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# Pennsylvania Department of Education

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COMMONWEALTH OF PENNSYLVANIA  
**DEPARTMENT OF EDUCATION**  
333 MARKET STREET  
HARRISBURG, PA 17126-0333

## **Academic Standards and Assessment Report** Wednesday, October 31, 2007

**Entity:** Blairsville-Saltsburg SD  
**Address:** 102 School Lane  
Blairsville, PA 15717  
**Phone:** (724) 459-5500  
**Contact Name:** Arnold Nadonley

## Organization Description

The Blairsville-Saltsburg School District is located along the U.S. Route 22 corridor in southwestern Pennsylvania, approximately 45 miles east of the City of Pittsburgh. The district encompasses approximately 142 square miles in southern Indiana County and a portion of northern Westmoreland County, making it the second largest school district in Indiana County. The 2000 Census reported that the district has nearly 16,000 residents.

The Blairsville-Saltsburg School District currently serves approximately 2100 students on three campuses that are located in Blairsville and Saltsburg. Students residing in [Burrell](#) and [Black Lick](#) Townships and [Blairsville](#) Borough in [Indiana County](#) attend the thirty-six acre Blairsville campus in Burrell Township. It is comprised of Blairsville Elementary School (K-5), Blairsville Middle School (6-8), Blairsville High School (9-12), and the district administrative offices. Students residing in [Conemaugh Township](#), a portion of Young Township, and [Saltsburg](#) Borough in Indiana County and [Loyalhanna Township](#) in [Westmoreland County](#) attend schools including Saltsburg Elementary School (K-6) in Westmoreland County and Saltsburg Middle/High School (7-12) which is located in Conemaugh Township, Indiana County. Future plans include the consolidation of grades 7-12 on the Blairsville campus, a K-5 program on the Blairsville campus, and a K-6 program on the current Saltsburg Middle/High School Campus.

The Blairsville-Saltsburg School District is committed to being a high performance organization focused on outstanding student performance, achievement, and preparation for a lifetime of success. Recently, the Blairsville-Saltsburg School District was named one of the **“Top 55 Performing School Districts in Pennsylvania”** by Standard & Poors. The Blairsville-Saltsburg School District was named as an **Academic Outperformer** as a result of two consecutive years of significantly higher percentage of students scoring proficient or above on Pennsylvania’s reading and math tests. Standard & Poors developed the analysis used to identify outperforming school districts to highlight outstanding academic performance and to help educators in school districts with similar characteristics identify appropriate benchmarks to guide their own improvements.

The motto **“Strong Communities-High Expectations”** pays tribute to all of the communities that comprise the Blairsville-Saltsburg School District in that each community has its own unique identity and values that serve as a catalyst for district expectations.

## Core Purpose

### Mission

The mission of the Blairsville-Saltsburg School District is to prepare each student to become a responsible, productive and competitive member of an ever-changing global society.

### Vision

The Blairsville-Saltsburg School District Vision Statement:

- We believe that the school district must provide leadership and opportunities for all students to become life-long learners.
- We believe that the learning process requires our students to be challenged and actively engaged.
- We believe that educational excellence necessitates cooperation between all people, organizations, and stakeholders associated with our school district.

- We believe that the school climate must be positive and safe.

## **Shared Values**

The Blairsville-Saltsburg School District Shared Values:

- We value strong connections and partnerships among the family, school, and community.
- We value a highly qualified, knowledgeable, caring, and competent staff that place children first.
- We value the development and promotion of student skills in critical thinking, logic, self-confidence, self-worth and integrity through an understanding of individual rights and responsibilities.
- We value a strong work ethic on the part of students and staff.
- We value the respect for diversity in the school community and the respect for authority.
- We value instructional practices that are based on best practice and research-based curriculum, instructional strategies, and assessment which is driven through data-informed decision making.
- We value a safe, positive, and pleasant school environment that permits equal opportunities to acquire physical, academic, intellectual, moral and social growth.
- We value character education, both formal and informal, as an inherent part of the school program.

## **Goals**

The following goals align the Strategic Plan for the Blairsville-Saltsburg School District from 2007-2013:

### **Goal: FOUR-YEAR GRADUATION RATE (for districts and schools that graduate seniors)**

*Description:* Graduate rate will meet an 80% threshold and/or show growth.

### **Goal: MATHEMATICS**

*Description:* To increase the district percentage of students performing at proficient or higher in mathematics, with a minimum proficiency target in compliance with Pennsylvania's AYP goals during the duration of this strategic plan, as follows: 56% proficiency from 2008-2010, 67% proficiency in 2011, 78% proficiency in 2012 and 89% proficiency in 2013, as evidenced by the PSSA.

### **Goal: READING**

*Description:* To increase the district percentage of students performing at proficient or higher in reading, with a minimum proficiency target in compliance with Pennsylvania's AYP goals during the duration of this strategic plan, as follows: 63% proficiency from 2008-2010, 72% proficiency in 2011, 81% proficiency in 2012 and 91% proficiency in 2013, as evidenced by the PSSA.

### **Goal: RESTRUCTURING**

*Description:* The Blairsville-Saltsburg School District has initiated and approved a restructuring plan that will include the consolidation of grades 7-12 on the existing Blairsville campus, a K-5 program on the current Blairsville campus, and a K-6 program on the current Saltsburg

Middle/High School campus.

**Goal: SCHOOL SAFETY**

*Description:* Although it is impossible to anticipate every eventuality that might create a crisis situation in a school, establishing a safety plan on both the district and individual school levels is essential to the health, safety and welfare of the school community. That planning must ensure consistency of structure, language, and process that creates unity between the school district and community agencies that support it during times of crisis.

**Goal: STUDENT ATTENDANCE (any school that does not graduate seniors)**

*Description:* Student attendance will meet a 90% threshold and/or show growth.

**Goal: STUDENT PARTICIPATION IN STATE ASSESSMENTS**

*Description:* At least 95% of eligible students will participate in required state-wide assessments.

