Pennsylvania Department of Education

Academic Standards and Assessment Report

(Receipt Acknowledged: Tuesday, October 14, 2008)

Entity: Upper Dauphin Area SD
Address: 5668 State Route 209
Lykens, PA 17048-8414
Phone: (717) 362-6545

Educational Community

The Upper Dauphin Area School District is located in central Pennsylvania in northern Dauphin County, approximately 30 miles north of the state capitol, Harrisburg, PA. It is an agricultural community with a strong working class population. The district has several industrial plants, two large tool and die shops, a heat reclaimer, and a graphics machine plant; however, the largest local employer is a window and door manufacturer which has three plants in the district. And, in 2007, Wal-Mart Super Center opened in the district along State Route 209 in Washington Township between Elizabethville and Loyalton. Many local residents who do not work in the aforementioned plants and shops work in Harrisburg and are state employees. Additionally, the Upper Dauphin Area is an agricultural community. Some residents are working farmers.

The district is comprised of several small towns and outlying rural areas which are: the boroughs of Berrysburg, Elizabethville, Gratz, Lykens, and Pillow; the villages of Carsonville, Erdman, and Loyalton; and, Jefferson Township, Mifflin Township, Lykens Township, and Washington Township.

The district comprises 91 square miles and the total district population is about 8500 residents. The school district enrollment is 1250 students, K—12. It is important to note that there is a significantly substantial Amish population who live in the district. The Amish people send their children to seven one-room school houses in the district and two outside of the district.

The Upper Dauphin Area School District is comprised of three schools: Upper Dauphin Area Elementary School, Upper Dauphin Area Middle School, and Upper Dauphin Area High School.

The school district also has an administration building which is conjoined with the middle school.

The district is not ethnically diverse and thus, 99% of the 1250 students enrolled in the Upper Dauphin Area School District are Caucasian.

Administration
The Upper Dauphin Area School District office is located at 5668 State Route 209, Lykens PA and houses the superintendent's office, the business office, technology department, facilities manager, child accounting, and payroll. The Board of School Directors meetings are held in the District Office Board Room on the second Tuesday and the last Thursday of each month. The regularly scheduled voting meeting of the Board is held on that first Tuesday and the Thursday meeting is the Committee of the Whole meeting.

The Upper Dauphin Area SD Administrative Council consists of the following personnel:

Superintendent of Schools
Business Manager
High School Principal
Middle School Principal
Elementary School Principal
Supervisor of Special Education and Student Services

Staff
The Upper Dauphin Area School District employs 100 professional staff, 6 administrators, and 59 support staff. Approximately 73 members of the professional staff hold a bachelor's degree and 27 hold a master's degree.

Mission

Our mission is to empower our students to be lifelong learners in order to reach their greatest potential.

Vision

In keeping with our mission, a learning partnership comprised of staff, families, and the community at large will promote a collaborative spirit in a safe and secure environment to support the education of the whole child. In order to achieve these goals, we will make a commitment to:

- Provide a challenging curriculum with effective teaching

- Promote a culture of respect which values diversity

- Empower our students to develop personal integrity and accountability.

Shared Values

- We believe:

  Our students are our purpose.

  Our district focuses on our students and recognizes that each person has the ability to learn.

  Our students are entitled to a safe, caring, learning environment.

  All students want to succeed in some way and want to feel good about themselves.

  All students should have the opportunity to learn using the most current material and technology available, in order to compete with the rest of the world.

  All students should be encouraged to discuss their ideas and the ideas of others in the classroom instead of just rote memorization of facts.

  The advancement of society depends on the development of individual talents, and that each student should be given the opportunity and resources to develop his/her talents to the utmost of their potential.

  Our learning environment develops values of service, pride, excellence, and integrity.

  Our students are encouraged to contribute to the community.

  Our district strives for pride, excellence, and integrity.

  Our heritage provides a foundation for good citizenship.

  The role of all in the school community is to work cooperatively to support the needs of the students.

  The partnership among the home, the school district, and the community has a direct correlation to the quality of the educational system and the experience of each student.

  Every human has intrinsic value and unique gifts and talents.

Character counts and that honesty and integrity are essential to healthy relationships.

Schools are places to help all students develop and enhance their self-worth.

Students of today will live in a profoundly different future and we must address new challenges.

Global citizens require competencies in problem-solving, communication skills, technology, and teamwork.

Learning occurs within the entire school community when: (1) all who enter feel physically and emotionally safe and secure; and, (2) healthy minds and bodies are valued and encouraged.

Individuals are responsible for their choices and actions.

The family is the foundation for a successful community.

Goals

Academic Standards and Assessment—Developed January 24, 2008

Strategic Plan—Academic Standards and Assessment Committee: Dr. Elaine E. Eib, Superintendent; Mrs. JoAnn Kieffer, Acting Middle School Principal; