
PENNSYLVANIA DEPARTMENT OF EDUCATION



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

ACADEMIC STANDARDS AND ASSESSMENT MIDPOINT REVIEW

FRIDAY, JANUARY 07, 2011

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EDUCATIONAL COMMUNITY

The Dallastown Area School District is located in York County, 34 miles south of Harrisburg, in the south central part of the Commonwealth of Pennsylvania. The district's 52.5 square miles of Susquehanna Valley rolling countryside includes a diverse population of manufacturing, agriculture, and service industries. The District includes Springfield Township and York Township and the boroughs of Dallastown, Jacobus, Loganville, and Yoe. More than 34,000 people live in the Dallastown Area School District. The enrollment for the district is approximately 6011 students. The educational needs of these students require the services of more than 435 professional staff members, 268 support staff members, and 31 administrators. Included in those numbers are positions such as: Teachers, teacher assistants, clerical, administration, and supervisory personnel, librarians, school counselors, nurses and school psychologists, and cafeteria and maintenance staff members.

At the time that the Strategic Plan was crafted, the organizational framework for the district consisted of: Five (5) K-5 elementary schools; One (1) 6-8 middle school and One (1) 9-12 senior high school. Each elementary school is lead by a principal, with three of the elementary schools also supporting an assistant principal. The middle school's administration consists of a principal and two assistant principals. The high school administration consists of a principal and three assistant principals. In order to follow the structure of the Chapter 4 curriculum guidelines, the district infrastructure is organized into levels:

Kindergarten - Grade 5: Elementary
Grade 6 - Grade 8: Middle School
Grade 9 - Grade 12: High School

With the August, 2010 opening of Dallastown Area Intermediate School, the district infrastructure was reorganized:

Kindergarten - Grade 3: Elementary (5 elementary schools)
Grade 4 – Grade 6: Intermediate
Grade 7 – Grade 8: Middle School
Grade 9 – Grade 12: High School

At all organizational levels, planned instruction is developed and revised as mandated in Chapter 4, and taught to all students as required in Chapter 4, Sections 4.21, 4.22 and 4.23. The Dallastown Area School District faculty, staff, and administration have been focused on goals that are relevant to increasing student achievement and providing relevant staff development, that are grounded in data, and that are focused and measureable. Goals are focused on articulation, training, and coordination of a K-12 curriculum and instructional program; developing and revising curriculum maps for courses, areas, and grades; data management and analysis; attracting and retaining a highly qualified teaching staff and administrators; integrating technology; developing a wellness policy and guidelines; and, implementing state and federal grants for instructional enhancements.

The Assistant Superintendent for Curriculum and Instruction is responsible for the curriculum revision process. The Assistant Superintendent works directly with lead and subject area teachers, department heads, curriculum advocates and the primary instructional support specialists, administration and teachers to implement a continuous improvement curriculum cycle.

The Assistant Superintendent for Curriculum and Instruction is also responsible for overseeing the areas of pupil services. The Superintendent oversees special education with the assistance of the Director of Special Education. The Assistant Superintendent works with the Director of Special Education, the Supervisors of Curriculum and Instruction and the Supervisor of Mathematics, and the ELL Coordinator along with nurses, school counselors, ELL teachers, gifted educators, educational specialists,

administrators and regular education teachers to ensure effective implementation of the curriculum so the needs of all students are met.

MISSION

The mission of the board of school directors and the staff of the Dallastown Area School District, in partnership with family and community, is to provide a safe, innovative and challenging student-centered learning environment that will prepare each student to become a successful, ethical, responsible, and contributing citizen of this changing world.

VISION

Vision Statements

It is the vision of the Dallastown Area School District to concentrate on excellence. Consequently, the district will focus on:

- Articulating clear curriculum and academic goals for all students;
- Selecting and developing teachers and leaders;
- Providing teachers and students with “the right stuff” (i.e., time and tools);
- Knowing the learners and the numbers

Belief Statements

Partnership - Excellence in education is a partnership that requires the support, commitment and involvement of the entire community.

Ethics - We, the Dallastown Area School District, believe our school community should strive to encourage in ourselves and others these values:

- | | |
|------------------|--|
| • Respect | I will treat others the way I wish to be treated. |
| • Integrity | I will strive to do what is right, even when no one is looking. |
| • Responsibility | I will be accountable for my own choices and actions. |
| • Equality | I will appreciate the worth and rights of others. |
| • Compassion | I will show kindness and consideration to everyone. |
| • Non-judgmental | I will honor the varying opinions and beliefs of others. |
| • Diversity | I will embrace with understanding the changes and differences in all cultures. |

Success - All students can learn, and, therefore, experience success.

Learning - Thriving in a global society requires life-long learning, flexibility, and embracing technology in order to take advantage of opportunities in an ever-changing world.

SHARED VALUES

1. Lifelong learning is the major goal of educational efforts in the district.
2. Each district employee has the responsibility to support the success of all students.
3. This responsibility is shared with each student, the home, and the school community.
4. All students will experience a safe and caring environment which is conducive to academic learning.
5. A challenging curriculum, effective instruction, and rigorous academic and behavior standards are essential to prepare students for the future.
6. Students' progress toward achieving learning goals should be regularly monitored and systematically communicated to the student and his or her parent(s)/guardian(s).

ACADEMIC STANDARDS

The academic standards describe the knowledge and skills that students are expected to demonstrate. The district provides for attainment of the academic standards as found in Chapter 4, Section 4.12 of Title 22: **Code of Pennsylvania**. The PA academic standards in each of the following areas guide the district's educational programs: Reading, Writing, Speaking and Listening; Mathematics; Science and Technology; Environment and Ecology; Social Studies: History, Geography, Civics and Government, Economics; Career Education and Work; Family and Consumer Sciences; World Languages; Arts and Humanities: Music, Visual Art, Theatre and Dance; Health and Physical Education. The district also uses national standards in the areas of Library and Information Literacy and Business Education. The state's department of education examined its alignment to the Common Core Standards, found the alignment to be solid, and decided to implement the Standards beginning in 2011. As a result of the district's alignment with the PDE standards, the district curricula are consistent with the Common Core Standards. Each of these standards serves as the foundation for the curriculum development process.

The district's curriculum development process is one of continuous improvement using data from state and local assessments to determine curricular revisions. Dallastown Area School District utilizes a multi-phase process for curriculum development and renewal. The curriculum process includes the development of standards-based curriculum maps, incorporating a scope and sequence where skills and strategies are aligned to benchmarks for each grade. Proficiency in reading, math and science are directly related to the anchors and eligible content in those subjects. Curriculum committees and curriculum writing teams focus on curriculum, instruction, assessment, and professional development in each of the subject areas. Pacing guides are planned for development for each curriculum area/course. Common benchmark assessments are used to determine student achievement and to provide a mechanism for intervention services. Additionally, the district's curriculum developers utilize the state's Standards Aligned Systems to inform their work. A repository of rich and varied materials is found on SAS.

A cyclical model of curriculum revision is in place. The K-12 Curriculum Committees are in place and meet several times throughout the school year to analyze data and to discuss curriculum concerns, enhancements, and/or interventions, and to revise curriculum maps. A textbook adoption and review cycle of 7-10 years in addition to an annual technology refresh cycle allows teachers and students to utilize tools that are current and aligned to the standards-based curriculum.

STRATEGIC PLANNING PROCESS

DALLASTOWN AREA SCHOOL DISTRICT: A Framework for Strategic Planning

During the 2010-11 school year, as the district revisited the Strategic Plan developed in 2007-08, participants were provided a unique opportunity to assess the attainment of current district goals, to collect data about the future needs, and to examine the document to make revisions.

Dallastown Area School District is proud of its past and is excited about its future. The district motto guides all decisions: "Dedication to Excellence." Through the Strategic Plan development, we examine our past, affirm our traditions, and prepare for the future. The district prides itself on hiring excellent professionals and staff members, implements a rigorous curriculum supported by a state-of-the-art technology system, exercise prudent fiscal management, and maintain excellent facilities, despite the challenges of growth. The Strategic Plan includes statements of mission, vision, and beliefs that were developed by input from many school-community members. The goals are crafted with the desire that our students are equipped for a future in a complex world of changing societal, economic, technological, and political trends and pressures. In developing the plan and visualizing the future, participants realized that the environment is dynamic, and that the relevancy of the Plan will need to be revised. Therefore, review timetables are included in the Plan, but they serve only as a "marker." As a result, we expect to assess and review trends, data, and district performance continuously.

In 2007-08, we developed a Strategic Plan that was created by representatives from all stakeholders, grounded in data, and by envisioning the future. This Plan began with activities that took place in 2005 when student enrollment growth and projections for future building needs. In the spring of 2005, a Facilities Study Committee comprised of representatives from all facets of the school community met to determine future district needs. After collecting numerous data about community housing developments and enrollment projections - including a school census - the Committee proposed building a new intermediate school to house grades 4, 5, and 6 and to reconfigure the elementary schools and the middle school once it opened. In the fall, a committee of parents, community members, and school representatives was formed to determine the educational specifications for the new building. During school year 2006-07, a Community Forum was held in January, 2007, with nearly 300 community members present to design initiatives for the district's future. Eleven Themes emerged from the Forum: (1) Life Skills and Global Awareness (2) Holonomy/Consistency for the district and its professional staff and students (3) Multicultural Understanding and Awareness (4) Math and Science Emphasis (5) World Languages expanded to elementary and middle schools (6) Integrated Technology (7) Flexible Grouping in various ways (8) Class Structure with varied programs, management of space and smaller class sizes (9) Community Involvement (10) Transition Planning and (11) Literacy Development. These themes have been the focus of district activities since the Forum and comprise the working framework for the reconfiguration of the elementary and middle schools as well as the development of the new intermediate school.

A Strategic Plan Steering Committee was formed based on responses to general invitations sent to the school community and various educational, business, and local government officials. Forty-two participants were selected, including four high school students. The Steering Committee met November 15, 2007 to ascertain the mission and belief statements, and reflect on the future needs of the district derived from multiple sources. Sub-committees met during the school year to determine goals, strategies, and actions that would comprise various action plans. On March 10, 2008, the Steering Committee met again to review the subcommittee work, affirm the mission and belief statements, and propose the goals and activities for the Plan. Suggestions for modifications were presented by the Committee and were shared with appropriate subcommittees for their consideration and possible incorporation into the Plan.

The proposed Strategic Plan was presented to the Dallastown Area School District's Board of School Directors in May, 2008 and was placed on the district's website for the public to review.

Our Plan recognizes the community's expectations that the district should: Produce successful and proficient learners; instill in students a passion and respect for life-long learning; provide for the development of the whole child; include a comprehensive approach that includes a respect for others and themselves with supports in place for counseling, assistance, and wellness; expand students' academic horizons through technology and other endeavors; reconfigure educational designs and schedules based on research, student and community needs; and seek new ways to utilize district resources.

Update

During the 2010-11 school year, the Curriculum Leadership Team, the Administrative Leadership Team, various committees, individuals, the Board of School Directors, and a Strategic Plan Steering Committee examined the Plan noting accomplishments to date. Since the initial development and submission of the Plan, DASD has opened an intermediate school, restructured K-8 education, completed curriculum mapping in almost all areas, added a Dallastown Area Cyber Academy, expanded full day kindergarten to all elementary schools, and enhanced its technological infrastructure.