**Goal: TECHNOLOGY**

*Description:* The Blairsville-Saltsburg School District is actively pursuing information and communication technologies to enhance data acquisition, storing, reporting, and analysis to better understand and meet the needs of its students. The goal is to connect all stakeholders, to provide resources for making data-informed decisions, to make a positive impact on student learning, and to prepare students for the 21st Century.

## **Academic Standards**

The Blairsville-Saltsburg School District has developed its curricula around the Pennsylvania Academic Standards in compliance with Chapter 4 (4.12). These standards define, as a minimum, what each student should know and be able to do per grade level in each discipline. Proficiency in each of the standards is the goal for each student, with two exceptions. One involves students excused from instruction that conflicts with religious beliefs and is articulated, in writing, by the child's parent/guardian. The other involves those who through their IEPs are excused from selected standards. Students that participate in a vocational-technical education program as part of their school program must also meet the performance competencies/standards of their area of study.

In accordance with Chapter 4, the Blairsville-Saltsburg School District defines academic standards for the following disciplines: (See PDE PA Academic Standards at <http://www.pde.state.pa.us>)

- Reading, Writing, Listening and Speaking
- Mathematics
- Science and Technology
- Environment and Ecology
- Health, Safety and Physical Education
- Civics and Government
- Economics
- Geography
- History
- Art and Humanities
- Family and Consumer Science
- Career Education and Work
- World Languages

The Blairsville-Saltsburg School District recognizes that achievement of high academic standards is dependent upon the quality of instruction in school. Therefore, all instruction and assessments

are aligned with the standards to support students in becoming proficient.

Planned instruction consists of at least the following elements:

- Objectives of a planned course, instructional unit or interdisciplinary studies to be achieved by all students.
- Content, including materials and activities, and estimated instructional time to be devoted to achieving the academic standards. Courses, instructional units, or interdisciplinary studies of varying length of time may be taught.
- The alignment between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards as determined as determined in the district's strategic plan.
- Procedures for measurement of the objectives of a planned course, instructional unit or interdisciplinary studies.

Student performance for meeting the academic standards is assessed through a variety of formative and summative assessments including curriculum-based assessments such as written work, teacher-made tests, performance-based activities, achievement tests, diagnostic tests, portfolios, and standardized tests such as the PSSA for reading, writing, mathematics, and science.

The Blairsville-Saltsburg School District recognizes the importance of students effort, supported by family and community, in addition to having an instructional system in which curricula, instructional strategies and assessments are aligned with the PA Academics Standards.

## **Graduation Requirements**

To graduate from the Blairsville-Saltsburg School District a student must meet three criteria. The first is to attain 23.2 credits, the second is to complete a graduation portfolio, and the third is to demonstrate proficiency on the PSSA test in reading, writing, math and science or pass the local assessment for each.

A total of 23.2 credits are required for graduation from the Blairsville-Saltsburg School District.

English	4.0	credits
Social Studies	4.0	credits*
Science	3.0	credits
Mathematics	3.0	credits
Arts / Humanities	2.0	credits
Physical Education	1.6	credits
Health	.6	credits
Electives	5.0	credits

\*Students attending the Indiana County Technical School are required to earn 3 credits in Social Studies.

Students must earn a 68% or higher in every course to earn credit for that course.

Students must complete a graduation portfolio that consists of a compilation of student work during grades 9 - 12 to meet the culminating project requirement. The portfolio includes student work in six dimensions; teamwork, communication, research skills, career exploration, use of technology, and analytical thinking. The final portfolio must include four documents in each dimension for a total of 36 pieces of work. An additional piece is the showcase piece. It is a free choice selection that is recommended but not required. This piece should highlight a special

talent, skill or interest that the student has developed.

Students must also demonstrate proficiency in reading, writing and math based on the PSSA test. Students that did not score proficient on the PSSA test in eleventh grade must re-take the test in twelfth grade and/or pass a remediation course in each area. That course is comprised of re-teaching the standards and is followed by a test for each assessment anchor.

### Strategic Planning Process

The Blairsville-Saltsburg School District is a Phase II entity in the state's e-Strategic Planning Process. Its e-Strategic Plan is required to include the following individual plans: Special Education Plan, Educational Technology Plan, Chapter 12 Student Services Plan, Induction Plan, Chapter 4 Plan, Induction Plan, and Professional Education Plan. The district contracted with the ARIN Intermediate Unit 28 for facilitation of the process. Blairsville-Saltsburg's process included the following:

1. Identification of eSP Administrator (Director of Education)
2. Identification of the following Plan Administrators and Authors
  - Chapter 4 Plan (Building Principal)
  - Teacher Induction Plan (Building Principal)
  - Professional Education Plan (Building Principal)
  - Special Education Plan (IU Special Education Consultant)
  - Chapter 12 Student Services Plan (Building Principal)
  - Education Technology Plan (Coordinator of Management Information Systems)
3. Training for Plan Administrators and Authors in the e-Strategic Planning Process
4. Identification of stakeholder representatives for overall and plan-specific committees
5. Review and updating through district's administrative team and Comprehensive Plan Committee of district's current strategic plan including mission, vision, shared values, and goals, all of which impact each of the individual plans either directly or indirectly
6. Individual planning process for each of the above plans in compliance with PDE guidelines and deadlines
7. Ongoing monitoring and review of individual plans by the eSP Administrator
8. Submission of plans on or before assigned deadlines
9. Annual review

Each completed plan was on public display, both in hard copy form in all district buildings and Central Office and as a link on the district's website, for at least 28 days and was approved by the Blairsville-Saltsburg School District Board of Directors prior to submission to the Department of Education.

### Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Cable, Mark	Blairsville & Saltsburg Business Owner	Business Representative	BSSD School Board
Cunkelman, Daniel	Blairsville-Saltsburg School District	Ed Specialist - Instructional Technology	BSSD Administrative Team
Darla Hilliard	Blairsville Elementary School	Ed Specialist - School Nurse	BSEA Educational Specialists
Davis, Donald	Saltsburg Elementary School	Administrator	BSSD Administrative Team
Garner, Patricia	ARIN IU 28	Other	BSSD School Board

Hanley, Theresa	Blairsville-Saltsburg School District	Administrator	BSSD Administrative Team
Haselhoff, Timothy	Blairsville High School	Administrator	BSSD Administrative Team
Henderson, Joyce	Blairsville Middle School	Administrator	BSSD Administrative Team
Isenberg, Stacie	Blairsville Middle School	Middle School Teacher	BSEA Teachers
Johnson, Dr. Shirley	Blairsville Elementary School	Administrator	BSSD Administrative Team
Kocsis, Eric	Blairsville-Saltsburg School District	Administrator	BSSD Administrative Team
Kokolis, Ellen J.	Blairsville Elementary School	Elementary School Teacher	BSEA Teachers
Kostic, Eric	Saltsburg Middle/High School	Administrator	BSSD Administrative Team
Metzgar, Dana	Saltsburg Middle/High School	Secondary School Teacher	BSEA Teachers
Nadonley, Arnold	Blairsville-Saltsburg School District	Administrator	BSSD School Board
Olson, Patricia	ARIN IU 28	Special Education Representative	BSSD Administrative Team
Perfetti, Susan	ARIN IU 28	Other	BSSD School Board
Rodgers, Lori	ARIN IU 28	Other	BSSD School Board
Ross, Janet	Saltsburg Elementary School	Elementary School Teacher	BSEA Teachers
Rovison, Brenda	Blairsville Middle School	Middle School Teacher	BSEA Teachers
Santoro, Alice	Blairsville	Parent	BSSD School Board
Satler, Daniel	Saltsburg	Parent	BSSD School Board
Shirley, Debra	Saltsburg High School	Secondary School Teacher	BSEA Teachers
Smith, Edward	Blairsville	Board Member	BSSD School Board
Speal, Dan	Saltsburg	Community Representative	BSSD School Board
Thomas, Karen	Blairsville High School	Ed Specialist - School Counselor	BSEA Educational Specialists
Veronie, Darlene	Saltsburg	Business Representative	BSSD School Board
Watt, Joy	Blairsville	Community Representative	BSSD School Board
Whitfield, Mary	Blairsville	Board Member	BSSD School Board
Zedick, John	Blairsville	Community Representative	BSSD School District

## Goals, Strategies and Activities

### **Goal: FOUR-YEAR GRADUATION RATE (for districts and schools that graduate seniors)**

*Description:* Graduate rate will meet an 80% threshold and/or show growth.

### **Strategy: Graduation Requirements**

*Description:* The Blairsville-Saltsburg School District shall uphold graduation requirements as set

forth in Chapter 4 of the School Code. (See BSSD Chapter 4 Plan.) The graduation rate shall be calculated in accordance with the formula set forth by the Pennsylvania Department of Education's Adequate Yearly Progress (AYP) guidelines.

*Activities:*

<b>Activity</b>	<b>Description</b>	
Communication	Graduation requirements shall be published in the Student Handbook and Curriculum Guide and are reviewed with all students by the high school principals and guidance counselors. Graduation requirements are also posted on the district website for access by parents and community.	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Theresa Hanley	Start: 10/1/2007 Finish: 9/30/2013	\$0.00

<b>Activity</b>	<b>Description</b>	
Graduation Requirements	Graduation requirements are in compliance with Chapter 4 regulations.	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Theresa Hanley	Start: 10/1/2007 Finish: 9/30/2013	\$0.00

**Strategy: Interventions for At-Risk Students**

*Description:* For purposes of this section, an "at-risk" student is a student who, at the conclusion of 9th, 10th, 11th, or 12th grade, has not completed academic requirements as per grade level expectations and is, therefore, at risk of not graduating on time. Support interventions, implemented by the principal, guidance counselor, and/or teaching staff, are as appropriate per grade level.

*Activities:*

<b>Activity</b>	<b>Description</b>	
Attendance Incentives	Incentives during activity periods will be provided for improved attendance. Increased consequences for poor attendance will be implemented.	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Theresa Hanley	Start: 10/1/2007 Finish: 9/30/2013	\$0.00

<b>Activity</b>	<b>Description</b>	
Credit Recovery Program	The Blairsville-Saltsburg School District is committed to subsidizing student enrollment in the Credit Recovery Program through the Alternative Education School which enables students to achieve more than a maximum of eight credits per year.	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Theresa Hanley	Start: 10/1/2007	\$0.00

	Finish: 9/30/2013	
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Activity	Description	
In-School Tutoring/After-School Program/Summer School	Each core content area shall offer a tutoring period during the school day. After-school tutoring per content area is available when needed. Summer School opportunities are available as needed.	
Person Responsible	Timeline for Implementation	Resources
Theresa Hanley	Start: 10/1/2007 Finish: 9/30/2013	\$0.00

Activity	Description	
Proficiency Classes	Using a co-teaching model utilizing differentiated instruction, classes are available to students not proficient in designated disciplines based on performance on curriculum-based assessments and/or standardized tests.	
Person Responsible	Timeline for Implementation	Resources
Theresa Hanley	Start: 10/1/2007 Finish: 9/30/2013	\$0.00

**Goal: MATHEMATICS**

*Description:* To increase the district percentage of students performing at proficient or higher in mathematics, with a minimum proficiency target in compliance with Pennsylvania's AYP goals during the duration of this strategic plan, as follows: 56% proficiency from 2008-2010, 67% proficiency in 2011, 78% proficiency in 2012 and 89% proficiency in 2013, as evidenced by the PSSA.

**Strategy: Curriculum**

*Description:* The Blairsville-Saltsburg School District shall provide a rigorous and relevant mathematics curricula, aligned to the PA Academics Standards for Mathematics. Every Day Math will be used on the elementary level. Transition Math will be used on the seventh grade level. A sequential series of required and elective mathematics courses will be offered in grades 8-12.

