



PANTHER PRIDE NEWSLETTER

Memorial

- Memorial Elementary is a 2011 Blue Ribbon School and made AYP for ten consecutive years.
- The school has been recognized in the Scholastic Book Fairs' national "Big Ideas" contest; Memorial is the only school to have ever won this distinction two years in a row.

Beaver-Main

- Current 3rd and 4th grade students at Beaver-Main have scored 100% in reading PSSA and 100% in math PSSA for two consecutive years.
- Beaver Main 4th grade scored 100% on the science PSSA in 2014.

W.W. Evans

- W.W. Evans 4th graders scored 94% on the 2014 science PSSA exam.
- W.W. Evans grade 5 writing scores have increased 25% over the last two years.

B

A



S

D

ACHIEVEMENT

BMS

- 90.4% of 8th grade students scored Proficient/Advanced on the Algebra 1 Keystone Exam. 8th Grade scored 83% Proficient/Advanced on the Writing PSSA.
- A high percentage of Special Education students scored Proficient and Advanced on PSSAs.

BMS

- 97.8% of the 6th grade class participated in a yearlong science project and entered it in the first annual Bloomsburg Middle School Science Fair.
- 93% of sixth 6th Grade students scored Proficient or better on the Math PSSA in 2013-14. This grade gained 16% more Proficient and Advanced students from the previous year. This score topped our highest previous score of 92% scored by our current 9th graders.

BHS

- 2014 Best High Schools Recognition**
 - Ranked 45th in the State out of 598 public, 65 charter, and 28 magnet schools
- 2013-2014 Keystone Exams:**
 - Ranked 1st among Central Susquehanna Intermediate Unit (CSIU) schools in Biology.
 - Ranked 2nd among CSIU schools in Literature
 - Ranked 3rd among CSIU schools in Math

BASD AT A GLANCE

728 East Fifth Street, Bloomsburg, PA 17815 | 570-784-5000 | bloomsburgasd.schoolwires.com

OUR MISSION

The mission of the Bloomsburg Area School District is to prepare its students to become contributing, responsible citizens and life-long learners with the ability to adapt and to succeed in a competitive world.

OUR VISION

Upon graduation, all students will be prepared for college, the workforce, or the military. As a school district, we want to connect with the community and be viewed as a beacon of hope, stability, and pride for children. We will focus on high-level academic achievement with an emphasis on preparing students for college and employment after high school. We want all students to feel welcomed, fairly treated, safe, prepared for life, and involved in school and community programs. We want to compete with the state's elite academic K-12 school districts. Our vision of student success will be completed with a "good is not good enough" attitude, sound instruction and interventions, and commitment to excellence in education in a family environment.

BASD WELCOMES JOSHUA TABOR

The Bloomsburg Area School District (BASD) would like to welcome new Beaver-Main and W. W. Evans Principal Joshua Tabor! Joshua comes to us from Allegheny-Clarion Valley School District (ACV) in Venango County. Joshua has seven years of administrative experience with four as a middle/high school assistant principal and 3 as an elementary principal, all at ACV. Prior to school administration, Joshua was secondary mathematics teacher. Joshua earned his B.S. Degree from the University of Maine-Farmington and his M.Ed. Degree from Clarion University. Joshua is originally from North Berwick, Maine. We also welcome Joshua's wife of ten years Dorey, and his two children, Bealia age 4 and Ayla age 2. The Tabor's are expecting their third child in January. Joshua said he is excited about this opportunity and fell in love with Bloomsburg because, "It feels like home!" Joshua is expected to start with BASD upon release from ACV in early December.



PSSA/Keystone Dates 2014/2015 School Year

Assessment	Date	Last Day of Instruction
PSSA ELA (Reading) Grades 3-8	April 14, 15, and 16	April 13
PSSA Math Grades 3-8	April 21, 22, and 23	April 20
PSSA Science Grades 4 and 8	April 28 and 29	April 27
Keystone Algebra Middle School	May 13 and 14	May 12
Keystone Algebra High School	May 15 and 18	May 14
Keystone Biology High School	May 13 and 14	May 12
Keystone Literature High School	May 19 and 20	May 18

Spring 2015

SUPERINTENDENT ENTRANCE PLAN COMPLETED AFTER 5 YEARS OF MEASURABLE GROWTH

In September of 2009, a document entitled Superintendent Entrance Plan was released to the public which outlined the goals and objectives of the Bloomsburg Area School District over a five-year period. Please click on link for plan: <http://bloomsburgasd.schoolwires.com/Page/31>

The entrance plan provided goals and objectives in five major areas: community, school board, curriculum, safety and security, and fiscal goals. The plan included quantitative test data describing the districts' state testing scores over a three-year period along with a summary of qualitative statements from constituents who were gracious enough to talk with Dr. Curry about the school district. The constituents included community members, board members, administrators, teachers, and staff. The plan also indicated that along with test data to determine district successes, the *Other Ways to Win* section of the plan emphasized alternate indicators of student success. In essence, the plan has been completed with goals and objectives achieved for the betterment of our students. To that end, new goals have been established for the 2014-15 school year and can be viewed below. The 2014-15 goals have been school board approved and will be used to evaluate the superintendent at the conclusion of the current school year.