Capacity to Benefit:

This strategic plan for the Dallastown Area School District was developed by numerous stakeholders representing students, staff, administration, parents, and the general community. The process began in the fall of 2007 with meetings involving the district administration (superintendent, assistant superintendent, directors of instructional technology, special education, human resources, and business leaders). This was accomplished as belief statements and values concerning the Dallastown Area School District were determined at a meeting of stakeholders on November 15, 2007 led by consultant Nancy Aronson.

Update

Similar to the manner in which the original Strategic Plan was formulated, a number of committees and other participants examined the current plan, ascertained the status of initiatives in the Plan, and revised or enhanced the Plan as appropriate. This Plan reflects those efforts.

Collect, Sort, and Select Data:

Electronic surveys were created and used to gather data from students, staff, and parents regarding perceptions of individual schools and programs. The district administrative team analyzed the contextual data and student demographics. These data were used to guide the planning team in the development of the district goals.

Build and Analyze District Portfolio:

The district staff and administration examined key factors, such as PSSA scores, PVAAS (Pennsylvania Value-Added Assessment) data, and local curriculum-based assessments.

Set and Prioritize Goals:

The planning team identified the major themes for the plan. The group identified nine goals on which the district will focus its efforts during the term of this Plan.

Research and Select Effective Practices:

The team investigated effective practices and identified key existing structures and strategies to use for the plan. The team selected resources for addressing the goals and related activities.

Craft Action Plan:

As a whole group the team examined the existing strategies that are in place within the school district. The K-12 curriculum committees and the new school committees divided into subgroups to develop action plans for each goal area. The Leadership Team then refined the action plans and developed a document that incorporated the Curriculum Action Plan goals and activities with the ELI (Educational Leadership Initiative) goals.

Monitor Implementation of the Plan:

The school district developed goals that contain targets for ongoing strategic activities. Members of the district resource team and building principals will submit quarterly reports indicating the progress towards meeting the goals in the Plan. The monthly reports will be shared with the superintendent and Board of School Directors at least annually.

Evaluation of Student Achievement:

The school district will examine annually the PSSA results for all students (gr. 3-11), Terra Nova and InView (grade 2), PVAAS data, and a variety of curriculum-based assessments.

STRATEGIC PLANNING COMMITTEE

NAME	AFFILIATION	MEMBERSHIP CATEGORY	APPOINTED BY
Alan Fauth	High School Principal	Administrator	Peers
Alaysha Claiborne	Student	High School	High School Principal
Alex Iula	Student	High School	High School Principal
Alison Roperti	Intermediate School Assistant Principal	Elementary School Teacher	Peers
Andrew Schneider	Educator	Secondary School Teacher	Peers
Beth Walker	Educator	Middle School Teacher	Peers
Bruce Dunams	Customer Service Director	Business Representative	Superintendent
Carroll Tignall	School Board Member	Community Representative	Superintendent
Charles Patterson	Elementary Principal	Administrator	Peers
Chuck Thomas	Administrator - ASC	Business Representative	Superintendent

Curtis Weber	Clergyman	Community Representative	Superintendent
Daniel Fennick	Attorney	Business Representative	Superintendent
Don Jasmann	School Board Member	Community Representative	Superintendent
Donna Devlin	Business Manager	Administrator	Superintendent
Duane Bahn	Director of Buildings & Grounds	Administrator	Superintendent
Ellen Jones	Student	High School	High School Principal
George Jones, Jr.	Retired Administrator	Community Representative	Superintendent
Janis Mars	Educator	Elementary School Teacher	Peers
Jason Harrison	Director of Information Systems & Technology	Administrator	Superintendent
John Linton	Realtor	Business Representative	Superintendent
John Myers	Educator	High School Counselor	Peers
John Wagman	Civil Engineer	Parent	Superintendent
Joshua Doll	Middle School Principal	Administrator	Peers
Jud Stauffer	School to Work Coordinator	Secondary School Teacher	Peers
Julie Arthur	Resident	Community Representative	Superintendent
Julie Dietz-Wheeler	Resident	Business Representative	Superintendent
Leslie Trimmer	Supervisor of Curriculum & Instruction	Administrator	Superintendent
Lisa Reilly	Educator	Middle School Teacher	Peers
Lora Henry	Educator	Middle School Teacher	Peers
Lori Hartman	Director of Communications & Public Relations	Administrator	Superintendent
Margaret Owen	Educator	Elementary School Teacher	Peers
Mary Shoemaker	School Board Member	Community Representative	Superintendent
Monte Ward	Federal Government Relations	Parent	Superintendent
Pamela Brenner	Educator	Middle School Teacher	Peers

Phil Briddell	Realtor	Business Representative	Superintendent
Richard Geidel	Archaeologist	Parent	Superintendent
Ronald Dyer	Assistant Superintendent	Administrator	Superintendent
Scott Shirey	Mathematics Supervisor	Administrator	Peers
Shelly Van Pelt	Educator	Elementary School Teacher	Peers
Spencer Waplinger	Student	High School	High School Principal
Stewart Weinberg	Superintendent	Administrator	Superintendent
Tracey Deardorff	Physician	Community Representative	Superintendent
Warren Himes	Educator	Middle School Teacher	Peers
Wendy Arnold	Educator	Elementary School Counselor	Peers
Winnie Anderson	Resident	Parent	Superintendent
Zhana Johnson	Resident	Parent	Superintendent

GOALS, STRATEGIES AND ACTIVITIES

GOAL: CURRICULAR, REVISIONS AND ENHANCEMENTS

Description:

The faculty, staff, administration, and Board of School Directors of Dallastown Area School District are committed to continuous improvement and enhancement of the district's instructional program. This goal covers changes and enhancements that may occur with the opening of the new intermediate school and the reconfiguration of the K-3 and 7-8 schools. Proposals that include a phase-in of Full Day Kindergarten programs, expanded World Language, science, and mathematics programs, and other enhancements would comprise the strategies under this goal.

STRATEGY: EDUCATIONAL TECHNOLOGY ENHANCEMENTS

Last Modified: 1/26/2009

Description:

Based on teacher, student, and community needs as evidenced by district and PDE (PATI) survey results, options for online educational opportunities will be developed. Additionally, student achievement and other academic data management and warehousing programs will be examined and adopted. Staff development opportunities will be offered in a variety of contexts.

ACTIVITY: EDUCATIONAL TECHNOLOGY ONLINE OPPORTUNITIES

Last Modified: 6/1/2010

Description:

Alternative education, dual enrollment, and cyber course offerings will be developed for students' access.

Person Responsible

Don Robbins & Jason Harrison

Timeline for Implementation Resources

Start: 8/4/2008
Finish: 6/29/2012

Status: Complete

Date Comment

1/27/2009 A Twilight Alternative Program was piloted in the spring of 2008 and is now fully operational.

6/1/2010 The DASD "cyber academy" is slated to become operational during the summer of 2010. The Alternative Program and Dual Enrollment programs have been successfully implemented for several years.

ACTIVITY: VARIETY OF ENHANCEMENTS

Last Modified: 11/8/2010

Description:

Academic data warehousing and analysis software, online academic and staff development opportunities, electronic textbooks and other alternatives to standard text materials will be examined and possibly acquired.

Person Responsible

Don Robbins & Jason Harrison

Timeline for Implementation Resources

Start: 8/25/2008
Finish: 6/30/2014

Status: Complete

Date Comment

6/1/2010 Examination of these materials continues. With the development of the teacher's Moodle sites, the district is poised for implementing alternative and supplemental instructional delivery methods.

11/8/2010 With the focus on the district's Moodle initiative and the opening of Dallastown Area Cyber Academy, this objective has been met.

STRATEGY: FULL DAY KINDERGARTEN

Description:

The district currently houses two Full Day Kindergarten programs. With the opening of the new intermediate school, the district will examine the viability of phasing-in additional full day kindergartens to the reconfigured K-3 schools.

ACTIVITY: ENSURING STUDENTS SUCCEED

Last Modified: 1/30/2009

Description:

The full day kindergarten and Reading Recovery program have proven records of increasing student achievement. These activities will be continued and enhanced as funding becomes available.

Person Responsible

Ronald Dyer & Staff

Timeline for Implementation Resources

Start: 8/25/2008

Finish: 6/30/2014

Status: In Progress — Complete

STRATEGY: REDESIGN OF GIFTED EDUCATION

Description:

The teachers of the gifted will continue their work with the shift from a "content" curriculum to a "process" curriculum incorporating: Problem solving strategies and models, planning, communication, collaboration, and creativity embedded in a thematic approach.

ACTIVITY: CREATING REDESIGN

Last Modified: 1/30/2009

Description:

Teachers of the gifted will create the redesign, develop rubrics in all process areas K-3, 4-6, 7-8, and 9-12; will initiate a progress report for parents to be distributed semi-annually; and, will facilitate student-developed projects driven by assessment rubrics based on students' talents and interests. Expansion of the program and additional staff member(s) will be determined based on program growth, caseload, and the opening of the new intermediate school.

Person Responsible

Ronald Dyer & Staff

Timeline for Implementation Resources

Start: 7/1/2008

Finish: 3/2/2009

Status: Complete

STRATEGY: REVISE SOCIAL STUDIES CURRICULA

Description:

Social studies teachers, under the leadership of the K-12 Social Studies Curriculum Committee, will revise grades 3-6 curricula to reflect PA Academic Standards and the updated district scope and sequence in this curricular area.

ACTIVITY: CURRICULUM WRITING

Last Modified: 11/8/2010

Description:

Curriculum writing and revision to scope and sequence and related curriculum maps at grades 3-6 will occur during school years 2008-09 and 2009-10.

Person Responsible

Ronald Dyer & Staff

Timeline for Implementation Resources

Start: 7/1/2008

Finish: 6/30/2010

Status: Complete

ACTIVITY: REVISIONS

Last Modified: 2/4/2010

Description:

K-12 Social Studies Committee will make revisions to curricula and course content or sequences as appropriate.

Person Responsible

Leslie Trimmer, Scott Carl, and Staff

Timeline for Implementation Resources

Start: 7/1/2008

Finish: 8/21/2009

Status: Complete

Date Comment

2/4/2010 Social studies curriculum maps were completed during the 2009-10 academic year, and reside on the DASD drive for teachers' access and use.

ACTIVITY: SUPPORT FOR SOCIAL STUDIES ENHANCEMENTS

Last Modified: 7/8/2009

Description:

The K-12 Social Studies Committee will finalize topics and areas of study at each grade; will prepare for possible implementation of the Graduation Course Assessments in 2010; determine professional staff development activities to support these changes; and, select electronic textbook alternatives and other technology enhancements for social studies instruction.

Person Responsible**Timeline for Implementation Resources**

Leslie Trimmer & Staff

Start: 1/29/2009

Finish: 1/30/2009

Status: Complete**Date Comment**

7/8/2009 Social Studies topics and areas of study were finalized; elementary curriculum maps completed; new third grade text adopted and purchased - all occurred in the 2008-09 school year.

STRATEGY: SCIENCE PROGRAM ENHANCEMENTS**Description:**

Based on the results of PSSA tests implemented during the 2007-08 school year and identified needs of the student population, revisions to the curriculum cycle and program content may be made during the course of this Strategic Plan.