*Activities:*

Activity	Description	
Comprehensive Math Curriculum (Secondary)	A comprehensive sequence of mathematics course offerings will include required and elective courses as well as AP courses, College in the Classroom, Dual Enrollment opportunities, and Proficiency Classes. This will enable appropriately differentiated learning to improve student achievement.	
Person Responsible	Timeline for Implementation	Resources
Theresa Hanley	Start: 10/1/2007 Finish: 9/30/2013	\$0.00

<b>Activity</b>	<b>Description</b>	
Every Day Math	The district is committed to using Every Day Math as its K-6 program and Transition Math, an offshoot of Every Day Math, as its grade 7 program. Every Day Math is a complete mathematics curriculum embracing many of the traditional goals of school mathematics while incorporating the new NCTM standards. The students are engaged in a curriculum that emphasizes conceptual understanding while building a mastery of basic skills; the curriculum explores the full math spectrum, and takes students beyond the basic skills. The curriculum is based on how students learn, what students are interested in, and is aligned with the skills they will need to have for the future.	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Theresa Hanley	Start: 10/1/2007 Finish: 9/30/2013	\$0.00

**Strategy: Data Analysis to Inform Decisions About Instruction of Students**

*Description:* Central office and building level leaders, as well as classroom teachers, will make decisions about student instructional needs and strategies based on formative and summative assessments.

*Activities:*

<b>Activity</b>	<b>Description</b>	
Use of Varied Data Sources	Use of formative assessments and summative evaluations, curriculum-based assessments, diagnostic and standardized tests will inform decisions about instruction.	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Theresa Hanley	Start: 10/1/2007 Finish: 9/30/2013	\$0.00

**Strategy: Interventions**

*Description:* Developmentally appropriate interventions for students not yet proficient in math, grades L-12, will be offered in each school.

*Activities:*

<b>Activity</b>	<b>Description</b>	
Elementary Bridging the Gap Activities	The elementary math program will use Bridging the Gap activities for Everyday Math as part of before and after school tutoring provided by instructional assistants and/or volunteer students.	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Theresa Hanley	Start: 10/1/2007 Finish: 9/30/2013	\$0.00

<b>Activity</b>	<b>Description</b>
In-School, After-School	As developmentally appropriate, students from grades K-12 can access

Tutoring & Summer School	additional support in mathematics knowledge and skills through their building's tutoring program.	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Theresa Hanley	Start: 10/1/2007 Finish: 9/30/2013	\$0.00

**Goal: READING**

*Description:* To increase the district percentage of students performing at proficient or higher in reading, with a minimum proficiency target in compliance with Pennsylvania's AYP goals during the duration of this strategic plan, as follows: 63% proficiency from 2008-2010, 72% proficiency in 2011, 81% proficiency in 2012 and 91% proficiency in 2013, as evidenced by the PSSA.

**Strategy: Curriculum**

*Description:* The Blairsville-Saltsburg School District shall provide elementary students with a rigorous and relevant reading curricula, aligned to the PA Academics Standards for Reading, Writing, Speaking and Listening. Good Habits, Great Readers will be implemented as part of the elementary reading program. On the middle school level, all students shall take at least one required reading course. In grades 7-12, the Reading Apprenticeship Program shall be transitioned into all content areas, enabling all teachers to use effective reading strategies in instruction.

*Activities:*

Activity	Description	
Good Habits, Great Readers (Pearson Learning Group)	This curriculum revolves around a comprehensive and balanced literacy approach to teaching reading. It includes shared reading, read aloud with accountable talk, guided reading, book clubs, independent reading, mini-strategy lessons and ongoing assessments with a conferencing component. It is delivered through a reading workshop format. It is research-based and uses best practice strategies for reading instruction.	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Theresa Hanley	Start: 10/1/2007 Finish: 9/30/2013	\$0.00

Activity	Description	
Reading Apprenticeship	Reading Apprenticeship is a literacy framework for secondary students. It is organized around four dimensions: social, personal, cognitive, and knowledge. These dimensions, laced with skills in metacognitive conversations, provide a structure to enable any content teacher to in effect be a "teacher of reading." The Blairsville-Saltsburg School District is striving to provide Reading Apprenticeship training to all secondary core content area teachers in an effort to strengthen the reading skills of all students.	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Theresa Hanley	Start: 10/1/2007 Finish: 9/30/2013	\$0.00

**Strategy: Data Analysis to Inform Decisions About Instruction of Students**

*Description:* Use of formative assessments and summative evaluations, curriculum-based assessments, diagnostic and standardized tests will inform decisions about instruction.

*Activities:*

<b>Activity</b>	<b>Description</b>	
Use of Varied Data Sources	Use of formative assessments and summative evaluations, curriculum-based assessments, diagnostic and standardized tests will inform decisions about instruction.	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Theresa Hanley	Start: 10/1/2007 Finish: 9/30/2013	\$0.00

**Strategy: Interventions**

*Description:* Students not proficient in reading as measured by either the PSSA Reading Assessment or classroom-based assessments shall receive extra assistance in developing appropriate knowledge and skills via developmentally appropriate interventions.

