve Wellendorf	Start: 1/1/2008 Finish: Ongoing	-
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Status: Complete

Date Comment

10/19/2009	There are currently (2009-2010) 31 dual enrollment courses offered at Moon Area High School.
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Activity: Educate teachers and students in administering/taking on-line courses.

Last Modified: 3/3/2008

Description: Educate teachers and students in administering/taking on-line courses.

Person Responsible Timeline for Implementation Resources

Kim Prevost	Start: 1/1/2008 Finish: Ongoing	-
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Status: Not Started — Overdue

Activity: Expand course opportunities at the high school and the middle school levels through evaluation of the daily course/master schedule.

Last Modified: 12/7/2009

Description: Expand course opportunities at the high school and the middle school levels through evaluation of the daily course/master schedule.

Person Responsible Timeline for Implementation Resources

Jeffrey Zollars	Start: 1/1/2008 Finish: Ongoing	-
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Status: In Progress — Upcoming

Date Comment

12/7/2009	Review of high school master schedule options are currently being considered. A trimester model (Quaker Valley) has been investigated. Also, the addition of a 6th class at the high school level has been reviewed. The determination may be based in results of contractual agreements. The middle school level is currently reviewing the "specials" options in order to expand course offerings.
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Activity: Expand High School Elective Offerings

Last Modified: 2/6/2008

Description: Expand elective course offerings at the high school level to provide a more diverse and enriching experience

Person Responsible Timeline for Implementation Resources

Steve Wellendorf	Start: 1/1/2008 Finish: Ongoing	-
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Status: Not Started — Overdue

Activity: Explore Full-Day Kindergarten Option

Last Modified: 12/9/2009

Description: Explore the implementation of full-day kindergarten for 2010-2011

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2008 Finish: Ongoing	-
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Status: In Progress — Upcoming

Date Comment

12/7/2009	The option of full-day Kindergarten was considered during the re-districting committee sessions in December 2008. Full-day Kindergarten would not be feasible until building space would allow for more classrooms. Once the district building projects have been completed and the fifth grade moves to the middle school, full-day Kindergarten would be able to be accommodated in the elementary buildings. The short-term option shall be a "Transitional/Extended Day Kindergarten" for students who perform at the lowest quartile in Pre-Kindergarten testing.
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Activity: Explore World Language Expansion to Elementary

Last Modified: 10/19/2009

Description: Explore the implementation of World language offerings at elementary school.

Person Responsible Timeline for Implementation Resources

Jeffrey Zollars	Start: 1/1/2008 Finish: Ongoing	-
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Status: In Progress — Upcoming

Date	Comment
10/19/2009	The World Languages Department is investigating the expansion of World Languages to Grade 5 for the school year 2010-2011 or when the fifth grade classrooms will be incorporated into the new middle school building.

Activity: Extend Advanced Placement (AP) programming to the middle school level.

Last Modified: 3/3/2008

Description: Extend Advanced Placement (AP) programming to the middle school level.

Person Responsible Timeline for Implementation Resources

Jeffrey Zollars	Start: 1/1/2008 Finish: Ongoing	-
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Status: Not Started — Overdue

Activity: Increase Core Elective Offerings

Last Modified: 12/7/2009

Description:

Person Responsible Timeline for Implementation Resources

Kim Prevost	Start: 1/1/2008 Finish: Ongoing	-
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Status: Complete

Date	Comment
12/7/2009	All core subject areas will review elective offerings at the high school level at the time their content is on cycle for review and adoption. Social Studies increased core elective offerings to include Ethics, Practical Justice, Psychology, and Sociology for 2008-2009. The English department is currently reviewing options for the upcoming adoption to occur 2010-2011.

Activity: Institute a summer reading program for students at the middle school and high school levels.

Last Modified: 10/19/2009

Description: Institute a summer reading program for students at the middle school and high school levels.

Person Responsible Timeline for Implementation Resources

Jeffrey Zollars	Start: 1/1/2008	-
	Finish: Ongoing	

Status: Complete

Date Comment

10/19/2009	A summer reading list was established for summer 2009 for students from grades 6-12. Further accountability for the summer reading will be developed through the English/Language Arts adoption process during the 2009-2010 school year.
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Activity: Maximize Title I services

Last Modified: 12/9/2009

Description: Maximize Title I services

Person Responsible Timeline for Implementation Resources

James McElroy	Start: 1/1/2008	-
	Finish: Ongoing	

Status: Complete

Date Comment

12/9/2009	Although Title 1 services could not be expanded at this time to include Mathematics, Title 1 has been expanded in many other areas since 2008. Services for Kindergarten in five elementary buildings have been added. Parent involvement has been expanded through increasing the number of parent nights from one to four per year. Title 1 teachers have been provided with Promethean boards and access to Promethean Planet. A parent resource room has been added to Brooks elementary. DIBELS on-line assessments are administered to Title 1 students. Services to parochial schools have been increased. ARRA Stimulus funding has provided for increased purchasing of books and technology. Future consideration is being given to developing an extended day Kindergarten.
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Activity: Review the high school master schedule to consider an 8-period as opposed to a 7-period day.

Last Modified: 12/7/2009

Description: Review the high school master schedule to consider an 8-period as opposed to a 7-period day.

Person Responsible Timeline for Implementation Resources

Steve Wellendorf	Start: 1/1/2008	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Date	Comment
12/7/2009	Research is being conducted. Under consideration is a trimester model (currently used by Quaker Valley), or an 8-period day that would include 6 instructional periods for teachers at the high school level.

Strategy: Increase Rigor

Description: Educate all students so that they are able to effectively acquire, apply, assimilate, and adapt needed knowledge, skills and aptitudes across the K-12 curriculum.

Activity: Applied Learning Practices

Last Modified: 2/5/2008

Description: Implement practical application of learned knowledge, skills and aptitudes through hands-on activities in the classroom and beyond (labs, manipulatives, senior projects, etc.)

Person Responsible	Timeline for Implementation	Resources
Kim Prevost	Start: 2/5/2008 Finish: 12/31/9999	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	4	100
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Moon Area School District	<ul style="list-style-type: none"> School Entity 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Educators will learn strategies to plan instruction that helps students to make real-world connections to the content learned.	Research indicates that student achievement improves when students understand the relevance and real-world connections between the content and real-world application of that content. Making these connections is critical to helping students achieve higher-order thinking skills such as problem-solving, evaluation, and creative thinking.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.