Revisions and enhancements will include a review of grade/course curriculum maps for alignment, changes in the elementary science texts, and remediation activities.

ACTIVITY: ELEMENTARY FOCUS ON INQUIRY-BASED LEARNING: CURRICULUM MAPS AND MATERIALS

Last Modified: 11/8/2010

Description:

Generate curriculum maps, methods, and materials at the elementary school that would, over the course of the Strategic Plan, become more inquiry-based.

Person Responsible**Timeline for Implementation Resources**

Ronald Dyer, Charles Patterson & Staff

Start: 7/1/2008

Finish: 7/30/2010

Status: Complete**Date Comment**

2/8/2010 During the 2009-10 school year, curriculum mapping has occurred for grades K-5. Embedded in the maps are inquiry-based, process science approaches supplemented by FOSS. An additional resource is PDE's Standards Aligned System (SAS) to which we have aligned our maps.

11/8/2010 Science curriculum maps have been completed for grades K-5.

ACTIVITY: SCIENCE ASSESSMENT AND TUTORIAL PROGRAMS

Last Modified: 1/30/2009

Description:

In collaboration with the K-12 Assessment Committee, assessment and tutorial programs aligned to the Science PSSA tests and Keystone Exams will be examined, determined, and placed into use by the 2009-10 school year. (\$2 x 1200 students)

Person Responsible

Ronald Dyer & Staff

Timeline for Implementation Resources

Start: 7/1/2008
Finish: 7/1/2014

Status: In Progress — Upcoming

Date Comment

1/30/2009 Science teachers in grades 6-12 were trained in the Chester County Intermediate Unit's Science Framework and Assessment Bank programs purchased by DASD in 2008. Assessment Builder was used to construct benchmark assessments in grades 6-12.

ACTIVITY: SCIENCE FAIRS EXPANDED TO THIRD AND FOURTH GRADES

Last Modified: 6/1/2010

Description:

Elementary schools will add third grade, and possibly fourth grade, to the annual district science fair.

Person Responsible

Ronald Dyer, Charles Patterson,
Ali Roperti, & Staff

Timeline for Implementation Resources

Start: 7/1/2008
Finish: 6/30/2014

Status: In Progress — Upcoming

Date Comment

6/1/2010 Elementary school science fairs were held in 2010.

ACTIVITY: SELECTION OF ELEMENTARY PROGRAM BY 2010-11 SCHOOL YEAR

Last Modified: 1/7/2011

Description:

Through a planned and systematic process of examination and pilots of potential programs, the elementary schools will select program/texts/materials - including links to developmental reading materials and trade books for use in grades K-6 - by the end of 2010-11 school year.

Person Responsible

Timeline for Implementation Resources

Charles Patterson

Start: 4/27/2009
Finish: 6/30/2011

Status: Complete

Date Comment

1/7/2011 During the 2010-11 school year, the elementary science curriculum mapping committees have chosen to increase web, AIMS, and other resources linked to the maps rather than purchase a new science series.

ACTIVITY: STAFF DEVELOPMENT - SCIENCE ACTIVITIES

Last Modified: 1/30/2009

Description:

Staff development activities for classroom teachers and teachers of science will be included at least yearly through sessions held during the school year or offered during the district's summer professional development courses.

Person Responsible

Timeline for Implementation Resources

Charles Patterson & Science Staff

Start: 4/18/2011
Finish: 6/29/2012

Status: In Progress — Upcoming

STRATEGY: TEACHER PROFESSIONAL DEVELOPMENT

Description:

All elementary classroom teachers and middle school language arts (or content area) teachers will have access to the literacy coaches. Additionally, middle school mathematics teachers will have access to the math coach. All teachers of mathematics (elementary, middle, and high) will participate in ongoing professional development activities that promote students' acquisition of numeracy, operations, computation, and higher level mathematics activities aligned to the PA Academic Standards and as appropriate to grade and course.

ACTIVITY: PROFESSIONAL DEVELOPMENT ACTIVITIES

Last Modified: 1/30/2009

Description:

Teachers will participate in activities related to data analysis and interpretation, technology integration, and other areas as defined by the Professional Education Committee that meets annually.

Person Responsible	Timeline for Implementation
Principals, Central Office Staff and Faculty	Start: 8/25/2008 Finish: 8/31/2008

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
6.00	2	250

Organization or Institution Name	Type of Provider	Provider’s Department of Education Approval Status
Lester Laminack - Literacy Expert	School Entity	Approved

October 15 & 16, 2008

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Data analysis and interpretation Technology integration Subject area pedagogical skills	Mr. Laminack has a proven record of increasing literacy achievement based on implementation of his practices.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Enhances the educator’s <u>content knowledge</u> in the area of the educator’s certification or assignment. Increases the educator’s <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making.

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

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

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • Superintendent / asst. superintendents • School counselors • Other educational specialists 	<ul style="list-style-type: none"> • Early childhood (pre K-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades 9-12) 	<ul style="list-style-type: none"> • Reading, Writing, Speaking & Listening • Science and Technology • Mathematics • Career Education and Work

Follow-up Activities

Evaluation Methods

- | | |
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| <ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers | <ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Standardized student assessment data other than the PSSA • Classroom student assessment data • Portfolio |
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Status: Complete

Date Comment

1/30/2009 Professional development activities were held at the beginning of school year 2008-09 focused on data analysis, implementation of curriculum maps in language arts and mathematics, and Induction of new teachers.

STRATEGY: USE OF DATA TO GUIDE INSTRUCTION

Description:

Teachers and administrators will receive professional development sessions in use and analysis of student data. Student achievement data provide valuable information about what students know and can do.

ACTIVITY: SOFTWARE DATA TOOLS

Last Modified: 6/1/2010

Description:

District committees will examine and recommend the purchase of data analysis tools, assessment tools, and tutorials targeted to NCLB subgroups, general student populations, and special populations.

Person Responsible

Ronald Dyer & Jason Harrison

Timeline for Implementation Resources

Start: 7/1/2008
Finish: 8/28/2009

Status: Complete

Date Comment

6/1/2010 As part of the district's on-going examination of resources, various committees reviewed these items. Work has begun on a district cyber academy for implementation during the 201-11 school year.

6/1/2010 The district has selected OdysseyWare and will utilize the state's no cost Classroom Diagnostic Tools for the core areas as these are developed.

1/12/2010 District committees continue to examine tools. Additionally, the state has announced an expansion of curriculum based assessments that we will consider and use as appropriate.

STRATEGY: WORLD LANGUAGE PROGRAM ENHANCEMENTS

Description:

The district will examine and define revisions or enhancements to the World Language program based on the effect of changes implemented during the 2008-09 school year in the middle school.

ACTIVITY: CURRICULUM MAPPING

Last Modified: 11/8/2010

Description:

Curriculum mapping activities will be expanded to include other areas such as business, career and technical education, and the unified arts.

Person Responsible

Ronald Dyer & Staff

Timeline for Implementation Resources

Start: 7/1/2008

Finish: 7/30/2010

Status: Complete

Date Comment

2/4/2010 Curriculum mapping efforts expanded into Career and Technical Education during the 2009-10 school year.

6/1/2010 These areas will receive curriculum mapping support during the summer of 2010.

11/8/2010 Curriculum mapping efforts were completed for identified areas relating to the restructuring of K-8.

ACTIVITY: EXAMINING EXPANSION OF THE WORLD LANGUAGE PROGRAM

Last Modified: 6/1/2010

Description:

One of the themes that arose from the Community Forum held January, 2007 was that the World Language program be expanded to middle and then to elementary schools, including the new intermediate school slated to open in 2009.

Person Responsible

World Language Staff and Principals

Timeline for Implementation Resources

Start: 7/28/2008

Finish: 7/1/2010

Status: Complete

Date Comment

6/1/2010 The expansion of the program into DAMS was successful during the 2009-10 school year. Due to budget concerns, the elementary school expansion is 'on hold.'

GOAL: DIVERSITY AWARENESS

Last Modified: 12/13/2010

Description:

One of the themes from the Community Forum held in January, 2007, was "Multicultural Understanding and Awareness." As a result of the Forum and the increasing diversity of the DASD student population and school community, a Diversity Awareness Committee was formed in 2008. The committee finalized its work in May, 2010, adopting the DASD Diversity Plan which follows.

Dallastown Area School District's "Strategic Plan for Diversity Focus and Cultural Proficiency"

Embedded in the district's current 2008-14 Strategic Plan is a "Diversity Awareness Goal" (to which this plan will be added) as well as various objectives in other areas of the Plan. The result of an organization in which the attitudes, actions and behaviors of all are aligned with the top strategic objectives of the school district, in an organization that will live its Mission and Code of Ethics.

Diversity Goals:

1. Raise academic achievement among all students.
2. Create a safe learning environment that is inclusive and respects all students and staff.
3. Encourage staff development, retention, and recruitment through training and support in the areas of cultural competency, cross cultural communication, and other areas of diversity.
4. Improve access and support for all families in our school community.

Rationale:

1. Several measures of district student achievement data indicate that some groups of students are achieving at a lesser rate than other students. With respect to students who are either homeless or are of lower socioeconomic status, these students may have other issues that can interfere with school readiness.

2. All students need to feel included and recognized in their environment and in the curriculum. This encourages a sense of belonging and respect. Some examples of inclusion are diversity in decorations, celebrations, curricula, literature and activities.

3. Staff development is a key factor in creating a welcoming and safe environment for all families. Although Dallastown Area School District hires exceptional staff, most pre-service teacher training programs may not fully prepare teachers for working with families who may be different from them. Although it is important to recruit teachers from diverse racial, religious, ethnic, and cultural, backgrounds, such diversity is not always reflected in college and university teacher preparation programs. Therefore, it is important to train and develop current staff to be effective in working with all students and families. We are focused on recruiting more diverse employees to fill support staff and administrative positions.

4. In order to teach students, it is important to invite families to be part of the process of education. Families need to feel welcome and at ease when entering our buildings and when encountering any staff members in the district. Special attention and accommodations should be made for those families who have difficulty speaking or understanding the dominant language, English. Furthermore, it is very

important that the school culture (e.g., processes, calendars, meetings, etc.) be made accessible to all families through translation and interpretive services.

Action Items:

This section contains action items. Each action item has a strategy that contains information on the proposed action, accountability, assessment measure, timeline for implementation and costs. In order to fully implement diversity initiatives, financial support is crucial. However, DASD has a number of initiatives in place upon which to build these goals; such as the building level diversity teams and programs, Dallastown’s Respect for Others and Care for Selves (R*O*C*S) program, etc.