*Activities:*

<b>Activity</b>	<b>Description</b>	
Block and a Half Reading Class	At Blairsville Middle School, Block and a Half Reading Class is staffed by a reading teacher and a special education teacher with reading certification. Students eligible for the class are those who scored below proficient in their most recent PSSA reading assessment. The class is supported by an aide. Students are tested to determine gaps in reading skills; curriculum is designed to meet their needs.	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Theresa Hanley	Start: 10/1/2007 Finish: 9/30/2013	\$0.00

<b>Activity</b>	<b>Description</b>	
Elementary 90-Minute Reading Block	Grades 1-5 will participate in a balanced/comprehensive reading approach designed around a 90 minute instructional block. The block will consist of a mini/focus lesson, conferencing, center/independent reading, guided reading and shared reading every day. Mini/focus lesson, guided reading and shared reading components are required; the others are at the teacher's discretion. Curricular materials will primarily be from Good Habits, Great Readers.	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Theresa Hanley	Start: 10/1/2007 Finish: 9/30/2013	\$0.00

<b>Activity</b>	<b>Description</b>
Secondary In-School,	Students not yet proficient in reading as measured by the PSSA Reading

After-School Tutoring and Summer School	Assessment and 4SIGHT Benchmark Assessment data are offered opportunities to receive help during the school day, after school, and/or through summer school classes.	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Theresa Hanley	Start: 10/1/2007 Finish: 9/30/2013	\$0.00

**Goal: RESTRUCTURING**

*Description:* The Blairsville-Saltsburg School District has initiated and approved a restructuring plan that will include the consolidation of grades 7-12 on the existing Blairsville campus, a K-5 program on the current Blairsville campus, and a K-6 program on the current Saltsburg Middle/High School campus.

**Strategy: Facilities Plan**

*Description:* The Blairsville-Saltsburg School District facilities plan for the process of consolidating the Blairsville-Saltsburg School District will consist of the following areas: (1) closing of the Saltsburg Elementary School campus, (2) renovation of the current Saltsburg Middle/High School campus to be a K-6 school, (3) renovation of the current Blairsville middle and high school campus to accommodate a larger 7-12 student population.

*Activities:*

Activity	Description	
Renovation of the Blairsville Middle & High School Campus	The Blairsville Middle and High School buildings will be renovated to accommodate the district's seventh through twelfth grade student population and academic program. The architectural firm hired to facilitate the renovation is HHSDR out of Sharon, Pennsylvania.	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Arnold Nadonley	Start: 10/1/2007 Finish: 9/30/2013	\$0.00

Activity	Description	
Renovation of the Saltsburg Middle High School As Saltsburg Elementary School	The current Saltsburg Middle/High School will be renovated to accommodate Saltsburg's K-6 student population and academic program. The architectural firm hired to facilitate the renovation is HHSDR out of Sharon, Pennsylvania.	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Arnold Nadonley	Start: 10/1/2007 Finish: 9/30/2013	\$0.00

**Strategy: Transition Plan**

*Description:* A transition plan for the process of consolidating the Blairsville-Saltsburg School District will be developed around the following target areas: (1) student needs, (2) utilization of staff, (3) curricular program, (4) scheduling, (5) transportation, and (6) community awareness.

*Activities:*

<b>Activity</b>	<b>Description</b>	
Community Awareness	As part of the consolidation process, the administrative team will develop a community awareness campaign around the following target areas: student needs (culture; extracurricular program; etc.), academic program, scheduling, utilization of staff, and transportation.	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Arnold Nadonley	Start: 10/1/2007 Finish: 9/30/2013	\$0.00

<b>Activity</b>	<b>Description</b>	
Curricular Program	As part of the transition process for consolidation, the Director of Education will facilitate the review and adjustment of the curricular program based on student needs and available staff.	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Theresa Hanley	Start: 10/1/2007 Finish: 9/30/2013	\$0.00

<b>Activity</b>	<b>Description</b>	
Scheduling	As part of the transition plan, the administrative team will develop a schedule based on the needs of students.	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Arnold Nadonley	Start: 10/1/2007 Finish: 9/30/2013	\$0.00

<b>Activity</b>	<b>Description</b>	
Student Needs	As part of the transition plan, student needs will be addressed including, but not limited to, the following areas: acclimation to building a new school culture, academic program, transportation, and extracurricular program.	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Arnold Nadonley	Start: 10/1/2007 Finish: 9/30/2013	\$0.00

<b>Activity</b>	<b>Description</b>	
Transportation	As a part of the transition in the consolidation process, the Transportation Coordinator, Business Manager and Superintendent will create a transportation plan that accommodates the needs of students.	

<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Arnold Nadonley	Start: 10/1/2007 Finish: 9/30/2013	\$0.00

<b>Activity</b>	<b>Description</b>	
Utilization of Staff	As part of the transition plan, the administrative team will develop staff assignments based on student needs.	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Arnold Nadonley	Start: 10/1/2007 Finish: 9/30/2013	\$0.00

**Goal: SCHOOL SAFETY**

*Description:* Although it is impossible to anticipate every eventuality that might create a crisis situation in a school, establishing a safety plan on both the district and individual school levels is essential to the health, safety and welfare of the school community. That planning must ensure consistency of structure, language, and process that creates unity between the school district and community agencies that support it during times of crisis.

**Strategy: Development and Implementation of District School Safety Plan**

*Description:* Safety plans must be developed on both the district and school levels with input and ownership by all stakeholders including administration, faculty, students, and community members. Once developed, these plans must be explained to the school community, rehearsed where possible and appropriate, and reviewed regularly. Common to all plans, whether district or building level, must be a common structure, use of terminology, and accountability process to enable the most efficient response possible, given the crisis.

*Activities:*

<b>Activity</b>	<b>Description</b>	
Maintenance of District Level Safety Plan	<p>The district level safety plan shall include the following components, reflecting each building in the district:</p> <ol style="list-style-type: none"> <li>1. Chain of command</li> <li>2. Position assignments</li> <li>3. Planning to Respond and Recover</li> <li>4. Daily Routines for Proactive Crisis Management</li> <li>5. Six Basic Crisis Response Plans (fire/evacuation; Code Blue (medical/non-medical); Code Red; weather; bomb/explosive; relocation)</li> </ol> <p>The plan shall include informational review of the plan's content as appropriate for staff, students, and community. It shall also include, where possible, appropriate, and/or required by law, periodic drill and practice of various components of the plan.</p>	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Arnold Nadonley	Start: 10/1/2007 Finish: 9/30/2013	\$0.00