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

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • School counselors • Other educational specialists 	<ul style="list-style-type: none"> • Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades 9-12) 	<ul style="list-style-type: none"> • Reading, Writing, Speaking & Listening • Science and Technology • Arts & Humanities • Civics and Government • Environment and Ecology • Health, Safety and Physical Education • World Languages • Kindergarten Early Learning Standards • Mathematics • History • Career Education and Work • Economics • Family and Consumer Sciences • Geography

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with 	<ul style="list-style-type: none"> • Participant survey

- involvement of administrator and/or peers
- Analysis of student work, with administrator and/or peers
- Peer-to-peer lesson discussions

Status: Not Started — Overdue

Activity: Enriching Differentiated Instruction for High-end Learners

Last Modified: 2/5/2008

Description: The Moon Area School District will provide enriching differentiated instruction to high-end learners at the elementary and secondary levels.

Person Responsible	Timeline for Implementation	Resources
Kim Prevost	Start: 2/5/2008 Finish: 12/31/9999	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
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Organization or Institution Name	Type of Provider	Provider’s Department of Education Approval Status
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Not approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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Follow-up Activities	Evaluation Methods
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Status: Not Started — Overdue

Activity: Formalize the Curriculum Adoption Cycle

Last Modified: 12/7/2009

Description: Formalize a curriculum adoption cycle that would ensure a continuous process for updating of all curricular areas, K-12.

Person Responsible Timeline for Implementation Resources

Jeffrey Zollars	Start: 1/1/2008 Finish: Ongoing	-
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Status: Complete

Date Comment

12/7/2009	A curriculum adoption cycle was established during the 2008-2009 school year.
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Activity: Foster Higher Order Thinking/Metacognitive Skills

Last Modified: 2/5/2008

Description: Develop learning activities which foster and strengthen higher order thinking/meta-cognitive skill development.

Person Responsible Timeline for Implementation Resources

Kim Prevost	Start: 2/5/2008 Finish: 12/31/9999	-
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Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
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Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
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Not approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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Follow-up Activities	Evaluation Methods
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Status: Not Started — Overdue

Activity: Optimize the Learning Environment

Last Modified: 12/9/2009

Description: Annually review class size appropriateness in order to optimize learning environments that will support increased instructional rigor.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2008 Finish: Ongoing	-
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Status: Complete

Date Comment

12/7/2009	Student count reports are provided on a monthly basis. A re-districting committee convened during 2008-2009 to determine a solution for class size concerns at the elementary level. The conclusion of the re-districting committee was to wait until the building projects were completed to re-address the issue. Caps were placed on student classroom size at the elementary level. In order to maintain manageable class sizes in the short-term, new students have been invited to attend a neighboring Moon elementary school.
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Activity: Provide affective programs to promote positive relationships including but not limited to middle school philosophy, character education, and bullying prevention.

Last Modified: 10/19/2009

Description: Provide affective programs to promote positive relationships including but not limited to middle school philosophy, character education, and bullying prevention.

Person Responsible Timeline for Implementation Resources

Ronald Zangaro	Start: 1/1/2008 Finish: Ongoing	-
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Status: In Progress — Upcoming

Date Comment

10/19/2009	A district level anti-bullying policy was approved at the board level. The district has also entered into an agreement with The Highmark Foundation to develop and implement the OLWEUS anti-bullying program. District administration met with the OLWEUS representative in October 2009. Core teams of 10 participants are being developed at each of the seven instructional buildings. The core teams will participate in a 2-day workshop in January and February 2010. The core teams of each building will develop a one day training for their respective buildings to occur August 2010. The program will be fully implemented September 2010.
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Activity: Provide Remediation for Non-proficient Students

Last Modified: 12/7/2009

Description: Provide appropriate and productive remedial learning experiences for students who perform at below-proficient levels in core subjects. Placement and remediation should reflect

individual learning needs and diverse instruction. Resources will be made available to supplement and support teachers to help non-proficient students.

Person Responsible Timeline for Implementation Resources

Jeffrey Zollars	Start: 1/1/2008	-
	Finish: Ongoing	

Status: Complete

Date Comment

12/7/2009	Tutoring programs for non-proficient students are provided at the elementary schools, the middle school, and for current 11th grade students at the high school. Tutoring is funded through the Accountability Block Grant.
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Activity: Update and refresh the MASD character education program and make it unique to each grade level

Last Modified: 12/8/2009

Description: Update and refresh the MASD character education program and make it unique to each grade level

Person Responsible Timeline for Implementation Resources

Scott Seltzer	Start: 1/1/2008	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Date Comment

12/8/2009	Every building will be participating in the OLWEUS anti-bullying initiative provided through the Highmark Foundation during 2010-2011. Core team members from each building will be trained during the spring of 2010 for full implementation September 2010. This program is designed to enhance the character education provided to the students that is currently in place.
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Activity: Utilize Evaluative Tools to Assess Rigor

Last Modified: 12/7/2009

Description: Utilize recognized, valid evaluative tools, including PSSA's, PVAAS, SAT's, AP exams, etc., in order to assess success of increased rigor across K-12 curriculum.

Person Responsible Timeline for Implementation Resources

Ronald Zangaro	Start: 1/1/2008	-
	Finish: Ongoing	

Status: Complete

Date	Comment
12/7/2009	Data driven instruction has become the core of instructional delivery. PSSA's, PVAAS, SAT's, etc. are all used as tools to help discern the need for curricular changes. Examples: The development of intervention programs and tutoring, the increased incorporation of Environment and Ecology support due to PSSA Science results, the development of Language Arts grades 5 and 6 due to PVAAS results, ...

Strategy: Infuse Technology K-12

Description: MASD will acquire and utilize state-of-the-art technology resources to create and offer instructional programs that will allow students to learn relevant skills needed for successful living in the 21st century.

Activity: Infrastructure Operational Capacity Evaluation

Last Modified: 12/7/2009

Description: Continuously evaluate the infrastructure capabilities and needs of each building to assure sufficient operational capacity for current and future technology needs.