GOAL 1: RAISE ACADEMIC ACHIEVEMENT AMONG ALL STUDENTS

<u>Ongoing & Developing</u> Instructional Support Team (IST) Intervention services (Title 1, Reading Recovery) and Student Assistance Programs (SAP) are in place; Response To Instruction & Intervention (RTII) is under development	Formalize an “early academic warning system” related to SAP and RTII based on state and district assessments and other age-appropriate criteria. Review sub-population achievement levels after AYP report cards are released. Track students’ enrollment into the district through performance tracker. Develop strategies and processes for interventions that are culturally appropriate and responsive. Examine the top 10% of students in the standardized and PSSA performance categories for possible referral into the gifted program (culturally neutral assessments could be used for further examinations as well as closing the achievement gap).
Accountability	Curriculum committees, SAP Group, building administrators, school counselors, school psychologists, and all [other] relevant staff
Assessment Measures	Tracking all relevant data to meet AYP
Timeline for Due Date	2010-2012 Ongoing
Cost	Staff development costs

<u>Ongoing & Developing</u> (Curriculum development process)	Use programs from educational organizations incorporating research-based best practices for teaching students (NCLB sub-populations, boys/girls) including a review of the district’s English Language Development (ELL) program
Accountability	Curriculum committees; building administrators; ELL teachers
Assessment Measures	Tracking all relevant data to meet AYP
Timeline for Due Date	Semi-annual review
Cost	Possible costs for consulting and training

<u>Ongoing & Developing</u>	Supplemental instruction in the middle and high schools to help students who are in the ELL program or those of culturally diverse backgrounds who may need specialized assistance in order to succeed
Accountability	Subject area leaders, department chairs, math &, reading coaches and specialists, ELL specialists, building administrators
Assessment Measures	Academic performance on standardized tests (district and state)
Timeline for Due Date	2010/14 and ongoing
Cost	Possible costs for additional staff and resources

GOAL 2: CREATE A SAFE LEARNING ENVIRONMENT THAT IS INCLUSIVE AND RESPECTS ALL STUDENTS AND STAFF

<u>Ongoing & Developing</u>	Ensure all families feel welcome when accessing school district services and buildings Ensure posters, directions, signs and other decorations are reflective of a diverse population and culturally sensitive
Accountability	Oversight Committee TBD
Assessment Measures	Feedback from families and students (Focus Groups and Surveys)
Timeline for Due Date	2011
Cost	No additional costs

<u>Ongoing & Developing</u>	Conduct periodic climate survey for elementary, intermediate, middle and high school students
Accountability	Elem, DAIS, HS and MS principals, Diversity Teams, Middle States Review process (DAHS)
Assessment Measures	Surveys indicate positive changes in school climates
Timeline for Due Date	Every 1 to 3 years, depending on assessment
Cost	Cost for copies, and compilation and evaluation of survey data

<u>Ongoing & Developing</u> Dallastown R*O*C*S	Resource materials and processes for classroom teachers' use in building character education. Review materials for character education and DASD ROCS on a regular basis to keep all informed.
Accountability	Survey of teacher use; reduction in disciplinary or other issues related to the Diversity Goal. Revisit Code of Ethics and review annually.
Assessment Measures	Review data of discipline reports
Timeline for Due Date	Annually
Cost	TBD

GOAL 3: ENCOURAGE STAFF DEVELOPMENT, RETENTION, AND RECRUITMENT THROUGH TRAINING AND SUPPORT IN THE AREAS OF CULTURAL COMPETENCY, CROSS CULTURAL COMMUNICATION, AND OTHER AREAS OF DIVERSITY

Proposed Action	Create and implement a plan to provide ongoing training on diverse populations at staff meetings, in-service days and all new staff orientations. Provide cultural competency training and review of harassment and bullying policy. Develop a means for staff to share resources, experiences, and materials related to cultural awareness and sensitivity.
Accountability	District Leadership Team; Diversity Council
Assessment Measures	Document and assess number of diversity related trainings throughout the year in district-wide and building settings Have participants complete training survey or indicate what they have learned
Timeline for Due Date	2010/14 and ongoing
Cost	TBD

Proposed Action	Include questions related to diversity awareness and cultural sensitivity in the employee exit survey to employees leaving the district. This survey will assess their access to culturally sensitive training and the overall climate in which they worked.
Accountability	Human Resources Department
Assessment Measures	Exit survey included in exit process with HR department
Timeline for Due Date	2010/14 and ongoing
Cost	No additional costs

<u>Ongoing & Developing</u>	Create language-learning opportunities in Spanish (and other languages as needed) to promote effective communication with students and families. For example, establish a summer staff development course on, "Spanish for Educators".
Accountability	Technology Director, ELL teachers, World Language teachers
Assessment Measures	Document number of staff taking classes and number of classes offered
Timeline for Due Date	Classes offered quarterly
Cost	TBD

GOAL 4: IMPROVE ACCESS AND SUPPORT FOR FAMILIES IN OUR SCHOOLS

Proposed Action (In process)	Ensure district and building documents and website are accessible to families from diverse language populations, and documents are available at all buildings. Use TRANSACT repository for enrollment/registration documents and other important documents. Provide childcare for parent meetings.
Accountability	Building administrators
Assessment Measures	Assess current state of translated documents
Timeline for Due Date	2010/14 and ongoing
Cost	Cost for translating publications (TRANSACT is free)

Proposed Action	Open school libraries and computer rooms to families and students for homework and research time during evenings, weekends, and summers to promote access to learning aids and resources.
Accountability	Building principals and librarians
Assessment Measures	Number of families accessing services, evaluation procedure
Timeline for Due Date	2010/14 and ongoing
Cost	Possible costs for library functions after hours

SWOO Analysis:

The DASD Diversity Council feels strongly that, while our Diversity Strategic Plan has been carefully crafted, a broader base of information should be gathered from more stakeholders.

SWOT analysis has been an effective business planning tool for decades. SWOT is an acronym for the Strengths Weaknesses (or challenges), Opportunities and Threats that an organization or a subsection of that organization faces. Each of these factors must be fully assessed in order for that business or business unit to successfully plan for the future. This assessment requires a knowledgeable and honest evaluation of both the internal and the external organizational environments, especially prior to considering any major undertakings.

The DASD Diversity Council believes that a SWOO Analysis, or a critical examination of our district Strengths, Weaknesses (or Challenges), Opportunities, and Obstacles as related to diversity is needed. We will need to ask ourselves as a district, and also in smaller subgroups of the district:

1. What are our Strengths in the area of diversity?
2. What are our Challenges in the area of diversity? (challenges versus weaknesses)
3. What Opportunities do we have in the area of diversity?
4. What are our Obstacles in the area of diversity?

After compiling this information, the Diversity Council will summarize its findings. It is recommended that this document serve as a planning, coaching, strategic learning and organizational development document. This SWOO Analysis should be used to guide every diversity strategic team meeting, and diversity should be a topic that is regularly incorporated into existing operational meetings.

STRATEGY: DIVERSITY COMMITTEE MEETINGS

Description:

Determine and/or develop materials and resources to support this initiative.

ACTIVITY: DEVELOP AND/OR DETERMINE MATERIALS AND RESOURCES

Last Modified: 11/8/2010

Description:

Decisions will be made during each school year about the work of this committee. The primary focus is to reduce obstacles.

Person Responsible

Timeline for Implementation Resources

Stewart Weinberg

Start: 7/1/2008
Finish: 7/30/2010

Status: Complete

Date Comment

11/8/2010 Resources have been determined for all areas related to the restructuring of K-8. This includes art, music and other fine arts, health and physical education, and curricular areas.

**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: NCLB SUBGROUP PERFORMANCE AND ACHIEVEMENT

Description:

The graduation rate of the subgroups found in the Dallastown Area School District will be monitored for meeting the graduation rate. Strategies will be implemented if subgroup(s) do not meet the threshold.

Resources will be provided through a variety of methods including small group remediation in the middle and high school mathematics, Plato, Study Island, and writing labs, through course selections (including remediation or replacement courses as appropriate), individual tutoring, online tutorials, and other resources as these become available in the district.

ACTIVITY: ACHIEVEMENT GAPS IN GRADE 12 WILL BE NARROWED

Last Modified: 1/7/2011

Description:

By June 2011, close the achievement gap for grades 9-12 as noted on the eleventh grade PSSA results and/or twelve grade retest results.

Person Responsible

High School Administrators & Staff

Timeline for Implementation Resources

Start: 7/1/2008
Finish: 6/29/2012

Status: In Progress — Upcoming

Date Comment

2/4/2010 Dallastown Area High School implemented Professional Learning Communities as part of its Middle States Evaluation project. Each PLC (which is primarily comprised of each department) has identified gaps and is utilizing strategies for reducing the gap. Additionally, DAHS for the second year has implemented "Adopt An Anchor" school-wide.

1/7/2011 This remains a goal, and is supported by the district's Diversity Focus Committee, also.

ACTIVITY: ACHIEVEMENT GAPS IN GRADES 3-8 WILL NARROW

Last Modified: 1/7/2011

Description:

By June 2011, reduce and close the achievement gap in grades 3-8, with a greater percentage of all groups in the "proficient" and "advanced proficient" categories.

Person Responsible

Principals & Staff

Timeline for Implementation Resources

Start: 7/1/2008
Finish: 6/30/2011

Status: In Progress — Upcoming

Date Comment

2/4/2010 Achievement gaps among subgroups continue to exist, though some narrowing of the gap has occurred in certain grades as revealed by PSSA data.

1/7/2011 Gaps remain despite on-going remediation and assessment. We remain committed to this goal.

ACTIVITY: DISAGGREGATION OF SUBGROUP DATA

Last Modified: 1/30/2009

Description:

Subgroup data on PSSA tests and other assessments will be disaggregated and examined for growth and patterns of performance. Interventions and revisions to curriculum and instructional strategies will be made as a result of this examination.

Person Responsible

Timeline for Implementation Resources

Data Teams

Start: 7/1/2008

Finish: 7/1/2014

Status: In Progress — Upcoming

ACTIVITY: PERFORMANCE LEVELS NOTED

Last Modified: 1/7/2011

Description:

Data teams at the local school and at the district level will monitor subgroup performance and make recommendations for interventions.

Person Responsible

Timeline for Implementation Resources

Data Teams

Start: 7/1/2008

Finish: 6/30/2014

Status: Complete

Date Comment

1/7/2011 The work of individual school's Data Teams has been documented elsewhere in the Strategic Plan.

GOAL: IMPLEMENTATION OF DAHS' MIDDLE STATES EVALUATION GOALS

Description:

DHS will implement the goals and objectives stated in the Middle States Evaluation Report completed during the 2006-07 school year.

STRATEGY: ACADEMIC ACHIEVEMENT OBJECTIVES

Description:

Consistent with state goals and NCLB mandates, academic achievement objectives in the areas of reading, writing, and mathematics for eleventh grade students are outlined. Additionally, students in grades 9 and 10 will meet standards-based proficiency goals in writing as measured by a district-designed instrument.

Students electing to take the SAT and/or ACT will increase overall academic performance.

ACTIVITY: CURRICULAR SUPPORT

Last Modified: 1/30/2009

Description:

Reading Apprenticeship, ACT/SAT preparation classes, curriculum mapping, and developing writing assessments for grades 9 and 10 will take place during curricular support activities.

Person Responsible

Alan Fauth

Timeline for Implementation Resources

Start: 1/1/2009

Finish: Ongoing

Status: In Progress — Upcoming

ACTIVITY: MEET OR EXCEED PA AYP GOALS

Last Modified: 1/30/2009

Description:

Demonstrate improved student achievement as measured by the state PSSA.

Person Responsible

Alan Fauth

Timeline for Implementation Resources

Start: 1/1/2009

Finish: Ongoing

Status: In Progress — Upcoming

ACTIVITY: STRATEGIES AS DEFINED IN MIDDLE STATES PLAN

Last Modified: 3/3/2009

Description:

DHS faculty, staff, and administration will implement strategies and activities contained in the Middle States Evaluation Plan.

