



York Suburban School District
2010-2011
Quality Assessment
Building Reports

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**Valley View at Yorkshire
Quality Assessment Report
Submitted by:
Dr. Tawn Ketterman
Principal**

The 2010-2011 school year was one of change and new beginnings! While Valley View Center was under renovation, our staff and students were thrilled to be the first to inhabit the all new Yorkshire Elementary School! For this one year only, we were known as *Valley View at Yorkshire*. The entire staff provided an exciting and inviting environment for our youngest learners.

Below is a compilation of the highlights of the 2010-2011 school year.

Building Initiatives:

- We hosted several Open House events where families, neighbors, media and the public could visit the building, tour the facility, and learn about our “LEED School” initiatives.
- We successfully developed new routines and procedures for dismissals, emergency safety drills, cafeteria routines, playground routines, etc.
- The design of the new building provided a configuration of four “neighborhoods” – named after the bright hallways--Red, Yellow, Green and Blue. Throughout the year, the neighborhoods would hold various celebrations and special events for the classes in their area.
- In May, we prepared students for the impending split into two primary buildings. Students were told how we would soon be forming two NEW teams—but that we all could remain friends and remember that we all started on the same team! In June we held a special assembly where Dr. Stoltz was introduced as the new principal of Yorkshire. Yorkshire students and teachers wore red (their new school color) and Dr. Ketterman and the Valley View staff and students all wore green for the event! The best part of the assembly was when staff and students alike were surprised by the introduction of Yorkie Bear, a friend of Ready Teddy’s and the new YES mascot!!
- Writing was the focus of the November in-service. Teachers worked by grade level to further understand the primary writing rubric. Side-by-side scoring was completed at in-service and again later in team meetings. Anchor papers were selected to serve as a training tool and benchmark for future assessments.
- Data analysis was also a topic of study during both in-service and team time meetings. Teachers analyzed student data to determine what teaching strategies and techniques could be utilized to more effectively meet all

students' needs.

- The staff spent several faculty meetings and some Spring in-service time reflecting upon the culture of Valley View. A concerted effort was made throughout the year to note and highlight what makes Valley View such a successful and welcoming school.
- SWEBS (School-Wide Effective Behavior System) continued and included several school-wide celebrations to include the Teddy Bear Parade, a special sing along in December, special dress days, and a sno-ball celebration at the end of the year.
- The school participated in a Kindness Counts Campaign in February and the results were phenomenal! Students would earn a heart for completing a random act of kindness throughout the month. Hearts were sent home to encourage home participation and we learned about many great things our students and their families were doing at home. Students were participating in everything from clean up and playing with siblings – to donating hair to Locks of Love, organizing collections for needy families, and helping children with cancer.
- Dr. K's Book Sharing Days continued to be held once a month throughout the school year. Students enjoyed the special time with their principal.
- The Ready Reader book library was introduced to First grade after being piloted in Kindergarten and Transition the prior year. Ready Readers are books on the students' reading levels that can be taken home on a nightly basis so students can practice---and show off---their reading skills! Parents have been most supportive and appreciative of this endeavor. We've learned that the program really serves as a form of communication about our students' reading levels/abilities.
- Intervention Aides were active in the building being utilized to meet specific student needs. The aides received a forty-five minute training session one-two times per month throughout the year. Trainings included information sharing on phonemic awareness, attention deficit, children of poverty, characteristics of autism, etc. Aides worked one on one or with small groups of students throughout the school day. The results were seen in improved progress monitoring and year end test scores.
- Students participated in a school-wide reading incentive program centered on a Dr. Seuss theme! Our students enjoyed a variety of activities throughout READING WEEK to include a Teacher's Readers Theater, special readings by guest readers such as Steven Courtney, special dress days, and a culminating book parade at the end of the week!
- "VV at Yorkshire Arts Night" was held to display artwork created by all students. The theme for this year's Arts Night was Claude Monet. Families viewed artwork in our common areas throughout the evening. During Arts Night, our first grade students shared a musical performance of the many songs they had learned throughout the year.
- Parents were welcomed into classrooms for curriculum night, conferences, and building-wide events. They also enjoyed coming in for classroom specific fun such as fall festivals, gingerbread house decorating, friendship parties,

cocoa and cuddles, Mothers' Day Teas, book read alouds, star student sharing, and for birthday celebrations.

EAST YORK ELEMENTARY SCHOOL
Quality Assessment Report
Submitted by:
Dr. Mary Beth Grove
Principal

During the 2010-2011 school year, East York Elementary experienced many successes that promoted student achievement in a positive climate conducive to learning.

What is best for the children? The needs of our children continue to be the focus of East York Elementary School. Our staff is student-centered, caring, and dedicated to meeting the unique needs of the children to promote success of all students. This is accomplished through the study of multiple forms of student data, building, grade level, and individual goal-setting, differentiated instruction and incorporation research-based practices.

The East York family is committed to providing each child with the opportunity to learn in a safe, happy atmosphere. The students at East York Elementary learn about responsibility, respect, and problem solving. Our School Wide Effective Behavior Support (SWEBS Program) and Character Education/No-Bullying School Goal promotes a caring school environment for all of our children.

Our students, staff and parent community are what make East York Elementary a very special place. The on-going support of the East York Parent Teacher Organization and parental involvement continues to be an essential component in fostering student achievement and a positive school climate.

The list presented below is a compilation of the year's highlights for the 2010-2011 school year:

BUILDING LEVEL INITIATIVES:

- Full year collaboration with Indian Rock Elementary School to effectively transition students and families who were affected by boundary realignment.
- Implementation of a block schedule for effective utilization of resources and consistent and pervasive instruction across all grade levels
- Continued team goals using 'S.M.A.R.T.' format
- Continued extra team planning time each month to address unified team goals
- Continued data study (EMetric, PVAAS, PSSA, Study Island, MAP, Formative/Summative Assessments) to promote student achievement at each grade level
- Incorporation of district benchmark assessments (3 times per year)
- Monthly team meetings focused on student achievement, assessment, and curriculum alignment
- Utilization of Reading Specialists to assist in data analysis in reading and writing, determine target eligible content deficits, and discuss research-based