Person Responsible Timeline for Implementation Resources

Ronald Zangaro	Start: 1/1/2008	-
	Finish: Ongoing	

Status: Complete

Date	Comment
12/7/2009	The switch fabric from each of the buildings was upgraded in 2008 to 20 megabit per second speed (to match internet) and 100 megabit at the elementary levels. 1 gigabit per second speed at the high school shall occur on completion of the new construction.

Activity: K-12 Technology Curriculum Articulation

Last Modified: 2/5/2008

Description: Articulate a K-12 technology curriculum.

Person Responsible Timeline for Implementation Resources

Kim Prevost	Start: 1/1/2008	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Non-traditional Distance Learning Course Offerings

Last Modified: 12/7/2009

Description: Expand opportunities for students and staff to participate in non-traditional course offerings through distance learning resources.

Person Responsible Timeline for Implementation Resources

Jeffrey Zollars	Start: 1/1/2008 Finish: Ongoing	-
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Status: Complete

Date Comment

12/7/2009	Chinese 1 was offered as a distance learning course for 2009-2010. It is expected that Chinese 2 may be adopted for 2010-2011. Research is currently being reviewed to develop additional course offerings as they become available.
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Activity: On-site Support Technicians

Last Modified: 12/9/2009

Description: Strive for on-site (not centralized) support technicians/help desk.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2008 Finish: Ongoing	-
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Status: Complete

Date Comment

12/7/2009	Three desktop technicians and a part-time network engineer currently manage the district technology support. Remote service tools and automation tools have increased the efficiency of technology support on a daily basis. Desktop technicians travel to individual buildings as needed.
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Activity: Technology Inclusion in the Curriculum Adoption/Revision Process

Last Modified: 12/7/2009

Description: Include technology as a means of enhancing instruction and learning into the curriculum adoption or revision process.

Person Responsible Timeline for Implementation Resources

Jeffrey Zollars	Start: 1/1/2008 Finish: Ongoing	-
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Status: Complete

Date Comment

12/7/2009	Technology has been included as an essential component to new curricula. Technology purchasing is completed through the "Tech Refresh" lease agreement and is aligned to the curriculum adoption cycle. Current instruction enhancing technology purchases include Promethean interactive board technology and the Active Expressions formative assessment tools. Funding for this initiative is supported through the 2009-2011 Federal Stimulus funds, Tech Refresh funds, and the construction project funds.
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Activity: Technology Use Professional Development

Last Modified: 12/7/2009

Description: Provide professional development opportunities on new technology and its use in and beyond the classroom.

Person Responsible Timeline for Implementation Resources

Kim Prevost	Start: 2/5/2008 Finish: 12/31/9999	-
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Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
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Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
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Not approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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Follow-up Activities	Evaluation Methods
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Status: Complete

Date Comment

12/7/2009	Educators are provided professional development for all technology tools. Examples: Edline, Promethean Interactive Board, Active Expression tools, Study Island, 4Sight, DIBELS, Performance Pathways, ...
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Measurable Annual Improvement Targets

Measuring Student Growth Using Multiple Criteria--The effort toward continuous improvement of student achievement that includes specific measurable goals for student growth as outlined by the Moon Area School District action plan will be evaluated using summative, formative, and diagnostic assessments at the various levels of education provided in the district. District leadership, building-level leadership, and content/grade level representatives will review and evaluate student achievement for intervention and placement on an continuous basis. Data provided by results from PSSA (Reading, Writing, Mathematics, and Science); PVAAS growth data; PDE provided GROW network and e-Metric on-line data tools, diagnostic data from DIBELS for Kindergarten through Grade 2; summative and formative data from 4Sight for Grades 3-8, and Grade 10; internally created benchmark (formative) assessments for Science and Mathematics at the elementary level, course/subject grades, Advanced Placement exams, course completion, and other criteria will be utilized to provide a comprehensive and thorough understanding of student performance to identify patterns and trends. An effort to exceed the minimum goals by 5% each year for student proficiency as determined by PDE (see chart below) will establish an annual benchmark with the intended result of 100% proficiency by the end of the life cycle of the strategic plan.

Rigor, Relevance, and Relationships—The Moon Area School District is beginning to implement the processes that will facilitate unity of purpose and district alignment in order to enable the successful accomplishment of the goals of the school district. The district employs three primary principles that support the **“Leading for Learning”** and **“Getting Results!”** frameworks on which the Measurable Annual Improvement Targets are established:

Increasing Academic Rigor—Regardless of whether a student enters a four-year university or a technical college, or heads straight to the workforce, every student needs to access a challenging curriculum that opens the door to personal independence and a successful future. The Moon Area School District must offer academically challenging courses that are meaningful, and all students must be encouraged to take these classes.

Increasing Academic Relevance—The Moon Area School District strives to move learning experiences from the textbook to tangible, real-world applications. The incorporation of relevancy into curriculum will provide more meaningful experiences for students, encouraging greater engagement and exposure to potential career pathways.

Fostering Relationships— Every student needs a team of people that is actively involved in her/his educational welfare, including parents, teachers, counselors, and the community. Each student needs a personal plan for progress that is revisited throughout his/her academic career. Every student should feel that his/her school provides a safe though challenging environment in which s/he can maximize potential.

The Pennsylvania Department of Education **“Leading for Learning!”** and **“Getting Results!”** frameworks serve as building blocks emphasizing similar high-leverage educational practices for any K-12 system. The high-leverage targets are as follows:

1. Quality Teaching: In every classroom and every school--

- 1.1 a qualified, effective teacher
- 1.2 a rigorous curriculum, reliable assessments and standards-aligned instructional materials
- 1.3 evidence-based instruction for *all*, with targeted assistance for ‘struggling’ students, subgroups and staff

2. Quality Leadership: In every school and school system--

- 2.1 a strong and capable instructional leadership team
- 2.2 an unrelenting focus on evidence-based teaching-&-learning
- 2.3 a culture of continuous improvement and accountability for performance

3. Artful Use of Infrastructure: In every school and school system--

- 3.1 relationships with families, community, business and higher education
- 3.2 strategic alignment & utilization of staff, facilities, time, fiscal resources and technology
- 3.3 intensive supports for 'struggling' districts, schools and teams

4. Continuous Learning Ethic: In every school and school system--

- 4.1 a culture of evidence-based collaborative practice
- 4.2 a culture of continuous professional learning
- 4.3 a culture of collective professional accountability

Goals for student achievement will be derived from the AYP expectations as defined under the Pennsylvania Accountability System. Moon Area School District has consistently met AYP targets annually with rare exceptions. It is the goal of Moon Area School District to strive to achieve 100% proficiency every year as determined by the Pennsylvania State System of Assessment for Reading, Writing, Mathematics, and Science. Nevertheless, Moon Area School District shall meet or exceed the following proficiency targets as set by the Pennsylvania Department of Education:

Year	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Percentage of Students Proficient in Reading	63%	63%	63%	72%	81%
Percentage of Students Proficient in Mathematics	56%	56%	56%	67%	78%
Percentage of Students Proficient in Science	To be determined by PDE	To be determined by PDE	To be determined by PDE	To be determined by PDE	To be determined by PDE

Curriculum, Instruction and Instructional Materials

Moon Area School District currently has a course curriculum that is aligned to PA Academic Standards as outlined in a syllabus and a scope and sequence provided for each district approved course. Documentation and alignment of courses has been developed through the use of an on-line curriculum management process, TechPaths, in order to create an accounting of PA Academic Standards aligned curriculum within each content area. Secondary courses and instructional units can be designed or revised on-line. Teachers use the system to collaboratively develop common instructional units. We are currently exploring the expansion of Techpaths usage to include all courses that extend to the elementary level. Exploration of a the Techpaths lesson planning component shall occur during 2008-09.

The long term curricula action plan for Moon Area School District will address the following areas:

1. Horizontal curriculum articulation within each content area as determined by course and within each grade level where appropriate.
2. Vertical curriculum articulation within each content area from Kindergarten through Grade 12.
3. Cross-curriculum articulation as determined by need and by content summit teams.
4. PA Academic Standards based assessment articulation within each content area.
5. Standards alignment articulation for non-core content areas.

6. Instructional alignment to PA Academic Standards, Anchors, and Eligible Content.
7. Differentiation of instruction to meet individual student learning needs.

A formalized 5-year curriculum cycle shall be developed for the 2008-09 academic year. The proposed curriculum cycle has a two-year implementation for the content (and/or grade level) up for review, requiring a pilot year and an implementation year. Prior to the pilot year, a resource review is completed by each content team on cycle. The results of this comprehensive review will include a detailed summary of at least three research-based program series under consideration as options for new adoption. The content team will justify which program series should be given highest priority as well as a rationale for rejection of the other two program series. Once a new program has been adopted, a supporting curriculum for each new adoption will be written by the teacher adopting that curriculum to occur the summer prior to implementation.

Gifted Identification and Education Services

The Challenge Program is available to identified students through all grade and building levels to provide enrichment and accelerated learning opportunities not ordinarily provided through regular education programs. The identification of eligible students begins with a screening process including review of records and performance along with a profile of the student's strengths and learning proficiency. Further evaluation may then be recommended for individualized assessment with a certified school psychologist and determination of program eligibility.

Once a student is identified as eligible for services through Chapter 16 Regulations, the Gifted Individualized Education Plan (GIEP) is developed according to a student's interests, abilities and identified needs. The elementary program utilizes the Challenge Center as an instructional focus for pull-out programming one-half day per week. Students are transported to facilitate advanced skills and abilities are also coordinated through the Challenge Program and student's GIEP. \

The secondary Challenge Programs, both Middle School and High School, are implemented through similar formats with opportunities for pull-out programming at the building level and implementation of the GIEP to provide expanded curricula, development of critical thinking and enhanced instructional opportunities as well as encouragement for independent learning. Special interest areas with focused skills and aptitudes are typically available and often address highly specialized strengths for students. Additionally, investigations into career and educational interests are encouraged through group opportunities and independent study options. Again, as with the elementary Challenge Program, field experience, community based learning as well as participation in academic and aptitude competitions are utilized and encouraged along with the coordinating regular education programming to facilitate individual student's advanced skills and abilities. Activities are coordinated to the Challenge Center for small group and individualized activities geared toward expanded curricula, development of critical thinking and enhanced instructional opportunities. Activities also include field experience and community based learning as well as participation in academic and aptitude competitions. Collaborations with regular education

Limited English/ESL

The Moon Area School District Professional Education Plan includes programs, activities, or learning experiences for the professional staff to assure that the administrative staff, teaching staff, and paraprofessional staff are prepared to enable, encourage, and support English Language Learners (ELL) so they may participate actively in learning experiences and social activities in the school. Appropriate staff development programs will be provided to alleviate the most serious of cultural clashes or biases. The students who qualify shall receive sufficient instructional time from a PA certified teacher with appropriate resource materials. The teacher shall use an assessment system that monitors student progress in learning English. The ESL Program shall be evaluated annually to determine if the ELL are achieving success in

learning English. If this were not the case, the program shall be adapted to meet the needs of the students.

Moon Area School District Resource Allocations

Resources	MAHS	MAMS	Allard Elem.	Bon Meade Elem.	Brooks Elem.	Hyde Elem.	McCormick Elem.
Professional Personnel	92	87	16+9 shared	32+8 shared	38+14 shared	14 + 10 share	14 + 7 shared
School Libraries	1	1	1	1	1	1	1
Classrooms	45	49	11	29 full size	29 (3 Spec. Ed.)	18	16
Science Laboratories	4	8	0	0	0	0	0
Mathematics Laboratories	0	0	0	0	0	0	0
Computer Laboratories	3	3	1	1	1	1	1
Gymnasiums	2	1	1	1	1	1	1 gym/cafe
Gymnasium Office	4	2	1	1	1	1	1
Weight Rooms	0	0	0	0	0	0	0
Multi-purpose Classrooms	1	0	1	0	LGI	2	0
Vocal Music Classrooms	1	1	1	1	1	1 1	1
Instrumental Music Classrooms	1	1	1	1	2 small practice rooms	1	1
Art Classrooms	2	3	1	1	1	1	1
Audio/Visual Studios	0	0	0	0	0	0	0
Industrial Arts Laboratories	2	3	0	0	0	0	0
Photography Dark Room	1	0	0	0	0	0	0
ES Room	1	0	0	0	0	0	0
ESL Room	1	0	0	0	0	0	0
Speech Room	0	1	1	1	3 Spec. Ed.	1	1
Life Skills Room	1	1	2	0	0	0	0
OT Room	0	0	0	0	1	0	0

PT Room	0	0	0	0	1	0	0
Access Coordinator	0	N/A	0	0	0	0	0
Receptionist	1	N/A	1	1	1	1	1 admin.asst
Truancy Specialist	0	N/A	0	0	0	0	0
Psychologist	0	0	0	0	1	0	0
Nurse's Room	1	1	1	1	1	1	1
Guidance Office	1	1	1	1	1	1	1
Copy Room	1	1	1	2	1	1	1
Cafeteria	1	1	1	1	1	1	1 café/gym
Police Officer	0	0	0	0	0	0	0

Assessments and Public Reporting

Moon Area School district is developing an assessment and review committee. This committee will be responsible for planning, reviewing, and monitoring the district's assessment plan.