Person Responsible

Alan Fauth

Timeline for Implementation Resources

Start: 1/1/2009
Finish: Ongoing

Status: In Progress — Upcoming

STRATEGY: COMMUNITY SERVICE OBJECTIVES

Description:

In order to assess DHS student awareness and participation in community service projects and partnerships in promoting positive citizenship, a yearly survey will be administered to collect data. The goal is to increase awareness of and participation in community service opportunities during this Strategic Plan period.

ACTIVITY: COMMUNITY SERVICE PROJECTS

Last Modified: 11/8/2010

Description:

DHS students will participate as defined in their Middle States Evaluation Plan.

Person Responsible

Alan Fauth

Timeline for Implementation Resources

Start: 1/1/2009
Finish: Ongoing

Status: Complete

Date Comment

6/1/2010 DAMS began a commemorative courtyard with community support during the 2009-10 school year. Other community projects are on-going at the various schools.

11/8/2010 In addition to DAHS projects, the district engaged in a program honoring veterans through a building project at DAMS.

ACTIVITY: FOCUS ON SAFETY

Last Modified: 1/30/2009

Description:

Use school safety inventory to promote overall safety of DHS and to decrease state reportable incidents by 10%.

Person Responsible**Timeline for Implementation Resources**

Alan Fauth

Start: 7/1/2008

Finish: 7/1/2011

Status: In Progress — Upcoming

STRATEGY: SCHOOL ENVIRONMENT OBJECTIVES**Description:**

The DHS Middle States Evaluation project includes measurable objectives for areas such as climate, safety, and cultural and diversity awareness.

ACTIVITY: DEVELOP COMMUNITY SERVICE PARTICIPATION

Last Modified: 1/30/2009

Description:

DHS staff will develop student awareness and promote a culture that emphasizes and encourages community service and positive leadership.

Person Responsible**Timeline for Implementation Resources**

Alan Fauth

Start: 7/1/2008

Finish: 6/30/2011

Status: In Progress — Upcoming**ACTIVITY: MEASURABLE OBJECTIVES IN PLAN**

Last Modified: 1/30/2009

Description:

DHS students, staff, faculty, and administration will monitor and examine findings of measures as found in their Middle States Plan.

Person Responsible**Timeline for Implementation Resources**

Alan Fauth

Start: 8/25/2008

Finish: 6/30/2011

Status: In Progress — Upcoming

GOAL: MATHEMATICS**Description:**

One hundred (100%) of all students will be proficient in Mathematics, as measured by the annual state-wide PSSA assessments.

STRATEGY: ALGEBRA INITIATIVE**Description:**

The district's Algebra Initiative, including new course sequences beginning in the middle school and the addition of higher level math courses at the high school, would be implemented during school year 2008-09 and subsequent school years.

ACTIVITY: COURSE SEQUENCES IMPLEMENTED

Last Modified: 1/30/2009

Description:

Course sequences and new courses will be implemented in the 2008-09 school year.

Person Responsible

Scott Shirey & HS Staff

Timeline for Implementation Resources

Start: 8/25/2008

Finish: 6/30/2009

Status: Complete

STRATEGY: DATA DISAGGREGATION**Description:**

Teachers will receive professional development sessions that increase their understanding and use of data management software that display students' achievement patterns. These data will be used by teachers to adjust instruction, including placement of students in flexible learning groups.

ACTIVITY: CURRICULUM MAPPING

Last Modified: 6/1/2010

Description:

Data will be used to adjust or refine mathematics curriculum maps.

Person Responsible

Scott Shirey

Timeline for Implementation ResourcesStart: 7/1/2008
Finish: 8/22/2011**Status:** Complete

Date Comment

6/1/2010 Under the supervision of the math supervisor, DAHS math curriculum maps were revised during the summer of 2010.

ACTIVITY: DATA DISCUSSIONS

Last Modified: 1/7/2011

Description:

Data teams will examine data from various assessments in measuring success of the Algebra Initiative.

Person Responsible

Scott Shirey & Data Team

Timeline for Implementation ResourcesStart: 7/1/2008
Finish: 6/30/2014**Status:** In Progress — Upcoming

Date Comment

1/7/2011 These activities are in place and will be revised on an annual basis as the Keystone Exams are implemented.

STRATEGY: FLEXIBLE GROUPING IN GRADES 3, 4, AND 5**Description:**

The flexible grouping strategy implemented by fourth and fifth grade teachers during school year 2007-08 would be monitored and revised as needed, and expanded to third grade in the 2008-09 school year.

ACTIVITY: BENCHMARK ASSESSMENTS

Last Modified: 11/8/2010

Description:

Benchmark assessments used by teachers for flexible grouping of students would be created for grade three and revised for grades 3, 4, and 5 during the strategic plan period.

Person Responsible

Scott Shirey

Timeline for Implementation Resources

Start: 7/7/2008
Finish: 9/3/2010

Status: Complete

Date Comment

7/8/2009	During the 2008-09 school year, teachers created and implemented benchmark assessments. Additionally, to assist with efficiency and easy upload to Performance Tracker, Assessment Builder was purchased in June 2009 for use in creating math benchmark assessments.
2/4/2010	Benchmark assessments are in place for elementary, middle and high school mathematics and language arts. District produced assessments are used along with Study Island in grades 3-8.
6/1/2010	Math committees reviewed the benchmark assessments during the 2009-10 school year and updated them for use during the 2010-11 school year.
11/8/2010	Benchmark assessments were created with the assistance of the supervisor of mathematics for the 2010-11 school year.

ACTIVITY: CONTINUATION AND EXPANSION

Last Modified: 7/8/2009

Description:

Implementation of the math flexible grouping initiative will be monitored yearly.

Person Responsible

Ronald Dyer, Principals, & Scott Shirey

Timeline for Implementation Resources

Start: 7/1/2008
Finish: 6/30/2009

Status: Complete

Date Comment

7/8/2009	PSSA data were analyzed for the 2008-09 school year to note the effectiveness of flexible grouping. Results in grades 3 and 4 were strong; in grade 5, results are mixed.
7/8/2009	Math flexible grouping was implemented in grades 3,4,and 5 during the 2008-09 school year. Performance Tracker, Assessment Builder, and Study Island - along with benchmark assessments - were utilized to monitor progress. Comparisons were made to PSSA scores, with good results overall.

STRATEGY: HIGH SCHOOL MATH COURSE DEVELOPMENT

Description:

The teachers of the high school mathematics department will examine and recommend new higher level mathematics courses during implementation of the Algebra Initiative and will propose the new third course to achieve the high school mathematics graduation requirement.

ACTIVITY: NEW HIGHER LEVEL MATH COURSES ADDED

Last Modified: 11/8/2010

Description:

During implementation of the Algebra Initiative, new courses for higher level mathematics will be added during the Strategic Plan period.

Person Responsible

Timeline for Implementation Resources

Alan Fauth

Start: 9/15/2008
Finish: 7/30/2010

Status: Complete

Date Comment

11/8/2010 This objective will be carried over to the next three years.

STRATEGY: REMEDIATION PROGRAMS AND METHODS

Description:

In tandem with the work of the K-12 Assessment Committee, mathematics teachers and administrators will investigate, implement, and examine various programs and methods by which students may receive remedial instruction.

ACTIVITY: EXAMINATION OF PROGRAMS

Last Modified: 1/30/2009

Description:

High school math department members, in consultation with appropriate district committees and the technology department, will examine and select programs (including educational software) that are research-based, proven, and relevant to our students' math remediation needs.

Person Responsible

Timeline for Implementation Resources

Ronald Dyer

Start: 7/1/2008
Finish: 7/29/2011

Status: In Progress — Upcoming

ACTIVITY: REMEDIATION STRATEGIES AND MATERIALS

Last Modified: 3/3/2009

Description:

Student test scores will be examined and remediation techniques, strategies, and materials will be utilized appropriately by teachers and math specialists.

Person Responsible

Ronald Dyer

Timeline for Implementation ResourcesStart: 7/1/2008
Finish: 7/29/2011**Status:** In Progress — Upcoming**STRATEGY: TEACHER PROFESSIONAL DEVELOPMENT****Description:**

All elementary classroom teachers and middle school language arts (or content area) teachers will have access to the literacy coaches. Middle school mathematics teachers will receive the services of the middle school math coach. Additionally, all teachers of mathematics (elementary, middle, and high) will participate in professional development activities that promote students' acquisition of numeracy, operations, computation, and higher level mathematics skills appropriate to grade and course content.

ACTIVITY: BEST PRACTICES

Last Modified: 1/7/2011

Description:

The K-12 Math Committee, the middle school math coach, and math remediation specialists will develop staff development activities and sharing sessions encompassing "best practices" for math teachers.

Person ResponsibleRonald Dyer, Scott Shirey, Leslie Trimmer,
and Staff

Timeline for Implementation ResourcesStart: 7/1/2008
Finish: 1/28/2011**Status:** In Progress — Upcoming

Date Comment

2/4/2010 During the 2009-10 school year, elementary mathematics teachers and administration contacts refined the "math teaching framework" for flexible grouping and math instruction. Staff development focused on differentiating math instruction in the math block was provided to K-6 teachers on February 11, 2010. The math coach and math teachers continued to revise and refine the math program in grades 7-12 as implementation of the Algebra Initiative finalized.

2/4/2010 The elementary mathematics co-chairs, administration contacts, and the middle and high school math coach have worked together to develop mathematics teaching frameworks and other supports. For elementary teachers, a staff development session was held on February 11, 2010 focused on differentiating math experiences within the flexible grouping framework.

6/1/2010 With the appointment of Scott Shirey as district supervisor of mathematics, further work is planned in this area for the 2010-11 school year.

1/7/2011 During the fall of 2010 and the winter of 2011, DAHS Math Department faculty members participated in a set of four day-long professional development sessions focused on Best Practice and incorporation of these techniques into each classroom. Sessions were developed and presented by Scott Shirey, Math Supervisor, and Leslie Trimmer, Supervisor of Curriculum and Instruction.

GOAL: READING

Description:

One hundred percent (100%) of all students will be proficient in Reading, as measured by the annual state-wide PSSA assessments

STRATEGY: BALANCED LITERACY FRAMEWORK IMPLEMENTATION

Description:

Teachers will deliver instruction within the balanced literacy framework, which includes, reading, writing, listening and speaking, designed to meet the individual needs of students.

ACTIVITY: CONTINUE K-12 ARTICULATION

Last Modified: 1/7/2011

Description:

Curriculum mapping efforts will continue through the Strategic Plan period while promoting vertical and horizontal alignment.

Person Responsible

Leslie Trimmer

Timeline for Implementation Resources

Start: 8/25/2008

Finish: 6/30/2014

Status: In Progress — Upcoming

Date Comment

2/4/2010 With the opening of DAIS in 2010 and the concurrent restructuring of K-8 education in the district, curriculum maps were completed for the areas of HPE, music, art, language arts (6th grade), technology, and science (4th and 5th grade).

1/7/2011 With the inception of the Keystone Exams, curricular revisions to maps, content, and course sequences began in the 2010-11 school year.

ACTIVITY: DEVELOP AND DELIVER EMBEDDED MEDIA LITERACY INSTRUCTION

Last Modified: 11/8/2010

Description:

Person Responsible**Timeline for Implementation Resources**

Leslie Trimmer & Librarians

Start: 7/1/2008

Finish: 8/2/2010

Status: Complete**Date Comment**

2/8/2010 The DASD drive, MOODLE, and other resources (such as Discovery Learning) are used by teaching staff to supplement direct instruction.