reading/writing instructional strategies

- Utilization of Reading Interventionist to deliver individualized student support
- Bi-monthly Student Needs Meetings to support student achievement
- Teacher implementation of Professional Development Targets to enhance professional growth.
- Faculty meetings: practice safety procedures, discuss, review, and implement achievement ideas, student engagement, technology integration and review/analyze data
- Continuation of successful PSSA scores
- Incorporation of technology through utilization of a technology integrator, SMART Boards, Performance Tracker, *Fastt Math*, *Go Solve*, *Study Island*, *Rosetta Stone*, *Read Naturally* and *Erobics* software programs to monitor student achievement
- Continued implementation of Storytown Reading Program
- Math and Reading Success (M.A.R.S.) Summer Camp provided for grades two - four
- Continued utilization of the Academic Bus for East York Homework Club and M.A.R.S. Summer Camp Student
- After school Homework Club for students
- East York Reading Night
- Continued Student/Parent Portfolio Sharing
- Conducted meetings with parents to meet student needs (MDE)
- Continued 'Student Passport' listing learning adaptations sent to parents
- Curriculum Representatives provided updates to staff
- East York Dragon's Eye school publication each month to keep parents informed
- Delivery of effective differentiated instructional strategies using best practices
- Utilization of mobile labs for technology integration/Smart Boards
- Continued implementation and expansion of School Wide Effective Behavior Support (SWEBS)
- Monthly character education lessons for each grade level to promote a positive school climate
- Utilization of School Resource Officers during monthly Character Education Lessons
- Sharing of information and celebration of student activities using East York website
- Monthly open labs for technology integration and instruction
- Utilization of Dragon's Den of Discovery Courtyard (outside classroom for learning)
- Participation in the Junior Achievement Program
- Career Day for Grades 4 & 5
- Emergency management procedures practiced with Springettsbury Police Department
- Evacuation drills and weather emergency drill practiced with students
- Art Show
- East York Elementary/Indian Rock Elementary 5th grade Social/Meet and Greet

- Combined annual band, string and choral concerts in collaboration with Indian Rock Elementary School
- Participation in District # 7 Elementary Song Fest
- Continuation of Infinite Campus Data Management System
- Reinforcement of new attendance policy
- Continuation of a daily school breakfast program
- Extra guidance counselor time
- Full integration of electronic Elementary Progress Reports
- Big Brother/Big Sister program for second and third grade students
- Behavior Support Specialist and support plans to assist students with behavioral difficulties
- Operation of an Incident Command Team (ICT) that incorporated procedures and practices (All Hazards School Safety Plan) to maintain a safe and healthy environment for all students
- Family Movie Nights
- May Festival
- Parent "Pack-A-Lunch" days - each month
- Parent visitation during American Education Week
- Senior Guest Day
- Joint activities in collaboration with student bodies from Indian Rock and East York Elementary (fall/spring festivals, homecoming festivities, band day, and district choral concerts)
- School Outreach Projects:
 - Reading Incentive-York County Literacy Council Buck a Book
 - Salvation Army Food Drive
 - Hat and Mitten Tree for those in need
 - Jump Rope for Heart- for the American Heart Association
 - Collection of soda can tabs for Ronald McDonald House
 - Supplies for Soldiers
- School Wellness Activities:
 - Apple Crunch Week- Encourage students to eat apples for health benefits
 - National Handwashing Awareness -Importance of hand washing and respiratory etiquette
 - Glitterbug -Glitterbug machine from the Red Cross to show germs
 - Go for the Greens -Celebration of fruits and vegetables
 - Slip, Slop, Slap -American Cancer Society to promote use of sunscreen and skin cancer prevention
 - Miles in the Morning
- Installation of East York Marquee

CLASSROOM LEVEL INITIATIVES:

- Grade Level Team Goals: Reading Achievement
- Second grade team completed a unified goal to Six-Step Process for Writing to provide a framework for writing and increased writing competencies in open-

ended responses

- Third grade team completed a unified goal to increase reading/writing proficiency in open-ended responses
- Third Grade -participation in county-wide “Math Madness” competition
- Fourth grade team completed a unified goal to increase reading/writing proficiency in open-ended responses
- Fifth grade team completed a unified goal to improve reading proficiency through understanding components within and between texts and increase reading/writing proficiency in open-ended responses
- Fifth grade team piloted re-grouping for Grade 5 students in Math, utilizing student data/assessments to adjust groupings and tier instructional delivery/lessons
- Differentiated instructional strategies in classrooms
- Incorporation of book clubs for reading stamina and improved reading comprehension
- Focus on eligible content and student assessments
- Analysis of student assessments to improve teacher and student learning
- Delivery of inquiry-based science curriculum based on state standards, emphasizing the scientific method
- Leveled books and guided reading through the use of Storytown
- Reading and Math support in all classrooms
- Gifted and Learning Support Programs to individualize learning needs
- English as a Second Language Support
- Reading-at-home activities for parents in newsletters
- Reading and math skills addressed in a variety of ways to increase student achievement
- Utilization of correspondence (webpage, newsletters, email, phone calls, notes, agenda) to maintain a strong communication between home and school
- Writing strategies to support achievement in reading and math
- Class meetings to address behavior and foster positive school climate

INDIAN ROCK ELEMENTARY SCHOOL
Quality Assessment Report
Submitted by:
Mr. Gregory E. Gulley
Principal

During the 2010-2011 school year, Indian Rock Elementary experienced success in many academic areas. These achievements exemplify an ongoing commitment that affirms student learning and success for all stakeholders. While Indian Rock reflects positive school performance on the state assessment (PSSA), the focus of the faculty and staff is to fully develop all students to reach their individual capacity. Indian Rock possesses a dedicated and committed professional and support staff that places a priority on student learning and individual needs by educating, challenging, and preparing students to shape the future. This, along with a viable curriculum and assessment cycle, supplies an instructional program that delivers a quality educational experience.

The Indian Rock building goals, linked to the Strategic Plan of the district, concentrated on assessments to make data-driven decisions, the full implementation of a research-based language arts program (Storytown), teacher development through Professional Development Targets to support teaching and learning, transition of the realignment of a K-2 and 3-5 elementary division, and providing an environment safe and conducive to student learning. Indian Rock will continue to review pertinent data to celebrate accomplishments and pose future challenges, while maintaining a focus on continual improvement to ensure academic success for all students.

Indian Rock is an educational environment that takes great pride in offering a quality education by progressing and advancing its students. It is a close-knit community that values education and focuses on the well-being of all students. The success of the building is linked to the partnership of devoted staff, parents, board members, and volunteers who take great satisfaction to make Indian Rock a vibrant elementary school.