BLOOMSBURG AREA SCHOOL DISTRICT SUPERINTENDENT GOALS 2014-2015

- Continue to create a district vision and operational plan for 21st Century Technology and its educational use as related to:
 - Enabling Students and teachers to discover and use technology as an educational resource;
 - Exploring and choosing proper technological devices for educational use;
 - Incorporating a district-wide team of students, parents, professionals, administrators, and board members to evaluate BrightBytes data and aid in the decision of best technologies available for educational use, including but not limited to a 1:1 initiative;
 - Ensuring that new technology purchased is deployed with professional development opportunities for staff, educational purpose, and assessed to determine efficacy of investment for such technology; and
 - Creating and recommending policies that reflect the 21st Century Technology vision of BASD.
- Continue to provide support for professional staff in the teacher effectiveness process.
- Create and modify aspects of the school safety plan as needed, including:
 - Finalizing the MOU with local school district(s) for emergencies; and
 - Continuing to plan for the flood wall project around our secondary schools.
- Work within the confines of the developed budget in order to:
 - Finish with a bottom line (in the black) for SY 2014-2015;
 - Develop a budget within the Act 1 Law for SY 2015-2016;
 - Plan and prioritize needs and have those needs reflected in the budget 2015-2016 budget; and
 - Identify cost-saving measures as the budget is developed.
- Plan curriculum, realign curriculum, and develop assessments for a 6th through 12th grade Spanish program for the 2015-2016 school year.
- Plan curriculum, realign curriculum, and develop assessments for a K-12, 21st Century Library program for the 2015-2016 school year. (This will be a two-year process.)
- Provide STEM education motivation to students in grades 3-10.



INCREASE IN SCHOOL PERFORMANCE PROFILE (SPP*) SCORES



The Pennsylvania School Performance Profile (SPP) is in its second year of implementation and provides an academic score for all Pennsylvania Schools. School scores are derived from six different indicators, each weighted from 5%–40%, with each indicator containing several key data elements as described below:

1. Academic Achievement is valued at 40% of the SPP score and contains PSSA/Keystone exam performance, SAT/ACT college ready benchmarks, and Industry Competency Tests.
2. Academic Improvement: Closing the Achievement Gap for all students accounts for 5% of the SPP score. This measure assesses the percent of gap which was closed in math, reading, writing, and science. For example, with a goal of 100%, you subtract the baseline score from 100 and have 6 years to make up the difference between the baseline and 100%. With a baseline score of 65% in any given subject, schools would have to improve 5.8% per year over six years to reach 100%. Points are awarded to each school for full or partial closure of this gap.
3. Academic Improvement: Closing the Achievement Gap for historically underperforming students. This also valued at 5%. The measure is the same as in item #2 above; however, the measure is applied students are economically disadvantaged, receive special services, and sub-groups of students based on ethnicity.
4. Academic Growth accounts for 40% of the SPP and is scored based on academic progress of cohorts of students from year-to-year.
5. Other factors influencing or reflecting academic achievement account for 10% of the SPP and data elements such as graduation rate, student promotion rate, attendance rate, student Advanced Placement (AP) test scores, and PSAT participation are included in this score.
6. The final indicator is called Extra credit for advanced placement. Up to seven extra credit points can be earned for large student populations that score advanced on the PSSA, Industrial competency Exams, and/or score a 3 or higher on AP exams.

The following data represents the 2013-14 SPP scores of the **Bloomsburg Area School District (BASD)**. Our scores showed considerable improvement at the elementary level as listed below as result of increased PSSA scores and overall academic growth. Please call your child's principal with any questions.

School	2012-2013 BASD SPP Scores	2013-2014 BASD SPP* Scores
Beaver-Main Elementary	84	86.9
W.W. Evans Elementary	74.7	83.1
Memorial Elementary	68.7	80.1
Bloomsburg Middle School	82.5	80.3
Bloomsburg High School	83.9	83.7

BLOOMSBURG AREA SCHOOL DISTRICT PSSA DATA 4-YEAR COMPARISON 2011-2014

The chart below outlines PSSA data over a four year period for all **Bloomsburg Area School District** students in grades 3–8 and includes preliminary 2014 PSSA data. The colors in the graph denote the same group of students for easy tracking as they move through each grade-level of school. The four different charts are representative of math, science, reading, and writing scores. The science test is given in grades 4 and 8 while the writing test is given in grades 5 and 8. Please refer to the following web address for school specific grade-level data: <http://bloomsburgasd.schoolwires.com/Page/3468>.