This committee maintains and updates the listing of assessment tools used in the district, investigates emerging trends in student assessment procedures, and recommends district assessment procedures (e.g., annual testing schedule, addition/deletion of assessments, test administration, etc.) to the administration.

The Moon Area School District believes that student learning must be defined, measured, and recognized in a variety of ways. To this end the district utilizes a variety of assessments to:

1. Determine the degree to which students are achieving local and PA Academic Standards.
2. Provide useful information in the evaluation of the educational program, as well as continuous improvement of the curriculum and instructional practices.
3. Provide summary information on the achievement of students to parents, the general public, and the Pennsylvania Department of Education.

Students are expected to demonstrate achievement at the proficient level as identified by the Pennsylvania Department of Education and measured by state-administered assessments in mathematics, reading, writing, and science, as well as locally developed and comparable assessments. Typically, assessment of student achievement will occur within planned courses of instruction through on-going documentation and evaluation of student work. Assessment of student learning is considered an integral part of the teaching/learning process with multiple forms of assessment used to capture a comprehensive understanding of each learner's achievement. Forms of classroom-administered assessments include both teacher-formulated evaluation measures and processes for student reflection and self-evaluation.

The District has aligned curricula and assessment practices to the PA Academic Standards for each content area. As identified by Chapter 4, section 4.52(d) various assessment strategies are

used that include:

1. Written work by students.
2. Scientific experiments conducted by students.
3. Works of art or musical, theatrical or dance performances by students.
4. Other demonstrations, performances, products or projects by students related to specific academic standards.
5. Examinations developed by teachers to assess specific academic standards.
6. Nationally available achievement tests.
7. Diagnostic assessments.
8. Evaluations of portfolios of student work related to achievement of academic standards.
9. Other measures, as appropriate, which may include standardized tests.

As provided by Chapter 4 state curriculum regulations, students also have opportunities to demonstrate achievement of the PA Academic Standards through other educational experiences listed in the Graduation Requirement section of this strategic plan. In addition to the Chapter 4 assessment practices listed above, Moon Area School District uses a variety of methods and measures to determine student achievement. The district collects and analyzes data using the following assessments:

- Teacher-created assessments and observations
- Curriculum-based assessments within courses (e.g., Core Assessments)
- Common curricular assessments administered across the district
- PSSA
- Portfolio assessments
- Performance assessments
- 4Sight Benchmark Assessments
- DIBELS

During the 2007-08 school year, we will begin to use the data available to us through the Pennsylvania Value Added Assessment System. In preparation for this, the administration has been participating in workshops designed to introduce this system and its potential, as well as planning for the development of district and building level data analysis teams.

PVAAS and Data Analysis

PVAAS results will be reviewed and analyzed by stakeholder represented school-based data teams. The school principal will have the primary responsibility for leading and coordinating the activities of each data team for the following purposes:

1. To analyze group learning to identify patterns from previous points to the current point of assessment.
2. To analyze subgroup population learning to identify patterns from previous points to the current point of assessment.
3. To analyze strengths and weaknesses in regard to attainment of specific standards and/or sub-skills by grade level or class.
4. To analyze strengths and weaknesses in regard to attainment of specific standards and/or sub-skills by subgroup populations.
5. To identify individual students who are significantly behind overall in attainment of standards.
6. To identify individual students who are significantly behind in the attainment of a specific standard.

Data Driven Interventions

The above indicators being determined, each data team will develop a data driven action plan based on the following interventions:

1. Curricular and/or instructional modification at the grade level or class level as an intervention for identified weaknesses in specific standard and/or sub-skill attainment by that grade level or class level.
2. Curricular and/or instructional modification at the building level, grade level, or class level as an intervention for identified weaknesses in specific standard and/or sub-skill attainment by a specific subgroup population.
3. Interventions for overall deficiency in standard or sub-skill attainment by identified groups or subgroup populations.
4. Interventions for identified individuals who are significantly behind in the overall attainment of standards and/or sub-skills.
5. Interventions for identified individuals who are significantly behind in the attainment of a specific standard and/or sub-skill.

Ethical Review

Each data driven action plan will be governed by an ethical review as outlined in the following guiding questions. This guideline was developed by the University of Pittsburgh Tri-State School Study Council and written in a document entitled, "Process for Data-Driven Decision Making for Improvement of Student Attainment of Pennsylvania's Academic Standards."

1. Does the Action Plan fully address the needs of all students in all groups? Specifically, does the plan include tactics to enrich "advanced" students learning and not only tactics to improve the skills of lower achieving student groups and NCLB sub-group populations?
2. Do the strategies included in this plan truly focus on improved student achievement or are they designed merely to increase test scores?
3. Does this plan narrow the focus of educational activities to the extent that critical educational areas receive little attention? Is the plan 'balanced'?
4. Are resources available to support the demands being placed on students, teachers, and principals?
5. Are all members of the professional staff being treated equitably in regard to this plan?
6. Does the plan create further ethical issues?

Targeted Assistance For Struggling Students

The district's strategic plan includes student achievement as a goal for all students and PSSA proficiency is a focus for student achievement. To attain this goal, the district has planned to maintain before and after school tutoring programs, as well as its Title I Reading program in order to foster individualized learning. Moon Area School district has historically met Adequate Yearly Progress within each of its six schools. However, we have received a warning for a subgroup population at our middle school this past year, and the AYP challenge will become increasingly difficult to achieve as the bar is raised in years to come. Therefore, the district is taking a proactive approach to reaching AYP status by remediating its lowest achieving students through these individualized, research-based tutoring programs.