Activity	Description	
Maintenance of Individual School Safety Plans	<p>A school level safety plan for each school in the district, will include the following components, paralleling in structure and language, the district level plan:</p> <ol style="list-style-type: none"> <li>1. Chain of command</li> <li>2. Position assignments</li> <li>3. Planning to Respond and Recover</li> <li>4. Daily Routines for Proactive Crisis Management</li> <li>5. Six Basic Crisis Response Plans (fire/evacuation; Code Blue (medical/non-medical); Code Red; weather; bomb/explosive; relocation)</li> </ol> <p>The plan shall include informational review of the plan's content as appropriate for staff, students, and community. It shall also include, where possible, appropriate, and/or required by law, periodic drill and practice of various components of the plan.</p>	
Person Responsible	Timeline for Implementation	Resources
Arnold Nadonley	Start: 10/1/2007 Finish: 9/30/2013	\$0.00

Activity	Description	
SIMS, NIMS, and PIMS Certification for Staff	As a minimum goal, members of the district's administrative team will receive SIMS, NIMS, and PIMS training. Training for other district staff will be made available as appropriate.	
Person Responsible	Timeline for Implementation	Resources
Arnold Nadonley	Start: 10/1/2007 Finish: 9/30/2013	\$0.00

**Goal: STUDENT ATTENDANCE (any school that does not graduate seniors)**

*Description:* Student attendance will meet a 90% threshold and/or show growth.

**Strategy: Attendance Policies & Procedures**

*Description:* The Blairsville-Saltsburg School Districts' attendance policies and procedures are in compliance with requirements set forth in the School Code. The district publishes attendance requirements and procedures annually in student handbooks and district and building newsletters sent to parents. Policies and procedures are reviewed annually with students through opening-of-school orientations, class meetings and homeroom sessions. (See BSSD Chapter 12 Plan.) Principals, guidance counselors, and/or a designated attendance officer communicate by phone or conference with parents and students about specific attendance concerns. When a student misses ten days, a letter will be sent home, informing parents that future absences may require a doctor's excuse. When a student reaches 15 days of absence, a letter will be sent home informing parents that future absences will require a doctor's excuse. Continued unexcused absences beyond 15 days can result in a referral to the magistrate. At this point school leaders may work with local agencies that support students such as Children and Youth Services (Truancy Protocol distributed to all principals in May 2007).

*Activities:*

<b>Activity</b>	<b>Description</b>	
Annual Review of Attendance Policies & Procedures	Building principals shall annually review district and building policies and procedures concerning attendance. Any revisions shall be discussed by the district administrative team before implementation. Updated policies and procedures shall be published in the annual student handbook and reviewed as part of opening-of-school orientations for students, parents, and faculty. Parents and students are required to return to school a signed statement indicating that they have received and reviewed a copy of the student handbook containing these policies and procedures. Changes in policies and procedures shall be approved by the Board of Directors.	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Theresa Hanley	Start: 10/1/2007 Finish: 9/30/2013	\$0.00

**Strategy: Interventions**

*Description:* Schools will identify students that demonstrate poor attendance patterns and will implement child-specific intervention(s).

*Activities:*

<b>Activity</b>	<b>Description</b>	
Child Study/Child Find Meetings	Monthly, or more often as needed, Child Study Meetings will be held to review, among other things, attendance. Data on student attendance, achievement data, and teacher/principal input will be the basis for analyzing reasons for poor attendance. Interventions, appropriate to the child and his/her situation, will be devised. These meetings will typically be attended by the guidance counselor, principal, classroom teachers, parents, and other professional support staff as needed.	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Theresa Hanley	Start: 10/1/2007 Finish: 9/30/2013	\$0.00

**Strategy: Motivation**

*Description:* In addition to being sure that the Blairsville-Saltsburg School District has clear and enforced attendance policies and procedures, school leaders will demonstrate the school's valuing of good attendance through recognition and celebration of student attendance.

*Activities:*

<b>Activity</b>	<b>Description</b>	
Recognition of Attendance Results	On the elementary level, school-wide daily attendance will be posted in a visible location in or near the main office. Homerooms will recognize students with "perfect attendance" through posters posted outside of each homeroom and/or through a general display. On the secondary level, daily attendance percentages are listed on the daily bulletin. At all levels end-of-year awards programs also honor attendance. As appropriate to each building's individual "culture," other recognition activities, such as through School Community Council or the Principal's Advisory Committee, may be organized.	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Theresa Hanley	Start: 8/1/2007	\$0.00

	Finish: N/A	
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**Goal: STUDENT PARTICIPATION IN STATE ASSESSMENTS**

*Description:* At least 95% of eligible students will participate in required state-wide assessments.

**Strategy: PSSA Participation Guidelines**

*Description:* The Blairsville-Saltsburg School District defines and implements student participation in the PSSA and the PASA according to guidelines provided by the Pennsylvania Department of Education in the Pennsylvania Accountability and Assessment System.

*Activities:*

Activity	Description	
PSSA Assessment Team	The district Director of Curriculum shall oversee the PSSA Assessment process and, in collaboration with each building principal shall designate a PSSA assessment coordinator within each building. (The coordinator will typically be a member of the guidance department.) Together they shall compose the district's PSSA Assessment Team. Annual planning, distribution and collection of assessment materials, and coordination of the testing schedule in compliance with testing windows and guidelines designated by the Pennsylvania Department of Education shall be the responsibility of this team. Following completion of each annual assessment cycle, the team shall debrief and assess procedures, problems encountered, etc. in order to improve the process in subsequent school years.	
Person Responsible	Timeline for Implementation	Resources
Theresa Hanley	Start: 10/1/2007 Finish: 9/30/2013	\$0.00

**Strategy: Student Motivation**

*Description:* Although participation in the PSSA and PASA is a requirement and responsibility of students in grades 3-8 and 11, each school building shall develop ways to establish the importance of the state assessment to students in a manner appropriate to their developmental levels.