Grade Level	2011	2012	2013	2014
Grade 3	86%	91%	89%	86%
Grade 4	89%	91%	88%	80%
Grade 5	81%	84%	77%	84%
Grade 6	90%	87%	88%	93%
Grade 7	86%	92%	89%	81%
Grade 8	86%	86%	84%	90%

Grade Level	2011	2012	2013	2014
Grade 3	83%	89%	82%	80%
Grade 4	81%	78%	71%	72%
Grade 5	73%	72%	68%	70%
Grade 6	74%	77%	75%	73%
Grade 7	83%	79%	76%	76%
Grade 8	89%	82%	91%	88%

Grade Level	2011	2012	2013	2014
Grade 4	91%	90%	88%	86%
Grade 8	77%	82%	80%	73%

Grade Level	2011	2012	2013	2014
Grade 5	61%	56%	68%	68%
Grade 8	78%	68%	81%	85%

BLOOMSBURG AREA SCHOOL DISTRICT KEYSTONE DATA 2014

Keystone Assessments are tests given three times annually. The Keystone Assessments are an end of course assessments given in the subject areas of Algebra I, Biology, and Literature. The Keystone assessments must be passed in order to graduate. This new graduation requirement is effective with the class of 2017.

Algebra Keystone Assessment data ranges over 5 different grade levels as we have students who take Algebra I as early as 6th grade. In all, 47.4% of 9th grade students passed the exam on the first attempt this past spring. Students can retake the exam up to 3 times before opting to participate and complete the project-based assessment (PBA). Since the initial Algebra I Keystone Assessment, **BASD** has undergone a major curriculum revision emphasizing the Keystone Algebra I academic standards and PA Common Core Standards. The 2014-15 academic year will be the first year of full implementation of this revised mathematics curriculum.

Algebra 1 - First Time Test Takers			
	Grade 6	Grade 7	Grade 8
Not Proficient	33.3%	8.3%	9.5%
Proficient/Advanced	66.6%	91.7%	90.4%

Algebra 1 - First Time Test Takers	
	Grade 9
Not Proficient	52.6%
Proficient/Advanced	47.4%

BASD AYP Measure (Grade 11)
81.1% Scored Proficient/Advanced

BASD First-Time Test Takers (Grades 6-9)
68.7% scored proficient/advanced
16.6% above the state average

BASD KEYSTONE DATA 2014

Biology Keystone Assessments are given to students who complete Biology in grade 9 (Honors Biology only) and grade 10. The 2014 Biology Keystone Exam determined that 88.25% of first-time test takers were proficient or advanced. Specifically, 95.5% of students in honors Biology passed the exam on the first try while 81% of all 10th grade students passed the test on the first attempt.

Biology - First Time Test Takers		
	Grade 9	Grade 10
Not Proficient	4.5%	18.9%
Proficient/Advanced	95.5%	81.0%

BASD AYP Measure (Grade 11)
73.4% Scored Proficient/Advanced

BASD First-Time Test Takers

88.25% scored proficient/advanced

30.5% above the state average

Literature Keystone Assessments are given to student who complete 10th grade English. Overall, 67.7% of 10th grade students passed the Keystone Literature Exam on the first attempt. This is slightly down from last year's mark of 84.6% as evidenced in the comparison report. Retakes are given to students who did not pass on the first try.

Literature - First Time Test Takers	
	Grade 10
Not Proficient	32.3%
Proficient/Advanced	67.7%

BASD AYP Measure (Grade 11)
85.1% Scored Proficient/Advanced

BASD First-Time Test Takers (Grade 10)

67.7% scored proficient/advanced

6.2% above the state average

PROJECT BASED ASSESSMENTS (PBA)

Keystone Exams are state-developed, end-of-course assessments which are designed in modules that reflect distinct, related academic content common to the traditional progression of coursework. The Pennsylvania Department of Education (PDE) has developed a project based assessment (PBA) system that is aligned with each module for Algebra I, Biology, and Literature Keystone Exam for students who are unable to demonstrate proficiency on a Keystone Exam or Keystone Exam module. Project Based Assessments are designed as a set of activities a student completes independently of classroom instruction to demonstrate proficiency in the content area and meet state graduation requirements. Successful completion of a PBA aligned to the Keystone Exam or Keystone Exam module on which a student did not demonstrate proficiency shall satisfy the Keystone Exam graduation requirements.