The programs provided by the district are as follows:

- Elementary Title I program will serve students in grades 1-5 (during the school day).
- Elementary Before School Remediation program will serve students in grades 3-5
- Middle School After School Remediation program will serve students in grades 6-8.

- High School Remediation program will serve 12th grade students before school, after school, and during the school day. An additional remediation program for non-proficient 11th grade students was added as a proactive measure October 2009.

Each branch of tutoring has its own coordinator who oversees the operations, scheduling, and communication among tutors and classroom teachers. Each coordinator will be responsible for relaying feedback regarding student attendance, reports, etc. Information is accessible by all teachers and tutors utilizing a private server share in the district. The coordinators will also conduct site visits and communicate via e-mail and/or telephone. All tutoring rooms have access to the district's network, the Internet, and to telephones.

The parents of students eligible for the district's tutoring programs are notified by letter and/or parent conference about the tutoring program that is available to eligible students at no cost. At the elementary level, a parent meeting is held to provide parents information about the program and to preview materials that will be used as well as ask questions about program activities. The program coordinator provides parents and classroom teachers with progress reports on a biweekly basis.

At the middle school, a team-based approach is used to inform parents about the program and provide feedback on student improvement.

At the high school parents receive information about the program through a letter, and the guidance counselors and principals conference with students in person and with parents over the telephone to relay the importance of reaching PSSA proficiency to meet the Chapter 4 graduation requirement.

Students are exited from their enrolled programs when he/she scores in the proficient or advanced categories on the PSSA or on a comparable local assessment. A student may also be exited at the request of a parent for various reasons.

The tutors use the 4Sight online assessment tool as the formative evaluation tool for the program. The students will be evaluated with the 4Sight program two to three times per year. The first time will be to collect baseline data at the beginning of the year, and subsequent measurements will be conducted throughout the year to determine the success of the program and adjust instruction accordingly. Teachers and parents will receive the reports for their children.

The district plans its programs, including its tutoring programs, in conjunction with community partners during its strategic planning process. The district's strategic plan calls for more opportunities for students to receive targeted and individualized academic assistance, and our tutoring programs are one way we accomplish this strategic goal.

Support for Struggling Schools

The Moon Area School District is composed of five elementary schools (Allard, Bon Meade, Brooks, Hyde, and McCormick), one middle school, and one high school. Moon Area School District elementary schools are supported by Title I funding for Reading. All of the schools have consistently made Adequate Yearly Progress with the exception of Moon Area Middle School.

Moon Area Middle School is currently (2007-08) in Warning for not making Adequate Yearly Progress for academic proficiency in Reading for the subgroup population of students with Individualized Education Plans. Interventions have been in place for students providing a voluntary after-school tutoring program for non-proficient students. The after-school program was designed by identifying students with IEP's who are non-proficient in Mathematics and Reading, developing an after-school intervention program including the use of an on-line remediation tool, and measuring student progress and attendance throughout the after school program. The

program runs until 4 PM Monday, Tuesday, and Wednesday from October through March. Special Education teachers serve as facilitators of this program. A skills intervention pull-out program using a proficiency-based on-line tool was implemented at the middle school for non-proficient students not participating in the after-school program starting in January 2008. Please refer to the following intervention program developed for Moon Area Middle School in December of 2007:

**Moon Area School District
Non-proficient student intervention proposal
J. Zollars-Director of Curriculum
December 19, 2007 (revised January 9, 2008)**

Proposal: Short-term intervention pull-out program as part of a comprehensive remediation program (2008-2009).

Short-term intervention abstract—

Purpose: The purpose of providing this short-term intervention is to address the mathematics and reading skill deficiencies of Moon Middle School students who scored non-proficient on the 2007 administration of the PSSA. The goal of this action is to increase the reading and math skill proficiency to prepare them to achieve higher academic performance which will assist the school in meeting Adequate Yearly Progress for 2008.

Rationale for Action: Student proficiency data indicates a strong need for intervention for students in Moon Area Middle School who are at the Basic and Below Basic proficiency levels in Reading and Mathematics. The Pennsylvania Department of Education currently has evaluated Moon Area Middle School as a school in Warning status. This action is in response to the need for Moon Area Middle School to meet the Pennsylvania Department of Education's Adequate Yearly Progress requirements for 2007-8, and to avoid any subsequent sanction that would categorize Moon Area School District as being a school district with a school in School Improvement

Timeframe: The program will occur in two cohorts. The tentative dates for the first cohort will be from January 15th through March 14th. The tentative dates for the second cohort will be March 17th through May 15th (2008).

Number of Students: The total number of middle school non-proficient students to receive remediation through May of 2008 will equal approximately 212. This averages to approximately 17 students per section (two cohorts of 106 students each).

Budget: The total approximate cost for the short-term Middle School intervention program-- \$10,851. This will be budgeted through a budget transfer from budget item 2270-329 Instructional Staff Development to the appropriate budget categories.

\$10,851

\$4,482	Facilitator salaries (six facilitators total for 60% of ½ year "sixth period")
\$ 688	Approximate benefit cost (x 0.1534) for facilitator salaries (listed above)
\$3,604	Study Island (on-line application) licenses and training
\$1,800	Study Island on-line benchmark assessment tool
\$ 240	Substitute teacher cost for training session
\$ 37	Approximate benefit cost (x 0.1534) for substitute teachers (listed above)

MEA Cooperation: Cooperation with the Moon Area Education Association was developed through an M.O.U.

Long-term and Short-term Intervention Proposal Complete Description: Student proficiency data indicates a strong need for intervention for students in Moon Area Middle School who are at the Basic and Below Basic proficiency levels in Reading and Mathematics. To meet the Pennsylvania Department of Education's Adequate Yearly Progress requirements for 2007-8, and to avoid any subsequent sanction that would categorize Moon Area School District as being a school district in School Improvement, the following actions are recommended:

- A short-term and long-term remediation plan needs to be designed that will address the immediate needs of the academic health and AYP status of MASD as well as proactively preventing future academic proficiency concerns.
- An approach that addresses the immediate (short-term) academic needs of MASD shall include the following three components:
 - Remediation within the classroom
 - A pull-out program for remediation
 - An after-school tutoring program that emphasizes skill remediation over reinforcement of learning that is occurring in the classroom at the time.
- The current MASD AYP status for Moon Area Middle School designates this school as having the highest priority for intervention in the short-term.
- The research-based, on-line tool, Study Island, shall be used as a primary source for remediation. An available laptop laboratory for each tutoring period will be utilized for this purpose during the balance of the 2007-08 academic year at the Middle School to serve the needs of up to 20 students per classroom, six classrooms per day.
- Priority shall be given to Reading and Mathematics remediation services for students who score within the range of Basic to High Basic in proficiency.