Building Level Initiatives

- Full year collaboration with East York ES to effectively transition students and families to Indian Rock ES due to district boundary realignment
- Creation of a Multi-Cultural Committee to recognize and celebrate diversity in the school
- Implementation of the Storytown language arts program from Harcourt School Publishers
- Continued designated grade-level team meetings to address team goals in evaluating instruction, curriculum, assessment, and programs to foster student achievement
- Faculty meetings delivered with a focus on student achievement, including instructional best practices, technology integration, data-driven decision-making, and topics based in the area of Student Services

- Student Needs Team meetings to develop plans of success to address various student needs (academic, behavioral, social, emotional, etc.)
- Technology integration to enhance classroom instruction to support student performance through the use of new hardware, including wireless internet access, mobile labs (netbooks) and SMART boards, as well as new software, such as *Fasst Math*, *Read Naturally*, and *Study Island*
- Monthly “Tech Time” meetings to provide staff development on ways to infuse technology into instruction
- Continued the creation and implementation of grade-level goals using the ‘S.M.A.R.T’ format
- Use of data sources (district and benchmark assessments, Study Island, MAP, PVAAS), to permit teachers to identify and target students to plan, design, and create instruction to enhance performance and achievement in the content areas
- Delivery of effective differentiated instructional strategies using Best Practices
- For all students, areas in reading and mathematics were measured using comparable benchmark assessments (3 times per year)
- Continued the usage of Infinite Campus Data Management System
- Full integration of and electronic Elementary Progress Report for students in grades K-5
- “Home-School Partnership” activities, including parent visitation during American Education Week, Multicultural Event, Holiday Breakfast, PTO Art Show and Family Fun Night, Holiday Shoppe, Senior Guest Day, Variety Show, and Writer’s Conference.
- Math and Reading Success (M.A.R.S) Summer Camp for remediation and enrichment in grades 2-4
- Reading incentive and participation in the York Literacy Council “Buck-a-Book” program
- Effective implementation of Developmental Reading Assessment (DRA II)
- Incorporation of School-Wide Effective Behavior Support (SWEBS)
- Integration of the *Project Wisdom* character education program
- Implementation of a viable and engaging curriculum based upon state and district standards, while maintaining academic excellence
- Utilization of a building website to provide daily communication and information to families and residents
- Operation of an Incident Command Team (ICT) that incorporated procedures and practices (All Hazards School Safety Plan) to maintain a safe and healthy environment for all students and faculty/staff, working in conjunction with the Spring Garden Police Department
- Monthly emergency and evacuation drills administered with students, faculty, and staff
- Continued meeting and exceeding state expectations with PSSA results in mathematics, reading, writing, and science
- Big Brother/Big Sister program for grade 2-5 students
- YWCA program of “Girls On the Run” for girls in grades 4-5
- Combined annual band, string, and choral concerts in collaboration with East York Elementary School

- Participation in the delivery of class lessons from the Junior Achievement Program
- Join activities in collaboration with student bodies from Indian Rock and East York Elementary (fall/spring festivals, Homecoming festivities, Black & Orange Day, musical concerts, & ‘Step Up Day’ with East York students)
- School and Community Projects:
York County Literacy Council “Buck-A-Book” program; Salvation Army food drive; designed and delivered cards and poems to local retirement centers

Classroom Level Initiatives

- All grade levels usage of DRA and Focus for Instruction to plan and implement for guided reading groups
- All grade levels accessing wireless internet and integration of technology (mobile lab) to enhance and engage students in meaningful learning opportunities
- Utilization and implementation of the SMART board to enhance lessons in all curricular areas
- Second grade collaboration to integrate Storytown language arts series, including alignment of assessments based on the components on the program to meet the individual needs of students
- Second grade integration of a flex day to group students by ability in mathematics to reinforce, extend, and support math skills
- Third grade examination of mathematics data to effectively plan for the implementation of extension and enrichment opportunities in problem solving to enhance student achievement
- Third grade usage of data (assessments from district, Storytown, and Study Island) to plan and deliver engaging instruction based upon individual student needs
- Fourth grade usage of open response skills in Everyday Mathematics by having students complete problem solving and open-ended responses for each unit of instruction to enhance performance in mathematics
- Fourth grade development and implementation of literacy works stations correlated with the Storytown series focus skills and strategies
- Fifth grade math grouping of students based on student need resulted in 100% proficiency level of all students
- Fifth grade analysis of data to plan and deliver effective instruction to aim for proficiency of all students in the area of math, reading, and writing
- Fifth grade incorporation of Storytown and usage of mentor texts from teacher resource library to enhance instruction
- Focus on eligible content, standards, and assessment
- Implementation of reading and math support in classrooms
- Collaboration of resource personnel with regular education teachers to support student achievement in classrooms
- Analysis of student data (assessments) to improve teacher and student learning
- Class meetings held to develop student-teacher relationships and build a positive school environment
- Promotion of family and community involvement in each grade level

- Delivery of inquiry-based science curriculum based on state standards, emphasizing the scientific method
- Utilization of correspondence (webpage, newsletters, email, phone calls, notes, agenda) to maintain a strong communication base between home and school

YORK SUBURBAN MIDDLE SCHOOL
2010-2011 Quality Assessment Report

Submitted by:
Victoria A. Gross
Principal

The building goals for the 2010-2011 school year focused on improving student achievement and incorporating Reading Apprenticeship (RA) strategies in all curricular areas. Each faculty member developed two personal Professional Development Targets (PDTs).

CURRICULAR INITIATIVES

Science

The YSMS science department focused on two initiatives during the 2010-2011 school year. The department focused on improving the quality of questions on common assessments by utilizing real world applications and higher order thinking questions. Technology integration was a second major focus for the department. Throughout the school year, monthly department meetings were devoted to these two goals.

- Developed and refined common assessments following the Pennsylvania Department of Education standards and the established curriculum.
- Accessed the Standards Alignment System (SAS) to review standards, anchors, eligible content and the “assessment builder”.
- Analyzed common assessments to evaluate the level of questions based on Bloom’s Taxonomy.
- Discussed the need for more skill based inquiry questions on all assessments.
- Provided students with more opportunities with inquiry based, higher order thinking questions.
- Used the mobile laptop carts in our lessons throughout the school year.
- Incorporated Moodle, Google Documents, Internet research, Interactive Web based activities, Quizlet, Study Island, blog, and Vernier probes into lessons.
- Improved Smartboard activities.
- Experimented with online assessment tools and shared the strengths and weaknesses of these resources at monthly department meetings.
- Improved Moodle website with additional resources. Many students access the Moodle websites as a central “go to” location for the content area.
- Continued implementing RA strategies such as Gist, KWL, ticket out the door, Show me. graphic organizers for taking notes while reading, front-loading vocabulary strategies, talking to the text, MVP/VIP, previewing, sentence summaries, 25 word summary, and 1 sentence summary.