11/8/2010 The Moodle Initiative is well underway, with teachers creating websites to support or enhance learning experiences for their students.

ACTIVITY: IMPLEMENTATION, REVISION, AND ENHANCEMENT

Last Modified: 2/4/2010

Description:

Balanced literacy instruction will be fully implemented under DASD guidelines.

Person Responsible**Timeline for Implementation Resources**

Leslie Trimmer & Staff

Start: 7/1/2008

Finish: 8/24/2009

Status: Complete**Date Comment**

2/4/2010 The framework and components for Balanced Literacy instruction were implemented during the 2008-09 school year. Additionally, Balanced Literacy will be implemented in the sixth grade effective with the opening of the Dallastown Area Intermediate School in August, 2010.

ACTIVITY: INTEGRATE TECHNOLOGY

Last Modified: 1/7/2011

Description:

Technology will be integrated into the balanced literacy program.

Person Responsible**Timeline for Implementation Resources**

Leslie Trimmer & Others

Start: 7/1/2008

Finish: 5/27/2011

Status: No Longer Occurring**Date Comment**

1/7/2011 Technology use is well-documented in this area.

ACTIVITY: UPGRADE INDEPENDENT & INSTRUCTIONAL MATERIALS

Last Modified: 1/7/2011

Description:

Classroom libraries and resource materials will be updated through a five year review cycle.

Person Responsible

Leslie Trimmer

Timeline for Implementation

Start: 7/1/2008
Finish: 8/16/2013

Status: In Progress — Upcoming

Date Comment

1/7/2011 Each year, principals and teachers work together to upgrade, revise, and expand classroom libraries and resources as needed.

STRATEGY: CURRICULUM MAPPING

Description:

Professional staff members will participate in review and revision of curriculum maps for all grades. Maps will include essential questions, content, skills, lessons, resources, and assessment functions.

ACTIVITY: DETERMINE REVISION POINTS

Last Modified: 11/8/2010

Description:

Language arts curriculum maps will be examined, data collected, and revisions made as needed.

Person Responsible

Leslie Trimmer & Scott Shirey

Timeline for Implementation Resources

Start: 7/1/2008
Finish: 7/30/2010

Status: Complete

ACTIVITY: READING/LANGUAGE ARTS MAPS COMPLETED

Last Modified: 7/8/2009

Description:

Progress will be noted, completed maps examined, and revisions made during the Strategic Plan period.

Person Responsible**Timeline for Implementation Resources**

Leslie Trimmer & Ronald Dyer

Start: 7/1/2008
Finish: 6/30/2009**Status:** Complete

Date Comment

7/8/2009 Language Arts curriculum maps have been completed for elementary, middle, and high school courses.

STRATEGY: DATA COLLECTION & INTERPRETATION**Description:**

Teachers and administrators will receive professional development to increase their understanding and use of data management software.

ACTIVITY: DATA TEAMS WILL EXAMINE READING PSSA DATA.

Last Modified: 1/27/2009

Description:

Building and district level teams will examine PSSA data as well as other data points from various assessments in this area.

Person Responsible**Timeline for Implementation Resources**

Ronald Dyer, Scott Shirey, Leslie Trimmer
and Data TeamsStart: 7/1/2008
Finish: 8/31/2012**Status:** In Progress — Upcoming

STRATEGY: INTERVENTION & REMEDIATION**Description:**

Teacher and administrators ensure individual student needs are met by implementing intervention and remediation strategies by implementing research-based best practices.

ACTIVITY: ENSURE COMPLETE IMPLEMENTATION OF READING RECOVERY

Last Modified: 6/1/2010

Description:Reading Recovery remains an effective remedial strategy for the district. Implementation will continue, with expansion an option for the future..

<u>Person Responsible</u>	<u>Timeline for Implementation Resources</u>
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Leslie Trimmer & Reading Recovery Teachers	Start: 7/1/2008 Finish: 7/29/2011
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Status: Complete

<u>Date</u>	<u>Comment</u>
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6/1/2010	Reading Recovery is implemented in DASD.
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ACTIVITY: ESTABLISH AND MONITOR CLASS SIZE SUITABLE FOR OPTIMAL LEARNING

Last Modified: 1/30/2009

Description:

Class size will be examined and monitored once established.

<u>Person Responsible</u>	<u>Timeline for Implementation Resources</u>
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Stewart Weinberg & Staff	Start: 1/4/2010 Finish: 6/29/2012
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Status: No Longer Occurring

<u>Date</u>	<u>Comment</u>
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1/30/2009	This initiative has been placed on hold until the K-8 restructuring process is completed. Class sizes will be reviewed throughout the restructuring process.
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ACTIVITY: STRATEGIES, METHODS, AND MATERIALS SELECTED FOR REMEDIATION

Last Modified: 1/7/2011

Description:

Response to Intervention and Progress Monitoring activities will require selection of assessments, materials, and data tracking systems.

<u>Person Responsible</u>	<u>Timeline for Implementation Resources</u>
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Various Staff	Start: 10/20/2008 Finish: 11/26/2010
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Status: In Progress — Overdue

<u>Date</u>	<u>Comment</u>
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1/7/2011	Faculty, staff, and administration continue to use Study Island, upgrade or create district assessments through Assessment Builder, and utilize the newly implemented Classroom Diagnostic Tools (developed by PDE) within Performance Tracker to examine, predict, and track student achievement.
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STRATEGY: LITERACY COACHES

Description:

The administrative team will provide additional literacy coaches to implement the balanced literacy framework within the K-12 classroom setting. Literacy coaches will collaborate with teachers to advance their knowledge and implement effective literacy practices as well as instruct students to facilitate their learning.

ACTIVITY: LITERACY COACHES UTILIZED IN GRADES K-8

Last Modified: 8/3/2009

Description:

Through various funding sources, literacy coaches will be in place for all elementary schools and the middle school.

Person Responsible

Ronald Dyer, Leslie Trimmer, & Principals

Timeline for Implementation Resources

Start: 7/6/2009
Finish: 7/31/2012

Status: Complete

Date Comment

1/30/2009 DASD completed the final literacy coaching position effective August, 2008, with a shared coach between Leader's Heights and Dallastown elementary schools.

ACTIVITY: TRAIN ALL SECONDARY STAFF IN READING APPRENTICESHIP

Last Modified: 11/8/2010

Description:

During this Strategic Plan cycle, all secondary teachers will receive training in this approach.

Person Responsible

Ronald Dyer, Leslie Trimmer, Sandra Moyer, and Karin Rimer

Timeline for Implementation

Start: 7/1/2008
Finish: 8/19/2011

Status: Complete

Date Comment

6/1/2010 An aggressive schedule for training of secondary teachers in Reading Apprenticeship principles is nearing completion for the 2010-11 school year.

11/8/2010 With the exception of new hires, all secondary teachers have received or are receiving training in this approach.

GOAL: RESTRUCTURING K-8 EDUCATION

Description:

As a result of the Community Forum held in January, 2007 and subsequent work performed by the various subcommittees involved with the opening of the new intermediate school and the restructuring of grades K-8, 12 themes emerged as a framework for consideration.

STRATEGY: MODEL AND CURRICULA FORMULATION

Description:

The committees described above will collaborate with other district staff members and administration in collecting and formulating proposals containing the model(s), curricula, materials, and other resources to implement this goal.

ACTIVITY: DESIGN AND IMPLEMENT RESTRUCTURING

Last Modified: 6/1/2010

Description:

Based on school visits and research, the various K-8 committees involved with school restructuring will present findings and build plans for implementation.

Person Responsible

K-8 Committee Chairs

Timeline for Implementation Resources

Start: 7/1/2008

Finish: 7/1/2010

Status: Complete

Date Comment

2/8/2010 During the 2006-08 school years, sub-committees performed site visits to gather ideas for restructuring K-8 education in DASD. Recommendations for restructuring were presented the school board in 2009. Work on the plans has proceeded, with implementation slated for August, 2010.

6/1/2010 The K-8 restructuring efforts were completed during the 2009-10 school year for implementation in the 2010-11 school year.

STRATEGY: SITE VISITS

Description:

The K-3, 4-6, and 7-8 subcommittees examining various restructuring models for these grades will continue site visits and deliberations. A report will be made to the Board of School Directors prior to implementation of the restructuring, with discussion to follow. The timeline will be finalized once approval for the new intermediate school is secured by local officials.

ACTIVITY: EXAMINATION OF MODEL SCHOOLS AND PROGRAMS

Last Modified: 1/30/2009

Description:

Members of the K-8 restructuring committees will visit model school or model program sites.

Person Responsible

K-8 Committee Chairs

Timeline for Implementation Resources

Start: 7/1/2008

Finish: 8/21/2009

Status: Complete

Date Comment

1/30/2009 Committee members visited over 70 sites, compiling information and using their findings in creating proposals.

**GOAL: STUDENT ATTENDANCE
(ANY SCHOOL THAT DOES NOT GRADUATE SENIORS)**

Description:

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

STRATEGY: MONITORING STUDENT ATTENDANCE

Description:

Administrators, counselors, and teachers will monitor student attendance according to district policy and the district's Student Attendance Manual. Infractions will be handled in a manner consistent with policies and guidelines in order to promote a high attendance rate.

ACTIVITY: STATE AND LOCAL POLICIES WILL BE IMPLEMENTED

Last Modified: 3/3/2009

Description:

Truancy reduction policies and procedures will be implemented and monitored for effectiveness.

Person Responsible

Principals & Central Office Staff

Timeline for Implementation

Start: 8/25/2008

Finish: 6/30/2014

Status: In Progress — Upcoming

GOAL: STUDENT PARTICIPATION IN STATE ASSESSMENTS

Description:

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

STRATEGY: PARTICIPATION EXPECTED

Description:

Students are expected to participate in all state assessments appropriate to IEP and other guidelines.

ACTIVITY: TARGET PARTICIPATION PERCENTAGES EXPECTED

Last Modified: 1/7/2011

Description:

Participation in PSSA assessments will be monitored and actions taken as appropriate.

Person Responsible

Principals

Timeline for Implementation Resources

Start: 7/1/2008

Finish: 6/30/2014

Status: Complete

Date Comment

1/7/2011 Each principal has established target participation rates for his/her school.

GOAL: TECHNOLOGY SYSTEMS AND STRUCTURES

Description:

Dallastown Area School District is committed to the continuous improvement and enhancement of the district's technology program and infrastructure.

STRATEGY: SUPPORT EXISTING TECHNOLOGIES WHILE EXAMINING AND IMPLEMENTING EMERGING TECHNOLOGIES

Last Modified: 1/26/2009

Description:

Support all existing technologies found in the school district, and also research, examine, and test new technologies that may be considered for purchase or use in the district.

ACTIVITY: SUPPORT NCLB AND PSSA FRAMEWORKS

Last Modified: 1/7/2011

Description:

After analysis, purchase equipment to support NCLB technology resources that are linked to target populations/NCLB subgroups; support the use of unique technologies such as "clickers" and SmartBoards; expose students to technologies found in the workplace or in future work that may not be available in the home; and, integrate technology into the classrooms along with technical support.