*Activities:*

Activity	Description	
Elementary Activities	The importance of the PSSA is conveyed in two main arenas--the home and the school. Parents are informed of the importance of student attendance and well-rested, motivated students throughout the testing process. This is done through newsletters, handouts, and informational presentations at PTA/PTO meetings and other parent gatherings. Student motivation is through annual PSSA "pep rallies" or grade level informational presentations at which school staff and/or community members encourage students to do their best. Students who previously achieved "advanced" and/or "proficient" status in reading and/or math are recognized by grade levels for their achievement.	
Person Responsible	Timeline for Implementation	Resources
Theresa Hanley	Start: 10/1/2007 Finish: 9/30/2013	\$0.00

<b>Activity</b>	<b>Description</b>	
Secondary Activities	Although participation in state assessments is the responsibility of the student, each school provides an awareness of testing dates. At various points of the school year, students are also exposed to testing protocols in order to familiarize them with the format and demands of the tests. "Reward" activities may be planned by building principals in support of students that have fully participated.	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Theresa Hanley	Start: 8/1/2007 Finish: N/A	\$0.00

**Goal: TECHNOLOGY**

*Description:* The Blairsville-Saltsburg School District is actively pursuing information and communication technologies to enhance data acquisition, storing, reporting, and analysis to better understand and meet the needs of its students. The goal is to connect all stakeholders, to provide resources for making data-informed decisions, to make a positive impact on student learning, and to prepare students for the 21st Century.

**Strategy: Broadband Telecommunications/Wide Area Network (WAN)**

*Description:* The Blairsville-Saltsburg School District is a member of the Northwest Regional Wide Area Network (WAN) that includes districts in Intermediate Units 5, 6 and ARIN IU 28, the IU in which it operates. The school district will work with ARIN IU28 to coordinate the creation of an affordable, high-quality, Wide Area Network linking school districts, vocational-technical schools, classrooms and other educational networks using high-speed broadband connections. Through this consortium the district will work to increase student achievement and learning by accessing and sharing online content and resources such as the Internet and Internet 2, through district-to-district and school-to-school communications and sharing, and by accessing a wide variety of online courses. Through the consortium more and varied professional development opportunities for district staff will be available. Involvement in the WAN project will involve development of infrastructure and determination of content and usage over the term of this plan.

*Activities:*

<b>Activity</b>	<b>Description</b>	
WAN Collaboration	Participate in Northwest Regional WAN consortium/IU28 meetings to develop and plan resources and implementation procedures for providing collaborative educational resources over a wide-area network. (Instructional tools, data management, shared files, etc.)	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Dan Cunkelman	Start: 10/1/2007 Finish: 9/30/2010	\$60,000.00

**Measurable Annual Improvement Targets**

More than 91 percent of the students in the Blairsville-Saltsburg School District will reach the proficient or advanced level in reading and math on the PSSA test or meet the state growth standard in reading and math by 2013.

All students enrolled in the Blairsville-Saltsburg School District will continue to demonstrate proficiency as measured by local assessments aligned with state standards in all curricular areas.

In order for 91 percent of all students to reach proficiency in math, reading, writing and science these curricula will be standards based and aligned with the assessment anchors. In addition to those areas, the Blairsville Saltsburg School District will also offer curricula aligned with the Pennsylvania Academic Standards in social studies, the arts, world languages, technology, library services, and *all* other areas of our educational program. We believe they to are critical to our efforts in helping all children reach proficiency.

To reach Pennsylvania's annual improvement targets the following actions will take place:

- Complete/revise/align curricula in all areas from K-12 using state or national standards;
- Data review, analysis, and action planning using data from PSSA, PVAAS and 4Sight Benchmark Assessments;
- Use curriculum-based assessments that align with standards/anchors;
- Development of instructional plans that provide research-based interventions informed by data analysis.

### **Curriculum, Instruction and Instructional Materials**

Instruction in all grade levels and subjects will follow the curricula developed and adopted by the Blairsville Saltsburg School District. The instructional materials adopted will be research-based and have a proven record of effectiveness in increasing learning and raising student achievement. In addition, those materials will be aligned with our curricula and be developmentally appropriate. Those materials will also provide the professional staff with differentiated activities and assignments to meet the learning needs of our students. The programs and materials for those students targeted for remediation will be researched and adopted as needed to address specific needs.

### **Assessments and Public Reporting**

The following list highlights major assessment tools used to measure student learning.

- Pennsylvania System of School Assessment (Grades 3-8 and 11)
  - Math and Reading (Grades 3-8 and 11)
  - Writing (Grades 5, 8 and 11)
  - Science (Grades 4, 8 and 11)
- 4Sight Benchmark Assessments (Grades 3-11)
  - Math and Reading
- Curriculum Based Assessments completed quarterly (Grades K-12)
  - All curricular areas
- Other assessment tools are used with specific children or groups for diagnostic purpose
- SAT
- ACT
- Advanced Placement Tests

Public reporting methods used in the Blairsville Saltsburg School District include quarterly report cards, interim progress reports, and individual test scores. Those are shared with parents/guardians on a regular basis. In addition, parent-teacher conferences are included as

part of the school year calendar. Other individual conferences can be scheduled upon request to discuss their child's achievement and/or assessment data. Parents/Guardians may also review their child's progress using a web-based student software program from home and are welcome to review their cumulative folder at their school. Community members may also review the district's annual AYP Report Card through the district's web site or in hard copy at each school.

### **Targeted Assistance For Struggling Students**

A major focus of this strategic plan is to address the learning needs of those students not meeting proficiency. The district uses the assessment data available and the professional staff's input to identify those students. The Blairsville-Saltsburg School District begins assessing students early and the help available for those targeted varies by grade level.

In Elementary, the district uses reading and math assessments to identify struggling students. To assist those students the district uses Title I services, instructional support personnel and tutoring programs both during and after school.

In Middle School, the district uses specific assessment data from PSSA tests, 4SIGHT Benchmark Assessments, and local assessments to identify struggling students. To assist those students the district offers tutoring during and after school, summer school sessions and remedial classes.