Social Studies

The social studies department addressed two district and building initiatives during the 2010-11 school year. The department enhanced its instructional strategies in the classroom through the continued use of Reading Apprenticeship strategies. In addition,

the department created, analyzed, and improved the common assessments utilized at each grade level.

- Reading Apprenticeship strategies continue to be utilized in increasing amounts in the social studies classrooms. Department time was utilized to share the strategies introduced and/or used in instruction.
- At the sixth grade level, the following strategies were introduced: MIP/VIP, gists, graphic organizers, one word summary, talking to the text, highlighting, PQRS, and reciprocal teaching.
- The seventh grade built upon these strategies and introduced QARs, cause and effect, think/pair/share, webs, anticipation guides and before/during/after.
- The eighth grade continued to utilize the sixth and seventh grade strategies with the addition of Frayer models, story mapping, double entry journals, foldables, and tickets out the door.
- The department also focused on the district initiative of developing, analyzing, and refining common assessments.
- The department received training on how to utilize the Standards Alignment System (SAS). By doing so, the department reviewed the Pennsylvania Department of Education standards and the identified “Big Ideas.”
- Grade level teachers collaborated throughout the year during department time to develop common assessments. These assessments were placed on the shared drive in the social studies department folder and will continue to be updated as revisions and additions are made.
- During a district in-service, a common assessment was dissected to evaluate the quality of questions, level of questions based on Bloom’s Taxonomy, and the ratio of instructional time to assessment value. The department plans to continue to evaluate common assessments in the same manner in upcoming years.

English/Language Arts

Literature Series and Language Arts Curriculum Map

- Continued to revisit the current curriculum and align the materials found in the Literature Series to provide a more consistent Language Arts program.
- Shared the skills and strategies used at each grade level to help streamline the instruction from one grade level to the next (academic vocabulary used at each level)...
- Analyzed current assessments to ensure alignment with the Unit Essential Questions.
- Investigated writing instruction across all three grade levels in an effort to create a document that will be shared with content area teachers and provide a building writing process. This document will include various forms of writing.
- Created a Reading Apprenticeship Matrix that will spell out the strategies used across all grade levels and all content areas. This document will help create a consistency for our students in all areas in relation to Reading Apprenticeship. In the fall a presentation to the faculty will be conducted to help create a consistent delivery of strategies.

- RA strategies used across the three grade levels: Talking to the Text; Read Aloud/Think Aloud; Think/Pair/Share; KWL; Reciprocal Teaching; Activating Learning; Building Background Knowledge; Connecting reading and writing; Summarizing

Study Island

- An internet based program in which students have the opportunity to practice multiple choice questions in PSSA format related to reading and writing.
- Students in all three grade levels who are low proficient in Reading meet one day per cycle during activity period to utilize the program.
- The Study Island coordinator generates reports and creates small groups to address individual needs.
- Morning program begins in the fall and concludes after the PSSA testing is completed.
- All students in grades 6th and 7th completed three benchmark assessments on Study throughout the year. The data was then analyzed by the Language Arts teachers to assist in making instructional decisions. This allowed teachers to form small groups to help better meet the needs of the middle school population.

Reading Workshop

- Remedial class required for students scoring Basic and/or Below Basic in Reading on the PSSA.
- Meets daily for 45 minutes.
- Skills and strategies taught in the regular Language Arts classes are reinforced.
- Front loading information covered in Science (7th) and Social Studies (8th) classes. This provides students with background knowledge, which in turn leads to better achievement in the content area courses.
- At the end of the 2010-2011 school year, 50% of the 7th grade students and 62% of the 8th grade students in the workshop program improved their PSSA score scoring in the proficient or advanced categories.

Math

The York Suburban Middle School mathematics department continues to study data in order to drive instruction and to incorporate RA Strategies into daily lessons. In addition, the department investigated technology and its use in the math classroom, worked with the high school math department to provide the best 6 - 12 curriculum for all students, and continues to analyze grade level common assessments.

- Grade level departments analyzed Study Island Benchmark Tests in order to provide instruction for all students in the areas of greatest content needs. In addition to warm ups and classroom instruction, Study Island Practice is used.
- Sixth grade teachers administered the MAP tests in order to identify content areas of strength and need for each student. These results were used in tandem with the Benchmark assessments.
- Sixth grade and workshop teachers utilized the data from the Classroom Diagnostic Test.
- Sixth grade teachers will determine which assessment provided the most useful data for improving student achievement.

- Reading Apprenticeship strategies continue to be utilized in mathematics instruction at all levels. Some of the strategies currently being used are: Talking to the Text, Summarizing, Frayer Model, KWL, Two Word Strategy, “Gist” Strategy, Ticket out the Door, QAR, MVP/VIP, and Foldables.
- This year the MS and HS mathematics departments met on December 20 and February 28. Our eighth to ninth grade transition for math students of all abilities is a great concern for middle school and high school teachers. We developed two end of the year tests. The first is for our students in FFA2 and it evaluates their readiness for Algebra 1. The second test will be given to all middle and high school students who are presently in Algebra 1 or Algebra Connections. This test will determine whether a student needs to repeat Algebra 1 or has mastered the content needed to be successful in Algebra 2. We also previewed new Algebra 1 textbooks. Everyone agreed on the PA Prentice Hall Algebra 1. Our joint meetings will continue in the 2011-2012 school year.
- Mathematics teachers share lessons which include technology as they are using it in their classrooms. Jamie Evans came to our department and shared the new writing component for Study Island. Kristie shared the use of Jing and showed how she has a tutorial on her moodle. Mike showed us how to use the Smart Response System with Study Island and Megan shared the SMART templates with a variety of uses. Megan, Laura and Greg shared how they are utilizing Study Island Benchmarks with the SMARTBOARD.
- Common assessments are analyzed to improve the quality of instruction and assessment. This is an ongoing process and the assessments will be updated by each grade level.

Math Workshop

Math workshop is a supplemental class offered to students scoring in the basic or below basic category on the most recent PSSA. At the end of the 2010-2011 school year, 47% of the 7th grade students and 50 % of the 8th grade students in the workshop program improved their PSSA score.