A student who did not score proficient on a Keystone Exam or Keystone Exam module shall be provided supplemental instruction consistent with the student's educational program prior to retesting. Remediation will continue until the student can demonstrate proficiency in the subject area via the Keystone Exam or the student begins a project based assessment. If a student scores an overall proficient on the Keystone Exam, but less than proficient on a module, the PBA is not required.

Students who are completing PBA's will each be assigned a mentor teacher. Teacher responsibilities will include providing remediation on skills embedded in the project, reviewing student work at defined checkpoints, and submission of project for statewide panel review.

The project based assessment system shall be administered by schools and scored by statewide panels composed of teachers, principals, and curriculum specialists assembled by PDE. The statewide review panels shall score student projects according to scoring protocols and rubrics developed by PDE.

The project based assessment liaison for Bloomsburg School District is Stephen Bressi. Any further questions can be sent to sbressi@bloomsd.k12.pa.us.



TRIMESTER GRADING FOR KINDERGARTEN AND FIRST GRADE

Beginning this school year, the **Bloomsburg Area School District** will implement a revised English Language Arts curriculum in grades K-5. The purpose of the revision is to meet the increased rigor and expectations outlined by Pennsylvania's Common Core State Standards

In today's highly competitive global society, we as educators are constantly striving to help our students succeed. The new PA Core State Standards support our efforts, providing a fundamental shift that makes college and career readiness the number one focus of K-12 education. The revised curriculum lays the groundwork for increasing the rigor and expectations for student learning across the district. Characteristics of the instructional shifts in the revised English Language Arts curriculum include:

- A high degree of rigor and student collaboration
- An emphasis on reading; especially non-fiction
- Embedded Technology
- Specific speaking and listening skills
- Daily academic writing
- Text complexity
- Text connections



Additionally, students will be expected to read text closely, make logical inferences and cite evidence from the text. They will analyze the structure of text, evaluate arguments and interpret words and phrases to gain a deep understanding of the text.

The new ELA curriculum also calls for a shift in how we assess students from more traditional methods such as multiple choice tests to more complex methods such as performance based assessments. Students will now be expected to demonstrate their understanding by analyzing and synthesizing information, writing essay responses, answering in-depth questions, providing details from the text(s) to justify an answer. Additionally, more of an emphasis will be placed on the three types of writing (informative, narrative, and opinion) as well as a student's ability to write in response to what he/she has read.

In order to align our grading and reporting practices to the instructional and assessment shifts outlined above, the ELA section of the report card in grades K-5 will now be standards based. By doing so, the report card will provide parents with a consistent and clear description of what students are expected to learn by the end of each grade level. Additionally, more time will be needed for students at the primary level to demonstrate their understanding of higher level concepts and skills as described in the new standards. Therefore, beginning this year, the district will transition from quarterly reporting (4 times per year) to trimester reporting (3 times per year) in Kindergarten and Grade 1, tentatively followed by Grade 2 in the 2015-2016 school year. Trimester reporting provides the time necessary for students in the primary level to develop and master foundational skills and apply them as they learn to read and write. In addition, it provides teachers with additional time to collect formative and summative assessment data to more accurately evaluate each student's individual learning aligned to the state standards.

To access a copy of the revised report cards as well as resources related to the new PA Core Standards, please visit the district website and click on Curriculum link under the Academics tab.

WALL FOR BASD SECONDARY SCHOOLS PART OF FLOOD MITIGATION PLAN

Since Tropical Storm Lee (TSL) made landfall in September of 2011, BASD has been working to prevent future damages caused by flooding to the district's secondary schools. Since TSL, **BASD** has replaced the earthen backfill around the fuel tank in the rear of the high school with a concrete wall. This concrete wall is attached to the concrete support piers to ensure stability from the pressures that flooding waters bring. Additionally, the vacant storm sewer that backflows into the middle school was capped to prevent storm water from entering through this open line. The entire base perimeter of the middle/high school was compacted with additional soil to alleviate any "rabbit holes" preventing water breach into the basement of the schools. Internally, backflow valves were installed into the sanitary sewer pipes to prevent flooding through the dehumidification units mounted in the basement crawlspace. All of these items will prevent damage in future floods of same or similar magnitude of TSL; however, as a district, we need to do more. Recently, **BASD** has worked with Susquehanna Economic Development Association -Council of Governments (SEDA-COG) in the Town of Bloomsburg Flood Wall project. We realized that **BASD** had the ability to tap into the existing flood wall plan and surround the secondary schools for a fraction of the cost of what new schools would cost. Estimates for a **BASD** flood wall have come near the \$4 million range. This is based on the town project costs and is only an estimate. Through the budgeting process and strategic planning, **BASD** has \$1.8 million dollars committed toward this flood wall project. As we continue to plan and save for this project, we will work closely with SEDA-COG, the Town of Bloomsburg, and other community leaders to protect the valuable assets your tax dollars have paid for.