The long-term plan of action plan rollout shall be based on the following premise: The more students at the Basic and High Basic range who become proficient in Reading and Mathematics, the more students who fall below that range can be cycled into intervention programs. Over time, the balance of non-proficient students will continue to shift toward proficiency. To meet the short-term and long-term needs of MASD, the following courses of action are recommended:

- All students at the Basic and Below Basic levels of proficiency in Reading and Mathematics will receive intervention to remediate Mathematics and Reading skills in the classroom.
- Students will continue to be encouraged to participate in the after-school tutoring services provided by Moon Area Middle School.
- The after-school tutoring program will be reviewed to ensure students' reinforcement and remediation needs are both met through the current program format and modified accordingly.
- Intervention through the use of a pull-out program shall be provided for students at the Basic level of proficiency in Reading and Mathematics, prioritizing first by subgroup need due to AYP requirements and resource and instructor availability that limits pull-out intervention to 20 students at any given time. The pull-out program intervention shall include the balance of students in the Basic and Below Basic range as the semester progresses and space becomes available.
- Parents of non-proficient students at the Basic level of proficiency have been offered after-school tutoring for their son/daughter. Those students who are non-proficient (and whose parents chose not to enroll their child in after-school tutoring) will be provided the option to have their son/daughter enrolled in after-school tutoring at this time.
- If the student who is non-proficient is not enrolled in the after-school tutoring program at that point, the parent will be informed that the student will be pulled-out of one of his/her specialty

classes (P.E., art, music, etc.) three times per week (Monday, Tuesday, and Thursday) during the months of January and February (first round of students) or the months of March and April (second round of students).

Effectiveness of the intervention program shall be measured through the use of, but not limited to, the following assessment tools: PSSA Reading and Mathematics scores from the 2007 PSSA to the 2008 PSSA; PVAAS scores; and/or the 4Sight Benchmark Assessment Tool.

Resource needs:

- 20 laptop computers with internet connection
- A Middle School classroom with internet port to support 20 people in the Middle School available Periods 1, 2, 4, 7-8, 10, and 11.
- 6 instructors (1 period each) to teach a “sixth period”, three days per week (Monday, Thursday, Friday) at a 60% pro-rated rate of \$747 per semester based on the \$1,245 per teacher per period per semester “sixth period” rate agreed upon in the current bargaining unit agreement. The total instructor cost will be approximately \$4,482 for the balance of the 2007-08 academic year.
- A subscription for Study Island for Moon Area Middle School for not less than 212 students.

Implementation Timeline:

Date	Action
December 19, 2007	Submission of proposal
January 2008	Recruitment of potential instructors
January 2008	Approval review and set-up for Study Island completed
January 15, 2008 through March 14, 2008	Cohort #1 of pull-out program window for periods 1, 2, 4, 7, 10, and 11. Students in this cohort are prioritized by AYP subgroup need.
March 16, 2008 through May 16, 2008	Cohort #2 of pull-out program window for periods 1, 2, 4, 7, 10, and 11. Students in this cohort are prioritized by AYP Basic and High Basic need.
June 2008	Review of student scores to measure effectiveness of pull-out program. A summative assessment may be administered during the month of May to evaluate effectiveness if one is available at that time.

Long-term intervention for Moon Area Middle School (2008-2009; 2009-2010)--Remediation in Reading and Mathematics using the Study Island on-line tool will be incorporated into daily instruction for the 2008-2009 and the 2009-2010 academic years for the following subject areas: Mathematics, Reading, and Language Arts. Students will participate in remediation of reading and mathematic skills for a period of one (1) week every six (6) weeks of instruction. This intervention will provide the needed remediation for non-proficient students and will provide enrichment opportunities for proficient and advanced students. Effectiveness of the interventions will be measured at the end of each academic year through a review of the results of the Study Island performance records, a measure of progress determined by the PSSA results, PVAAS results, and the use of 4Sight Benchmark assessments.

Long-term intervention for Moon Area Middle School (2010 and beyond)--The processes listed above will be reviewed for necessary modifications in order to improve the projected outcome of 100% proficiency by 2013. As the Moon Area School District is in the

process of re-districting the elementary schools, a review of student performance for targeted intervention will be conducted during 2008-2009 to determine the need for the development of intervention programs at the fourth and fifth grade levels beyond what is currently provided within the classroom during the regular school day.

Qualified, Effective Teachers and Capable Instructional Leaders

The Moon Area School District is in compliance with the NCLB mandate that all teachers are highly qualified as defined by the NCLB and the PDE requirements and definitions listed below. All paraprofessionals have participated in competency training as provided by the Intermediate Unit.

NCLB's Highly Qualified Teacher Requirements

All public school teachers with primary responsibility for direct instruction in one or more of NCLB's core content areas are required to demonstrate that they satisfy the definition of a "Highly Qualified Teacher." This requirement includes:

- Elementary level (grades K-6) teachers who teach all subjects to a particular grade;
- Middle- and secondary-level (grades 7-12) core content area instructors;
- Special education teachers who provide direct instruction in one or more core content areas; English as a second language (ESL) teachers who provide direct instruction in one or more core content areas; and
- Alternative education teachers who provide direct instruction in one or more core content areas.

To satisfy the definition of a Highly Qualified Teacher in compliance with the Pennsylvania Department of Education's requirements teachers must:

- 1) Hold at least a bachelor's degree;
- 2) Hold a valid Pennsylvania teaching certificate (i.e., Instructional I, Instructional II or Intern certificate but not an emergency permit); and
- 3) Demonstrate subject matter competency for the core content area they teach

Pennsylvania's Highly Qualified Teacher Requirements

In Pennsylvania, the NCLB core content areas include English, Reading/Language Arts, Mathematics, Sciences, Foreign Languages, Music and Art, and Social Studies (history, economics, geography, and civics and government).