Special Education

- Team meetings focused on collaborative discussions in meeting consistency with procedures and implementation of tasks. (MAP testing, support expectations, progress monitoring collection and reporting).
- Implementation of RA strategies: double entry journal; talking to the text; 25 word gist; one sentence summary; and 3-2-1.
- MAP assessment was the focus for the 2011-2012 school year.
- Focused on looking at the various reports that the NWEA website offers. Read and analyzed the data from MAP.
- Discussed progress monitoring data. The team discussed the tools used and how to conduct progress monitoring.

Emotional Support and Alternative Education

- The ES/SPARK team continued to provide a supportive program for the students by communicating daily with the teachers and administrators.

- All students of the program successfully completed all academic requirements with many making the honor and distinguished honor rolls.
- All students achieved growth behaviorally. Many received no office referrals for the year.

Unified Arts

- Incorporating RA Strategies
- Using *Moodle* in classroom activities
- Incorporate Google Calendar
- Revising individual lessons to provide to new student needs
- Incorporate new technology in each classroom
- Utilize essential question to focus students on the daily lesson
- Practical applications outside of a regular classroom
- Increase reading/writing strategies
- Large and small group problem solving strategies
- UA collaboration to assist students with special needs

Foreign Language

Major focuses were assessments and curriculum.

- Common assessments were developed among teachers teaching the same language.
- Revised common assessments so that the percentage of the different topics assessed matched the percentage of time spent on those particular topics in instruction.
- Began looking at what grammar topics need to be taught and when.
- Developing quality Essential Questions has been a major focus of the department
- Essential Questions have been stored digitally for the students to refer to when preparing for tests or quizzes.
- Utilizing technology to enhance instruction was a goal of the department. SMART board ideas and examples were shared at department meetings.

STUDENT SUPPORT SERVICES

CHIPS (Caring Helpers Igniting Peer Success)

- Seventh and eighth grade students expressing a desire to participate in a peer-mentoring program spent one day in August 2009 in a training workshop.
- Following the workshop training, the CHIPS were prepared to: serve as tour guides for new students, to act as section mentors for new students, and to assist with the REACH program and the fifth grade orientation.

REACH (Reaching Expectations and Climbing Higher) Program

- The AM REACH program continued during the 2010-2011 school year. The AM REACH program was designed as a proactive measure intended to assist students with organizational and study skills concerns. Each student in the AM

program was assigned to a CHIPS mentor. As students met with success, they exited the program and were placed on a monitor status.

- In addition to the services of AM REACH, students met with their guidance counselors in a weekly luncheon club. During this luncheon, the counselors reviewed the student's academic progress and offered encouragement to motivate the student's academic performance.
- The PM REACH program began the third quarter of the 2010-2011 school year and included students from grades 6, 7, and 8 who were at-risk of failing their current grade placement PM REACH was available two afternoons a week from 3:00- 4:00. Middle School staff assisted students by helping them complete outstanding assignments and homework, organize notebooks, and study for quizzes and tests.

After School Homework Club

- The homework club met 3 times a week from 3:00- 4:00 pm. This program is open to all students who wanted to complete their homework before going home or who needed assistance with content material. The club was organized and supervised by teachers.

Clubs

- Teachers volunteered to host a variety of club options for students throughout the school year. Students selected a club of their choice and participated in the club activity two times a month. The club topics were varied and met the social needs of the students.
- CTC sponsored the after school Hip Hop club. Students from all grades attended and performed at the CTC variety talent show.

BUILDING LEVEL COMMITTEES

School Safety Committee

- The safety committee continues to revise and update the emergency evacuation plan and the shelter in-place plan for students and staff.

Olweus Anti-bullying Program or P.R.I.D.E.

- While academic achievement was the primary focus of the middle school staff, social skills needs were not neglected. To address the social pressures and challenges middle school students faced, all students participated in the PRIDE, anti-bullying program.
- Three year spiraling curriculum was developed and will be implemented during the 2011-2012 school year.
- Students attended two assemblies and were assigned to an Alliance group. Each Alliance group was composed of 10-12 students in grades six, seven, and eight. The Alliance group met once a cycle and was facilitated by a teacher trained in class meetings. Social skills topics were discussed in the class meeting format.

STUDENT SERVICE ORGANIZATIONS

PSO

The Parent Support Organization continued to be an important part of our total school program.

The subcommittees of the PSO provided assistance and support for many areas of our program. The organization hosted a sixth grade ice cream social and the end of the year carnival (Fun Day). In addition to sponsoring activities for students, the PSO assisted with the band, library, fund raising, and hosting of school events.

Student Council

Student Council continued to be a service-oriented organization.

- Under the advising of Mrs. Peggy Zirkle and Mrs. Judy Hershner student council activities included organizing school dances, the magazine fund raiser, and the eighth grade dinner dance.
- Student council also contributed funds to furnish the student lounge and to the American Red Cross, Dollars for Scholars, York Wildlife, and Animal Rescue.

JOHNS HOPKINS UNIVERSITY TALENT SEARCH

Two sixth grade students, one seventh grade student, and three eighth grade students participated in the Johns Hopkins University Talent Search.

- One sixth grade student and one seventh grade student received the State Award with High Honors. The sixth grade student received High Honors in reading with a verbal score of 472. The seventh grade student received High Honors in reading with a score of 620 and in math with a score of 610. To receive the distinction of High Honors, a sixth grade student had to receive a verbal score of 465 and a seventh grade student had to receive a verbal score of 550 or mathematics score of 550.

PRESIDENTIAL ACADEMIC AWARD

Seventy-four eighth grade students received the Presidential Academic Award. This award requires a 3.5 grade average over a three-year period and a standardized test score in the 85th national percentile or higher.

In summary, quality assessment at the middle school level goes beyond providing an excellent core academic program. The Middle School staff has developed diverse programs that are developmentally responsive to early adolescent needs. The team concept and teacher committee structures continue to be an excellent avenue to address both issues. This school year was filled with numerous successes and accomplishments.

York Suburban High School
Quality Assessment Report
2010-2011
Submitted by:
Russell E. Greenholt, Ed.D.

Introduction

The following report was compiled by high school administrators and faculty to provide a summary of the various educational initiatives, activities and recognitions for the 2010-2011 school year. It was comforting to know that the administrative team remained intact for the school year which provided our faculty and students with consistency in enforcement of policies and expectations. While consistency held for students and staff, the high school was challenged with addressing PSSA scores as they saw a significant drop in all reporting categories. Because of the reduction in scores, the 2010-2011 school year saw curricular changes and new initiatives which were all done to provide students with the best education and atmosphere that could be provided.