In High School, the district uses specific assessment data from PSSA tests, 4SIGHT Benchmark Assessments and local assessments to identify struggling students. To assist those students the district offers tutoring during and after school, summer school, proficiency classes and PSSA remediation. The proficiency classes are co-taught by a core area and a special education teacher.

### **Support for Struggling Schools**

While all of the schools of the Blairsville-Saltsburg School District are currently meeting the AYP targets established by the Pennsylvania Department of Education, there is a plan for supporting a specific school, should it experience difficulty in meeting student achievement goals set by the state. The following support would be implemented and is structured according to the "Getting Results!" school improvement framework.

- Data: analysis of current state of student achievement data and educational practice
- Design: identification of research-based or promising strategies to implement that enhance standards-aligned instructional practices and build capacity of teachers, staff, administration
- Delivery: identification of what needs to be done by whom, by when, with what and how effectiveness will be evidenced
- Development of people: identification of the training that the staff needs in order to carry out successfully the tasks determined
- Documentation: tracking progress and monitoring improvement in student achievement

### **Qualified, Effective Teachers and Capable Instructional Leaders**

All professional educators in the Blairsville-Saltsburg School District meet the definition of "highly qualified" as defined by the Pennsylvania Department of Education. The district recognizes, however, that this designation alone will not ensure effective instruction. Therefore, the district supports teacher development by offering ongoing staff development sessions during the school year based on observation data, enrollment in the Intermediate Unit's (ARIN IU 28) teacher

development courses, flex classes during after school hours and tuition reimbursement to encourage teachers to obtain a Masters Degree. The professional staff also participates in building-based data analysis teams designed to use informal and formal data to develop action plans and drive instructional decisions.

The instructional leaders continued growth is encouraged by the district through tuition reimbursement for advanced degrees, monthly administrative meetings, and supervision and staff development conference opportunities. Instructional leaders are also enrolled in professional organizations such as, NASSP, NAESP, ASCD and others. The enrollment in those organizations and others allows the instructional leaders to receive monthly articles, books and other literature about current research and trends in teaching and learning. As described above, the district recognizes the need to differentiate professional education activities for adults just as we differentiate for students and the need to improve our leadership and instructional practices each and every year.

Recent professional development programs include:

- Development and implementation of a standards-based curriculum that is consistent in the way it is written, taught and tested.
- Development and use of a supervision plan that is based on goal setting, observation, research, collegial discussion and data-driven decision making.
- Learning how to analyze and use informal and formal data to drive instructional decisions.
- Integrating technology into instruction to enhance student learning.

## Parent and Community Participation

A number of opportunities exist for community members to be involved in the schools. The following programs are a sample of the ways they can become involved.

- School and District-wide Committees
- Parent-Teacher Association; School Community Council
- Parent Volunteer Programs
- Extracurricular Booster Organizations

While not everyone can or chooses to be involved in these groups, there are other ways in which parents and community members can learn about and be involved with the school district. Attending school events, participating in conferences with teachers, accessing the district Web site, reading various school publications, responding to surveys, and using voice and e-mail to stay connected to school staff are ways in which the community can come into the schools and be involved at whatever level they choose.

## Pre-Kindergarten Transition

No Pre-K Offered

## Utilization of Resources and Coordination of Services

Service or Resource	Comment or Reflection
ARIN Intermediate Unit 28 2895 W Pike Indiana, PA 15701 724-463-5300	
ELI	

4139 Posvar Hall Pittsburgh, PA 15260	
Pennsylvania Department of Education 333 Market Street Harrisburg, PA 17126	
Pennsylvania State Police 4221 Route 286 Hwy West Indiana, PA 15701	
Indiana University of Pennsylvania Sutton Hall Indiana, PA 15705	
Blended School 2527 US Hwy 522 South McVeytown, PA 17051	
John Hopkins University JHU/CTY P.O. Box 64710 Baltimore, MD 21264	
Central Pennsylvania Digital Learning Foundation 1500 Fourth Avenue Altoona, PA 16602	
Teachers College of Columbia University of New York 18 Pelham Lane Ridgefield, CT 06877	
Adelphoi Village - Alternative Education/Day Treatment 434 East Pike Road Indiana, PA 15701	
Indiana County Guidance Center-ALPHA 699 Philadelphia Street Indiana, PA 15701	
Outdoor Odyssey at Roaring Run, Inc. 450 Boy Scout Road Boswell, PA 15537	
Latrobe Mental Health West 2nd Avenue Latrobe, PA 15650	
Open Door Counseling and Crisis Center 334 Philadelphia Street Indiana, PA 15701	
Alice Paul House P.O. Box 417 Indiana, PA 15701	
Indiana County Head Start 339 Grandview Avenue Indiana, PA 15701	
Indiana County Children & Youth Services Indiana, PA 15701	
YMCA P.O. Box 610	

Indiana, PA 15701	
Happy Time Preschool 50 S. Walnut Street Blairsville, PA 15717	
Blairsville Public Library 113 North Walnut Street Blairsville, PA 15717	
Burrell Twp. Library Willow St. & Park Drive Black Lick, PA 15716	
Westmoreland County Children & Youth Services Greensburg, PA 15601	
Saltsburg Free Library 307 Point Street, Suite 2 Saltsburg, PA 15681	
The Association for Retarded Citizens Manor Regency Mall 1570 Oakland Avenue Indiana, PA 15701	
YMCA Adult Training Facility 308 N. Pennsylvania Avenue Greensburg, PA 15601	
NHS Human Services 4536 Route 136 Greensburg, PA 15601	
PaTTAN of Pittsburgh 3190 William Pitt Way Pittsburgh, PA 15238	
Pennsylvania Department of Education Bureau of Special Education 333 Market Street Harrisburg, PA 17126	
ARIN Intermediate Unit 28 2895 W Pike Indiana, PA 15701	