Generally, all Pennsylvania certified teachers may demonstrate subject matter competency through having passed a content area test in the subject area of their teaching assignment. Middle and Secondary level teachers may also demonstrate competency by having completed a content area major or a graduate degree in the subject area of assignment.

Additionally, experienced teachers (i.e., one or more years of teaching experience) may demonstrate subject matter competency through having attained National Board for Professional Teaching Standards (NBPTS) Certification in the subject area of their teaching assignment or through completing Pennsylvania's HOUSSE* programs. These programs are Pennsylvania's High Objective Uniform State Standard of Evaluation (HOUSSE) pursuant to NCLB (Section 9101(23)(C)). The following Pennsylvania HOUSSE programs permit certain experienced teachers of core content areas to obtain Highly Qualified status:

- **Bridge Certification Program** (NOW CLOSED FOR NEW PARTICIPANTS);
- **State-level HOUSSE** (for Elementary Education teachers certified before 1988 when PA implemented teacher testing requirements).

- **HOUSSE HQT Designation** (100 point matrix) ([HOUSSE HQT Requirements and Rubric](#)) (pdf)

*Note: PA's HOUSSE procedures are closed on June 30, 2007 to all educators except for (1) educators who developed an Individual Professional Development Plan (IPDP) prior to June 30, 2007 in conjunction with his/her school district have until December 31, 2008 to attain a highly qualified teacher designation and (2) new (first year) special education teachers who teach multiple core content subjects in middle or secondary settings as provided for under the IDEA and NCLB have up to two years from the date of hire to demonstrate content expertise in the remaining core academic subject(s) they teach.

Summary of Options Available for Demonstrating Subject Matter Competency

Assignment Area	Praxis II Content Knowledge Exam: Fundamental Subjects, Content Knowledge	College/ Graduate Degree in Content/ Equivalency	Bridge (Must have entered program on or before 7/31/06)	State Level HOUSSE (Only for El. Ed. Certified before 1988)	HOUUSE (100 Point Matrix)	National Board for Professional Teaching Standards Certification
New Elementary teachers (must have valid elementary education certificate)	X					
Experienced Elementary teachers (must have valid elementary education certificate)	X			X	X	X
New Special Education elementary-level teachers (must have valid special education certificate)	X				X	
Experienced Special Education elementary-level teachers (must have valid special education certificate)	X				X	
New ESL elementary-level teachers (must have valid ESL program specialist certificate)	X					
Experienced ESL elementary-level teachers (must have valid ESL program specialist certificate)	X				X	X
New Alternative Education elementary-level teachers	X					
Experienced Alternative Special Education elementary-level teachers	X				X	X
New Middle & Secondary Core Content Instruction	X	X				
Experienced Middle & Secondary Core Content Instruction	X	X			X	X
New Special Education Middle &	X	X			X	

Definitions & Abbreviations

A. The following abbreviations and acronyms are used throughout these *Guidelines* to refer to the following terms:

(1) "Act 48" means Act 48 of 1999, the law that established the program of continuing professional education for teachers and other professional educators. Act 48 is codified in section 1205.2 of the Public School Code of 1949, as amended, 24 P. S. § 12-1205.2.

(2) "PDE" or "the Department" means the Pennsylvania Department of Education.

(3) "HQT" means Highly Qualified Teacher, and "HQT provisions" means the provisions on Highly Qualified Teachers in section 9101(23) of the No Child Left Behind Act. (20 U.S.C. § 7801 (23)).

(4) "NCLB" or "No Child Left Behind Act" means the No Child Left Behind Act of 2001.

(5) HOUSSE means Highly Objective Uniform State System of Evaluation as established by the state.

B. New to the Profession: Teachers who have been in the profession for less than one year.

C. Not New to the Profession: Teachers who have one or more years of experience in the profession.

D. Full-Time Teaching: Service on a half year basis or more (with a half day or more each day) as a teacher in a professional position .

E. Nonpublic school: An elementary or secondary school that is either (a) a licensed private academic school as defined in 24 P. S. § 6702 (generally a nonpublic, non-sectarian school) or (b) a non-public (religiously affiliated) school that is registered with the Department's Division of Nonpublic and Private Schools.

F. School-district-based Alternative Education Program: The term “alternative education program” is defined in section 1901-C(1) of the Public School Code of 1949, as amended, 24 P. S. § 19-1901-C(1). The term “school-district-based Alternative Education Program” includes a program implemented by a school district, an area vocational-technical school, a group of school districts, or an intermediate unit. It does not include an alternative education program offered at a private alternative education institution as that latter term is defined in section 1901-E of the Public School Code of 1949, as amended, 24 P. S. § 19-1901-E.

G. Teacher of Record: A teacher of record is a professional or temporary professional educator assigned by a school entity as the primary instructor for a group of students.

Parent and Community Participation

Moon Area School District upholds a commitment to ensure parents and community members are welcomed, engaged and valued as stakeholders in the education of our students. The district recognizes and respects the variety of ways in which parents, family members, and community members can be involved—whether district initiated, school initiated, parent/family member initiated, or community member initiated.

Participation of parents, family, and community members implies a regular, two-way, and meaningful communication involving student academic learning and other school activities, ensuring:

1. That parents and community members play an integral role in assisting the learning of the children of our community;
2. That parents and community members are encouraged to be actively involved in the educational process at school;
3. That parents and community members act as full stakeholders in the education of the children of our community; and
4. That parents and community members are included, as appropriate in decision-making and on advisory committees to assist in the education of the children of our community.

All parents are asked to share the responsibility with the district for:

1. Communication between the home and school on an ongoing basis;
2. Support of their children's learning, such as monitoring attendance, homework completion, and positive use of extracurricular time;
3. Participating in decisions relating to the education of their children;
4. Participating in all parent-teacher conferences;
5. Responding to school notices and requests by deadlines given; and
6. Providing for the health and well-being of their children including, but not limited to, discipline, nutrition and hygiene.

The Moon Area School District will ensure that information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and, to the extent practicable, in a language the parents can understand. Such information shall include, but not be limited to, the following categories:

1. Curriculum;
2. Tutoring programs;
3. Extra-Curricular;
4. Athletic;
5. After-School Programs; and
6. Outreach Activities.

Pre-Kindergarten Transition

There is no pre-Kindergarten offered at Moon Area School District.