Administrative Initiatives

Creating a sense of urgency among the faculty and students regarding PSSA scores was the primary focus for the 2010-2011 school year. Meetings were held between the administration and student representatives from the junior class to discuss the ongoing issue with declining scores. The meetings focused on how to make the PSSA tests more meaningful for students. The concept of PSSA Points was introduced to the faculty and students as a way to both motivate and reward students for attendance and effort. For the faculty, the year started with a “data dig” to analyze student scores and find gaps and deficiencies in the taught curriculum. The entire faculty accepted ownership for the scores and each department adopted strategies that could be introduced in all disciplines in order to improve scores. The Science department incorporated PSSA “bell ringers” to start their classes and imbedded PSSA style questions into assessments. The Math department restructured the course sequence in the high school to better serve the needs of students who were basic or below basic in the middle school. They also utilized Study Island as both a diagnostic tool and a remediation tool for students who were lacking specific skills in math. PSSA practice questions and problems were occurring on a daily basis for students in math classes. The English department focused on the Jane Shaffer writing style and made sure all students were well versed in the strategies. Commitment to skills was another theme for the department as the standardized tests needed students to be able to apply skills to any type of literature. The administration initiated a building-wide writing initiative for all teachers to utilize. Teachers were to provide students with writing skills and assess those skills with a department designed prompt that had a direct correlation with a PSSA prompt. Teachers then scored the prompts and compared results with colleagues. Study Island was utilized in both the English and Science departments as well.

The high school administration introduced the Trojan Learning Center (TLC) at the beginning of the 2010-2011 school year. The Learning Center was staffed by certified teachers who were available to answer questions, clarify concepts, and provide technology support for any assignment in all subject areas. Tutoring was the priority of the Learning Center. The goal of the Learning Center was to provide assistance and productive working environment for York Suburban students.

The Learning Center was open to all students before and after school, as well as, during their study hall periods and free time as space allows. Students and teachers were expected to work together to ensure that a consistent quiet study atmosphere was maintained. To help each student be successful, York Suburban High School incorporated a mandatory tutoring intervention program for freshmen who received a D or lower in core courses for any nine weeks grading period. Parents were notified by letter that their student is required to attend tutorial sessions. The letter defined the philosophy of the mandatory tutoring program, the student's responsibility, and mandatory tutoring procedures. The student was required to attend a minimum of ten tutorial sessions during the remainder of the grading period. If the student failed to do so, parents, classroom teachers, and assistant principals were notified. The Learning Center teachers worked in close cooperation with the classroom teachers to enhance the student's progress. At the end of the nine week grading period, the Learning Center administrator contacted each of the content area teachers to determine whether the student should be released from the tutorial program. If not, the student continued to attend tutorial sessions.

The Testing Center provided support services for both teachers and students. It offered students the opportunity for a quiet environment in which to take tests and quizzes that they missed in class. This can be done during their study halls, lunches, and before or after school. Students do not need to leave class to take the test, thus missing more class time. Our Testing Center allows teachers to use valuable class time for instruction, rather than administering make-up tests.

Trojan Link Crew was also introduced during the 2010-2011 school year to freshmen and new students entering York Suburban High School. The Trojan Link Crew helped new high school students get acclimated to the high school. Link Crew partnered upper classmen with incoming freshmen and new students. The goal of the program, which started in California, was to build positive student relationships between the students who were here and students coming into the high school. It could be considered "An Insider's Guide to High School". The program kicked off on the first day of orientation, Wednesday, September 1. It included elements of team building, building relationships, positive rapport, and – from the student perspective – on how we do things here at the high school. Each Trojan Link Crew had two team leaders and approximately 10 students. The team leaders either applied for the role through individual motivation or teacher nomination. The Link Crew leaders received specialized training. The Trojan Link Crew program continued throughout the school year, with the Link Leaders meeting with the students one day a month, or more often if desired.

Curriculum and Instruction

Curriculum leadership was a focal point for York Suburban High School during the 2010-2011 school year. York Suburban Best Practices provided teachers with research based instructional strategies. Those strategies were introduced to faculty during faculty meetings and other professional development opportunities by administrators in an attempt to keep our faculty in step with the latest research based methods. In addition to instructional strategies, teachers worked diligently on professional development tasks throughout the year.

During the past school year our English Department introduced The English National Honor Society and literary magazines. Drama was back on the course selection guide for students to choose as an English elective. Nine out of the 11 English Seminar students took the AP Lit exam and one junior took the AP Lang exam. The department instituted Literature Circles in the English III CP curriculum to encourage choice in reading contemporary American novels. Kelly Paraskevagos served on the PDE PSSA item review team for both Reading and Writing this past spring and summer. Cyber school programs were started by Marcella Oathout, Beth Landau, and Aly Tapp. Additionally, Beth Landau presented at the National Council of Teachers of English last fall. Her presentation was titled "Cumulative Assessment: A Multi-Media Exploration of Theme." Also, Beth and Betsy Bedell have been invited to present this fall at NCTE. The presentation is titled: "Get Ready-Here They Come: Closing the Gap between High School and Community College Level Writing."

The video productions class was busy this past year producing the following programs for the community/school district:

- East York "back to school night" video
- Yorkshire Elementary School Grand Opening
- York County United Way Roundtable Issues Breakfast program concerning Truancy
- CTC Variety Show
- How to Break Poverty Circles with York County Families Success Stories.
- York County Special Olympics Polar Bear Plunge
- York Suburban School District Budget Shortfall
- Victims' Rights Night Out for York County
- York County United Way Roundtable Issues Breakfast program concerning Active Military/Veterans Challenges and Resources.
- Alcohol Awareness Program at the York Suburban High School
- Valley View Elementary School Renovations
- York Suburban Education Foundation award/grant winners
- Admit One College Admissions program for the York Suburban Guidance Department
- York County Special Olympics Spring Games

This past year, the Art Department was able to create a new vision statement to guide upcoming curriculum rewrites. Monthly best practices were presented to improve instruction and share knowledge. The department selected and photographed student artwork K-12 for inclusion in the 2011-2012 district calendar. The elementary teachers aligned the K-2 and the 3-5 curricula in order to make the transition to the new grade level/building configuration and ensure a high level of consistency within the program. At the Middle School, Miss Graeff introduced a new digital photography self-portrait unit. At the High School, Mrs. Furjanic was able to introduce a new curricular unit to the Advanced Photography students. The students utilized encaustic techniques and worked beside Philadelphia artist Leah MacDonald while creating their own experimental works. The unit was made possible by a grant from the YSEF.