Person Responsible

Don Robbins & Jason Harrison

Timeline for Implementation Resources

Start: 7/1/2008
Finish: 6/30/2014

Status: Complete

Date Comment

1/7/2011 During the 2010-11 school year, various technology resources have been supplemented by tutor.com, the DASD Cyber Academy, and teachers' Moodle sites. Staff development courses, sessions, and workshops on the use of Turning Point, SmartBoards, and other resources are provided annually.

MEASURABLE ANNUAL IMPROVEMENT TARGETS

During the Midpoint Review, the district reaffirmed its commitment: One hundred percent of the students enrolled in the Dallastown Area School District will reach the proficient or advanced level in reading and math or meet the state growth standard in reading and math by 2014.

All students enrolled in the Dallastown Area School District will demonstrate proficiency as measured by assessments aligned with state or national standards in all curricular areas through state guidelines. Additionally, the district will be implementing the Keystone Exams as these become available through the Pennsylvania Department of Education. DASD requires students to pass 6 of the 10 Keystone Exams as specified by the state.

These goals are at the center of the Dallastown Area School District Strategic Plan for 2008-2014. Reaching these goals will take the work of dedicated, highly qualified professionals and support staff as well as parents and community members. In order for 100 percent of all students to reach proficiency, all areas of the curriculum will be standards-based and aligned with assessment anchors. Writing, science, social studies, the arts, world languages, technology, library services, and *all* other areas of the educational program are critical to our efforts in helping children reach proficiency.

The following actions will be undertaken or will be extended if already in place:

- Complete/revise/align curriculum in all areas K-12 using state or national standards, which shall reflect the Common Core Standards;
- Data review, analysis, and action planning utilizing PSSA, Keystone, and other assessments;
- Use curriculum-based assessment tools that align with standards/anchors including the state's Classroom Diagnostic Tool (CDT) as these become available;
- Data review, analysis, and action planning using data from PSSA, PVAAS, Benchmarks, Tests or Assessments, Terra Nova and InView;
- Development of instructional plans that provide research-based interventions (including tools to be used by students) informed by data analysis. The use of Reading Recovery is one such intervention.

Other strategic components are included, designed to support this central goal.

CURRICULUM, INSTRUCTION AND INSTRUCTIONAL MATERIALS

Based on the curricula developed and adopted by the school district, instructional materials will be provided that are research-based and have a proven record of effectiveness in increasing learning and raising student achievement. Programs and materials that are designed to be used as part of targeted interventions will be researched and adopted as needed to address specific student needs identified in this strategic plan. The strategic goals and activities identified in the section “Measurable Annual Improvement Targets” apply to this category as well.

Using a continuous improvement philosophy, Dallastown Area School District analyzes data, realigns curriculum, focuses on best practices in instruction, and provides professional staff development activities to increase teacher/staff effectiveness in supporting student achievement.

Revision of the curriculum utilizes teacher leaders as facilitators through:

- Development of curriculum maps
- Identification of skills, objectives, strategies, projects, and assessments in the curriculum maps
- Pacing of the curriculum by month, unit, quarter, or semester as appropriate
- Selection of materials and textbooks is made; often, these materials are “piloted” before adoption

The adoption process for textbooks and courses is:

The Assistant Superintendent for Curriculum and Instruction presents the textbooks or proposed course(s) to the Board of School Directors along with documents supporting adoption (e.g., student and faculty surveys, committee reports)

- The textbook is available for public review for thirty (30) days
- The textbook is approved by the Board of School Directors

ASSESSMENTS AND PUBLIC REPORTING

All members of the school district hold a stake in the success and achievement of students, assessment information is regularly reported to the community. Report cards, progress reports, and individual test scores are shared with parents/guardians on a regular basis. Parent-teacher conferences are included as part of the school year and other individual conferences can be scheduled upon request. Parents/guardians may review their child’s school records. The school district’s annual AYP Report Card is provided online and in hard copy at each school so that the whole community can view and analyze the progress that the school district is making in meeting AYP targets for all reporting categories. The following list highlights major assessment tools used to measure student learning and ways in which results are reported.

- 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)
- Results sent directly to parents and District Report Card provided online and in schools
- Terra Nova and InView (Grade 2)

- Math, Reading, and Language
- Results sent directly to parents and reviewed as requested
- Curriculum Based Assessments (Grades K-12/Benchmark Assessments)
- **Keystone Exams** implemented as phased in by PDE beginning in 2011
- Results are shared in various reporting tools and in parent conferences
- SAT
 - Results are sent to student and parent
- ACT
 - Results are sent to student and parent
- Advanced Placement Tests
 - Results are sent to student and parent
- Other assessment tools are used with specific children for groups of children for diagnostic purpose
 - Results are shared in various ways depending upon the assessment and the purpose of the assessment

The district is currently evaluating, refining, and expanding its assessment plan and is considering the adoption of various technologies that will permit teachers and administrators more readily to access, retrieve, sort, analyze, and interpret data. These data will inform teachers about instructional interventions, acceleration, or other possible changes to maximize students' academic performance.

TARGETED ASSISTANCE FOR STRUGGLING STUDENTS

A major focus of this strategic plan is to address the learning needs of those students not meeting proficiency. In addition to in-school supports that are already in place (Title I, special education services, instructional support services, etc.) the use of specific tools to assess learning and interventions to address learning needs are being put into place and will be put into place throughout the duration of this strategic plan. A framework that the district is exploring is "Response to Instruction and Intervention," techniques that can be utilized in any grade, but is heavily emphasized in the primary grades to focus on discovering and remediating student needs through assessment and instruction. Due to severe financial restraints, the district cannot support full implementation of RtII. Intervention teachers, Title I teachers, literacy coaches, and Reading Recovery teachers are used to present some of the supports found in the RtII model.

Recognizing the differences and unique needs of students, the district offers a Dallastown Area Cyber Academy K-12, the Twilight Program (grades 9-12), a middle school alternative education program, and has moved a set of special education classrooms along with three psychologists back to DASD from the Lincoln Intermediate Unit.

SUPPORT FOR STRUGGLING SCHOOLS

At the time of the Mid-Point Review, the majority of the schools in the Dallastown Area School District are meeting the AYP targets established by the Pennsylvania Department of Education. Two elementary schools did not reach AYP targets on the 2009 PSSA test administration due to special education subgroup performance. Additionally, the AYP targets continue to increase at a rate of 9-12 points

annually, and each school has unique challenges in helping all students demonstrate proficiency. To support the work of each of the eight schools in meeting the needs of these students, the school district has provided human resources in the form of highly qualified teachers and support staff. Understanding the student learning data and planning for instruction based on learning data is facilitated by strong building leaders (administrators and teachers) and district staff. Through this analysis and planning, the staff of each school will be able to address the needs of those students not meeting proficiency targets and will also be able to identify the professional development and program needs in the school.

Implementation of and the Keystone Exams will be monitored and, if necessary, support will be garnered for DAMS and DAHS to meet the needs of their students.

QUALIFIED, EFFECTIVE TEACHERS AND CAPABLE INSTRUCTIONAL LEADERS

All professional educators in the Dallastown Area School District meet the definition of “highly qualified” as defined by the Pennsylvania Department of Education. We recognize that this designation alone will not ensure effective instruction and strong leadership. One of our hallmarks is how the school district builds and maintains the skills of all staff members to ensure the highest quality education for our students. Specifically, the school district will do the following:

- Develop and implement a standards-based curriculum that is consistent in the way it is written, taught and tested.
- Use a supervision plan that is based on a three-year cycle of goal setting, observation, research, collegial discussion and engagement, and evidence of growth, including differentiated supervision;
- Learn how to use and integrate specific instructional strategies — data driven decision making, differentiated instruction, and technology; and,
- Provide specific, timely, and targeted training to all members of the support staff.

This goal is accomplished through a specifically designed professional education plan that recognizes the need to differentiate professional education activities for adults just as we differentiate for students. Teacher leaders as well as the use of regional, state, and national organizations consultants in helping us deliver the type of professional education that meets the needs of the staff and moves us forward to accomplishing the educational goals of the organization.

PARENT AND COMMUNITY PARTICIPATION

The communities served by the school district have always been involved, supportive, and concerned about the educational program available to their children. A number of venues exist for community members to be involved in the schools in a variety of ways. Listed below is a sampling of these:

- Communities That Care
- School and District-wide Committees
- PTA/PTO's in each school
- Resource Planning Committee
- Community Forum

- DASD Foundation
- Dollars for Scholars

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 all 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

APPENDIX



DALLASTOWN AREA SCHOOL DISTRICT

KEYSTONE IMPLEMENTATION PLAN NOVEMBER 15, 2010

OVERVIEW OF THE TESTING PROGRAM

As described in provisions found under the topic “Assessment” in Chapter 4 of Title 22: **Code of Pennsylvania**, students can meet graduation requirements through any or a combination of:

1. Successful course completion, with Keystone Final Exam as defined in Chapter 4 of the **Code**;
2. Rigorous, independently validated local assessments or the use of a student’s proficient or advanced proficient score on the Keystone Exams;
3. Advanced Placement or International Baccalaureate exams; and
4. Proficiency on certain Keystone Exams as a “stand alone” graduation requirement.

After much deliberation, the Keystone Exam Committee of Dallastown Area School District determined that the “Keystone Exam Stand Alone Option” would comprise the district’s Implementation Plan. The purpose of this document is to provide the framework for implementation containing guidelines, timelines, and policy change recommendations.

The Keystone Exams (hereafter referred to as the “Exams”) are end-of-course assessments designed to delineate student proficiency in various subject areas: Algebra I, Algebra II, biology, chemistry, civics and government, literature, U.S. history, and world history. When fully implemented, the Exams will “not count” as part of the student’s course grade, but will count towards graduation as a stand-alone requirement. The Keystone Exam score will be posted on the transcript.

The Exams are but one component of Pennsylvania’s high school graduation requirements. Students must also earn state and district specified credits, successfully complete a culminating project, and meet district requirements of proficiency to receive a DASD high school diploma.

Briefly, for the Class of 2015, in addition to state and local graduation requirements, students must demonstrate proficiency in English composition, literature, Algebra I and biology.

Beginning with the class of 2017, in addition to meeting state and local graduation requirements, students must display course and Keystone Exam proficiency through:

- Passing two (2) English exams (Composition and Literature)
- Passing two (2) math exams (Algebra I, Algebra II, or Geometry)
- Passing one (1) science exam (Biology or Chemistry)
- Passing one (1) social studies exam (options include Civics, American History, or World History)

DASD will implement the Keystone Exams as they become available from the state, beginning in the 2010-11 school year. The district's plan is to utilize all ten (10) Exams, but to require six (6) of the ten (10) within the context specified above. Students may elect to take all ten Exams, but six of the ten must be considered "proficient" or "advanced proficient" within the combinations specified for the class of 2017.

GUIDELINES

For All Students:

Beginning with the 2010-11 school year, consistent with the Subject Area Keystone Exam Correlation Chart, students will take the appropriate Exam if the student is currently taking a DASD course for which the Algebra I, Biology or Literature Keystone Exam is listed. For sampling purposes, students in additional math courses will be identified for inclusion in testing that year.

For the 2011-12 school year, exams will be available for Algebra II, Geometry, and Composition; DASD students taking the courses listed in the Correlation Chart listed below will be required to take the Exam for development of statewide scaled and cutoff scores. For sampling purposes, additional participation by students in other courses may be identified for inclusion in testing.

The implementation process will expand in subsequent years to include the remaining Exams at the appropriate course levels until full implementation occurs in 2015 (according to the most recent state documents).

At the conclusion of the course, students will be permitted to participate in two Exam sessions. If the student has not scored proficient after twice taking the Exam, the student may complete the project option or attempt to be proficient on the Exam for a third time.

Exams will be given at the conclusion of the following grade(s) or course(s) in each subject:

SUBJECT AREA – KEYSTONE EXAM CORRELATION CHARTS

ENGLISH

<i>Composition</i>	<i>Literature</i>
Grade 9	Grade 10

MATHEMATICS

<i>Algebra I</i>	<i>Algebra II</i>	<i>Geometry</i>
<ul style="list-style-type: none">▶ Honors Algebra I▶ Algebra I▶ Intermediate Algebra I▶ Applied Algebra I	<ul style="list-style-type: none">▶ Honors Algebra II▶ Algebra II▶ Intermediate Algebra II▶ Applied Algebra II	<ul style="list-style-type: none">▶ Honors Geometry▶ Geometry▶ Informal Geometry▶ Applied Geometry

SCIENCES

<i>Biology</i>	<i>Chemistry</i>
<ul style="list-style-type: none">▶ Biology I▶ Biology I C/C▶ Honors Biology I	<ul style="list-style-type: none">▶ Chemistry I▶ Honors Chemistry I

SOCIAL STUDIES

<i>World History</i>	<i>Civics & Government</i>	<i>American History</i>
<p>▶ World Cultures (Grade 9) -World History Keystone Exam</p> <p>A. <i>World Cultures MC</i></p> <p>B. <i>World Cultures C/C</i></p> <p>C. <i>World Cultures - Level 1</i></p> <p>D. <i>World Cultures - Level 2</i></p> <p>E. <i>Honors World Cultures</i></p>	<p>▶ United States History I (Grade 10) - Civic Keystone Exam</p> <p>(This course includes one marking period of Civics, followed by three marking periods covering the Gilded Age through the New Deal.)</p> <p>A. <i>United States History I MC</i></p> <p>B. <i>United States History I C/C</i></p> <p>C. <i>United States History I – Level 1</i></p> <p>D. <i>United States History I – Level 2</i></p> <p>E. <i>Honors United States History</i></p>	<p>▶ United States History II (Grade 11) – United States History Exam</p> <p>(This course covers United States history from start of World War II through the present day.)</p> <p>A. <i>United States History II MC</i></p> <p>B. <i>United States History II C/C</i></p> <p>C. <i>United States History II – Level 1</i></p> <p>D. <i>United States History II – Level 2</i></p> <p>E. <i>United States History II – Level 3</i></p> <p>▶ Advanced Placement United States History (Grade 11) – United States History Exam</p>

For Transfer Students:

The Pennsylvania Department of Education will promulgate guidelines about handling transfer students pertaining to both in-state and out of state scenarios. Until PDE guidance is received, counselors and/or building administrators will examine student records for those transferring from **in-state** school districts, including state and locally funded charter and cyber-charter schools. Course schedules, re-takes of the Exams, and other decisions affecting the student’s progress towards graduation will be constructed at that time.

Likewise, PDE is formulating guidelines for **out-of-state** transfer students. Consequently, until state guidance is received, the district's counselors will examine the student's transcript, and will place the student appropriately in courses based upon those s/he have taken. Using the six (6) course Exam minimum within the combination provided in the OVERVIEW section of this document, the student will be guided into courses with Exams in order to meet graduation requirements in the Exam area. If the out-of-state student enters the high school at a point at which that requirement cannot be met (for example, entering the senior year with no Exams taken), PDE guidance will be followed.

For Students with Disabilities (current IEP or 504 Plan in force) and other populations (such as ELL):

PDE has stated that accommodations will be available although no information has been issued at the time of this writing. DASD will follow the PDE guidance when it becomes available, including any alternative tests if these are developed.

IMPLEMENTATION PLAN & TIMELINE

(Actual tests; weighting; class year/tests; graduation policy changes/schedule for consideration; other)

To comply with PDE's two part phase-in of the graduation requirements, students in the Class of 2015 and Class of 2016 must pass English Composition, Literature, Algebra I, and Biology Keystone Exams.

As stated in the Overview, for the Class of 2017 and beyond, students must demonstrate proficiency in six of ten content areas:

- Both English Composition and Literature;
- Two of three Mathematics (Algebra I, Algebra II, or Geometry);
- One of two Sciences (Biology or Chemistry); and
- One of three Social Studies (American History, Civics and Government or World History).

During the 2010-11 school year, students completing Algebra I in 2011 will take that Keystone Exam (see table above). Additionally, consistent with the academic course tables above, students completing biology courses will take the Biology Keystone Exam, and tenth grade students will take the Literature Exam. There will be no penalties or weighting of the Exam results on students' grades or graduation requirements.

For the 2011-12 school year, students taking any Algebra I, Algebra II, biology, and chemistry course will take the Exam associated with this area. Additionally, students in the Class of 2015

and subsequent class graduation years will take the Composition Exam at the end of grade 9 and the Literature Exam at the end of grade 10.

For the 2012-13 school year, students in the Class of 2015 and beyond who are enrolled in any course for which an Exam is associated will take the appropriate operational Exam (see Correlation Chart) unless the student previously took that Exam and achieved proficiency.

PROJECT ALTERNATIVE

Any student who does not score proficient on a Keystone Exam after two attempts will be eligible to complete a project-based assessment, provided the student has taken the course and met local attendance and supplemental instruction requirements. The regulation includes a waiver provision, which can be used by the Secretary of Education to exempt an individual student from the graduation requirements.

Students will qualify for projects if he/she

1. has taken the course.
2. was unsuccessful after two attempts with the Keystone exam.
3. has met DASD's attendance requirements for the course.
4. has participated in supplemental instructional services.

According to PDE, projects will be

- aligned with the Keystone Exam modules
- developed by the department
- administered by school staff
- scored by regional panels of educators
- developed so that points will be added to a student's highest Keystone score if his/her performance is judged "satisfactory."

SUPPLEMENTAL INSTRUCTIONAL ACTIVITIES

The district will provide supplemental and remedial instruction through before and after school tutoring, availability of teacher *Moodle* sites and cyber instructional activities, math lab remediation, and peer tutoring. Additionally, the district has made available a number of spaces for *Tutor.com* to supplement instruction.

Prior to a retest, review sessions will be scheduled by each department.

DALLASTOWN AREA CYBER ACADEMY

GRADES 7 - 12



**“DALLASTOWN AREA CYBER ACADEMY'S
GOAL IS TO PROVIDE EXCELLENCE IN
EDUCATION IN AN ENVIRONMENT WITH
‘MORE CLICKS THAN BRICKS’.”**

**DR. STEWART WEINBERG
SUPERINTENDENT
DALLASTOWN AREA SCHOOL DISTRICT**

DALLASTOWN AREA CYBER ACADEMY

GRADES 7-12



OVERVIEW

What is the Dallastown Area Cyber Academy?

The Academy is a comprehensive curriculum delivered in an online format designed as an alternative for families interested in another learning option for their students or for current cyber charter students living in the Dallastown Area School District (DASD).

Why did DASD create the Cyber Academy?

The District created the Academy to provide a local option for current residents who are either interested in this alternative or are currently enrolled in a cyber charter school. The Dallastown Area Cyber Academy presents to students greater learning opportunities than the current cyber academy option as well as a locally controlled comprehensive program that can lead to a Dallastown Area Cyber Academy diploma. While enrolled in the Dallastown Area Cyber Academy, students will have access to the district's extracurricular activities and interscholastic athletics options, also. The cyber program is aligned to state curriculum standards.

What benefits will my student receive should we take this option?

As stated above, the Dallastown Area Cyber Academy presents a locally controlled and conceived option that differs from other cyber charter academies in several unique ways:

- Successful completion of the four year program and full participation in the Dallastown Area Cyber Academy can result in a Dallastown Area Cyber Academy diploma
- DASD staff members counsel, advise, and supervise students' completion of online work and can assist in a smooth transition to the Dallastown Area High School should that option be considered
- If qualified, students will have access to special education programs
- Students will receive technology equipment as specified later in this informational sheet
- Support from the district's Instructional Technology Department personnel is available
- Students can access and participate in the district's extracurricular activities and interscholastic athletics programs as a result of participation in the Dallastown Area Cyber Academy as well as enrollment into regular on-site high school courses such as band, orchestra, chemistry, physics, and other courses
- PSSA tests and Keystone Exams can be taken onsite in the district's schools

What is provided to those enrolling in the district's Cyber Academy?

Students will receive a computer, internet access reimbursement, curriculum and textbooks, technology support by the district's Instructional Technology department, a one-time reimbursement for technology equipment and supplies up to \$100, and individualized counseling, assistance, and support by district staff members.

What is the district staffing to support the program?

A teacher who is responsible for registering and coordinating the program (Stephanie Kilgore), a middle school or high school guidance counselor and technical assistance from the Instructional Technology staff.

What is the Curriculum?

On the pages that follow, courses that comprise the program are listed. The courses are aligned with Pennsylvania Academic Standards, are designed to engage students in a variety of activities and learning scenarios, are taught by highly qualified teachers, and can lead to a Dallastown Area Cyber Academy diploma.

DALLASTOWN AREA CYBER ACADEMY

GRADES 7-12



REGISTRATION INFORMATION

Note: If your child is currently enrolled in the Dallastown Area School District (DASD), please skip Part I and go to Part II

PART I - TO ENROLL IN DASD:

- Access www.dallastown.net and click on the "Parents and Students" tab.
- Select "District Registration."
- Obtain the "Required Documentation" for your child. (Requirements may vary slightly based on the student's grade level. Click on the links listed on the web page for more information.)
- Click on "Direct link to Online Enrollment Application".
- Once the online registration has been completed, a representative from DASD's Central Registration will be in contact via email or phone to arrange a meeting to complete the registration process. This meeting will take place at the District Administration Office during which you will be asked to furnish all of the required documentation detailed previously. The session will take approximately 20-25 minutes per student being enrolled.

Registration Appointment Hours:

Monday through Thursday

7:30 AM -4:30 PM (Counselors are only available until 2:30 PM)

Location:

District Administration Building

Dallastown Area School District

700 New School Lane

Dallastown, PA 17313

- Complete Part II to register for the Cyber Academy.

PART II – TO REGISTER FOR THE DALLASTOWN AREA CYBER ACADEMY:

- Call 244-4021 to contact the middle school guidance office (grades 7 & 8) or high school guidance office (grades 9-12) to arrange an appointment for cyber students (and their parents/guardians) to meet with the school's guidance counselor. Students should be prepared to complete their course selections during this meeting. Please bring to the counselor (or submit in advance) any pertinent documents (e.g., transcripts from previous schools, documents related to special education, or other services the student may have received).
- After selecting your courses, your counselor will contact the district's Instructional Technology (IT) department. Arrangements will be made for providing the student with technology equipment.
- Finally, contact the Cyber Teacher, Mrs. Stephanie Kilgore at Stephanie.kilgore@dallastown.net to receive login information and to get acquainted.

Thank you for your interest in the Dallastown Area Cyber Academy!