York Arts selected the high school as one of six to use their exhibition space at the City Art gallery this spring. Seniors were able to have their final showing in a professional gallery setting.

Finally, the high school was approved by York College to offer the Art Appreciation course for college credit beginning next spring.

The Music Department continues to provide the district and community with quality music programs which routinely sends students to District, Regional, and State, All-Eastern and National Music Festival competitions for choir, orchestra, and band.

The Math Department continues to use quarterly assessments which are stored in a quarterly assessment file which are forwarded to the next Math instructor. During the 2010-2011 school year the math department incorporated the following programs for students:

- PSSA Remediation After School Program - Cathy Brown
- Integrated Math 3 was instituted - Shane Jansen
- Study Island - 11th Grade Students
- Started writing of Semester Exams for 2011 -2012 - Algebra I, Algebra II, and Geometry
- Daily/Weekly Practice for PSSA

The high school library had a busy year as the department initiated the following:

- Introduced eBooks to the library collection
- With the help of a grant from the York Suburban Education Foundation introduced the use of Kindle eReaders to the library users
- Worked with English teacher Amy Kendrick and Penn State York Reference Librarian Barb Eshbach on the program entitled "Discovery Search," which is a research program and contest developed using Penn State York's Pullo Family Fund Grant

- With the help of the Technology Department, established the York Suburban School District's eReader Policy and Procedures; Student eReader User Agreement and Staff eReader User Agreement
- Worked with Kathy Falatovitch on incorporating our history book collection and displaying this collection with the White Rose Foundation Touring Exhibit to the community and the student body. This culminated in the Language Department and Mrs. Fornadel's Art History Class studying the photographs of the White Rose student resistance group
- Completed the high school library's curriculum

The Science Department spent the year refining curriculum, introducing PSSA prompts to students in preparation for the PSSA Science test. The Science Olympiad Team entered the competition for the first year and had nine medal winners. Student Phong Vo, won four awards and Reserve Grand Champion at this year's Science Fair. The department also implemented the 3rd Inquiry Based Science Course (IS-II).

The Physical Education Department continued to provide students with more choices during semester units. Students were given the opportunity to experience Zumba during the school year. The department received a \$10,000 grant from Highmark for 2 new treadmills and an exercise bike. The equipment is being used to assess body fat analysis.

During the 2010-2011 school year, a Job Training class was offered to learning support students needing assistance in the area of transition. The curriculum for this class teaches three areas of competency critical to independent living: personal management, career management, and life management. Additionally, the students in Job Training class performed volunteer work at area businesses, opened a student-run school store, worked cooperatively with the office to deliver teacher supplies, manufactured buttons and sold them at various events, and visited over 35 businesses in the community to hear about job opportunities and interview tips. Community Based Instruction was also given in areas such as: riding the public bus, using the public library, comparative price shopping, choosing an apartment, responsible pet ownership, and using a coin-operated laundromat. The Job Training class at York Suburban High School prepares learning support students to cross the "bridge" to adult life.

The World Language Department successfully introduced Chinese I CP and Chinese II CPA.

Throughout the course of the year York Suburban High School continued to prove that academic excellence is paramount to students and staff. The York Suburban Chapter of the National Honor Society inducted 26 new members, the French Honor Society inducted six new members, 20 students were inducted into the Spanish National Honor Society, nine members were inducted into the German Honor Society, eight students were inducted into the Tri-M Music Honor Society, and 24 new members were inducted into the National Art Honor Society. The National English Honor Society inducted 28

members during the inaugural year. The student body produced one National Merit Scholar, two National Merit Commendations, two SAT perfect scores, four AP scholars and a senior class with 82% pursuing higher education. York Suburban High School also met the Adequate Yearly Progress (AYP) benchmarks by successfully meeting the standards of the PSSA tests.

Extra-Curricular Programs

The extra-curricular programs at York Suburban High School continued to provide the school and community with programs that provided students with valuable learning experiences. While all of the programs produced exciting wins and all-conference players, several teams and individuals represented York Suburban by obtaining several distinct accomplishments and championships.

The girls cross country team and the girls track team captured YAIAA championships.

Two York Suburban High School students received first place honors at the Millersville Science Lectureship and Competition. Without preparation, Phong Vo and Allie Lackey worked as a team to complete a multiple choice test. The test was created by Millersville University faculty members from the physics, biology, chemistry, earth science, mathematics, computer science, and nursing departments. Vo and Lackey competed against students from twenty-five other York and Lancaster County schools who entered two-person teams in this competition. For their efforts, Vo and Lackey each received a one hundred dollar Borders Books gift card, as well as a signed copy of the guest speaker's book.

In its first year as an official academic club, York Suburban's Quiz Bowl team performed well throughout the year representing the academic quality of York Suburban High School in a number of tournaments and competitions. As a testament to its success, the Quiz Bowl team impressed against the best and brightest in the south central and eastern regions of Pennsylvania. Throughout the year, 29 students from grades 9 through 12 participated in a variety of different events, highlighted by the following:

- 3rd out of 26 teams in the Lancaster-Lebanon Quiz Bowl League.
- 5th out of 46 teams at the Penn Manor Quiz Bowl Tournament
- Final eight out of 50 teams at the Conestoga Valley Quiz Bowl Tournament
- Top ten individual performer at the University of Maryland NAQT tournament (Josh Markowitz)
- Pennsylvania State History Bowl: Semifinalist out of 24 teams; Qualified for the National History Bowl in Washington, D.C. (April 15-16)
- Pennsylvania State History Bee: Second place overall (Josh Markowitz); Qualified for the National History Bee in Washington, D.C. (April 17)
- Qualified for the National Academic Competition in Washington, D.C. (June 3-5)
- First place at the Regional LIU 12 PA Academic Competition (14 schools from York and Adams counties).

York Suburban High School student Daphne Blakey won a first place award in the state-wide Student Keystone Press Award competition for a page one photograph that appeared in the school year's first issue of the high school newspaper, "The Tribune." The photograph was entitled, "Mighty Morphers."

Student Services
Quality Assessment
Submitted by:
Dr. Bettie Bertram
Director of Student Services

The Student Services department spent the 2010/2011 school year improving and streamlining programs. We focused on our fiscal responsibility to the district and the use of student data for decision-making, as well as legal compliance within all programs.

Gifted Services:

We continue to analyze the gifted program continuum and programmatic expectations for teachers and students through:

- Incorporating Measures of Academic Progress (MAP) data into our decision-making processes.
- Using MAP data to drive the goals for students based on enrichment and acceleration.
- Working through procedures to help students transition between buildings.
- Establishing exit criteria as established by PDE for students no longer in need of specially designed instruction.
- Training faculty and implementing new measurable goal requirements.
- Creating and distributing/collecting parent, student, and teacher surveys to incorporate strengths and interests into the Gifted Individualized Education Programs (GIEPs).
- Establishing strong criteria for executive function through critical thinking skills.
- Refining identification criteria under Chapter 16 to ensure multiple criteria.

Guidance Services:

We continue to promote the mental health and success of district students by:

- Creating a protocol with supporting documents for outside requests for information regarding evaluations.
- Creating a best practice for requested visits by parents and community members.
- Implemented a comprehensive Section 504 manual to include procedures, regulations, and forms. Both samples and annotated versions were created.
- Streamlining who makes the calls to Children and Youth for Childline or Crisis calls.
- Establishing a cumulative records management “card” for student folders to show at a glance which supports and services the student has received. This “card” follows the student through all years of schooling.
- Establishing a “family crisis” plan in order to share information across the district in times of emergency with a student or family member.

Health Services:

We continue to promote the health and safety of district students by:

- Updating the entire protocol manual for nurses.
- Working with principals/secretaries to reiterate policies regarding immunization timelines and requirements for admission and continued attendance.
- Working through data entry information regarding student needs in each building and across the district as a whole in order to establish the need for faculty/staff updates.
- Drafting and finalized a plan regarding the need to escort injured students to the nurse's office.

Psychological Services:

We continue to support effective understanding of student needs through:

- Holding a parent training workshop to include an overview of disabilities, both academic and physical.
- Expanding the job description of the school psychologist to include time with student needs teams as well as referrals and evaluations.
- Changing the referral matrix to include MAP information so the evaluation is more representative of the whole student.
- Drafting a suicide prevention plan.
- Developing a comprehensive Threat Assessment manual to complete these evaluations in house rather than contracting outside services.
- Faculty training/academic blurbs supplied on various topics.

Special Education Services:

We continue to address student needs and available resources to meet those needs through:

- Establishing exit criteria as established by PDE for students no longer in need of specially designed instruction.
- Continuing to flesh out the special education manual to include all documents on the YSSD HUB to ensure all updates are automatic for paperwork.
- Developing a comprehensive data analysis process with all supporting documentation.
- Implementing process and protocols for billing through ACCESS for "draw down" money used for special education services.
- Streamlining the IEP process with goal writing and specially designed instruction to be primarily and solely data based information.
- Establishing and implementing the parameters for Extended School Year. Reviewing which documents need to be completed, etc.

- Creating an Assistive Technology Committee to develop more student independence.
- Holding parent training workshops to include bridging the gap between home/school for students with challenging behaviors as well as sharing information on transition from high school to adult life.
- Creating parameters for how students' needs reflect our full continuum of services regarding full replacement versus inclusion with general education peers.

Language Arts
Quality Assessment Report – 2010-11
Submitted by:
Kimberly H. Stoltz
Language Arts Coordinator

The overall goal of the Language Arts Coordinator is to support classroom teachers and reading specialists in providing an academically excellent language arts program with continuous opportunities for growth and exploration. Our students should be provided with instruction that is integrated, relevant and rigorous. To meet the challenges in the classroom, continued staff development is provided at both the district level and building level.

District Level Initiatives:

- Reading Specialists continued to provide targeted small group or individual instruction to students that are not meeting district standards. Students receive either strategic or intensive interventions based on level of need.
- Reading Specialists continued to provide professional development to the instructional staff. Training opportunities included: Understanding the Six-Traits of Writing, Adolescent Writers, 'BUY' Strategy for Open-ended Responses and Reading Apprenticeship strategies. In addition, aide training is provided in the areas of Kidwriting and Dibels Intervention.
- The instructional emphasis was on Data-driven decision making. Assessments such as Dibels, DRA, Study Island Benchmark, and Storytown assessments were analyzed to determine strengths and needs of individual students and grade level groups.
- 'Response to Intervention' continued to be investigated. Action steps that were utilized during this school year were the implementation of Harcourt **StoryTown** at the elementary level and McDougal Little Language of Literature at the middle school. These core programs offer a scientifically researched base to the language arts instruction. The 'block schedule' at the elementary level was another measure to help 'firm up' Tier I instruction which should meet the needs of 80% of the student body. Reading Specialists' intervention – Tier II - was closely aligned to classroom instruction and 'front-load' information that will be presented in the classroom.
- Language Arts resources were uploaded to the HUB on the district's webpage. This allowed teachers to access the most current information. The site also includes instructional videos of York Suburban teachers demonstrating 'Best Practices.'

Building Level Initiatives:

- Harcourt **StoryTown** is now fully implemented in grades K-5. **StoryTown** is a research-based, developmental reading and language arts program for kindergarten through fifth grade. It supports York Suburban's philosophy of a

balanced literacy model. The foundation of the program is its high-quality children's literature as well as informational text. StoryTown reflects current research and prioritizes and sequences essential skills and strategies into a clear, organized model for instruction. A solid foundation for the development of focus skills and strategies, robust vocabulary, and genre knowledge are included each week. It also provides opportunities for instruction at each student's instructional level.

- Two Title I information sessions were held at East York Elementary. Both sessions were attended by a great number of parents. In addition, two of the reading specialists presented a session entitled, Spelling and Word Work, at the Lincoln Intermediate Unit Title I Parent Gathering.
- A Problem-Solving Approach was applied to tackle the fifth grade PSSA scores. By studying data, the teachers wrote and implemented action plans as a means of improving PSSA results in reading and writing.
- *Reading Apprenticeship* is an approach to reading instruction that helps adolescent students develop the knowledge, strategies, and dispositions they need to become more powerful readers. York Suburban Middle School teachers, staff, and administrators received initial training during the 2008-09 school year. During the current year, monthly faculty meetings enabled the building reading specialist to present continued professional development to keep the momentum of this initiative alive at YSMS.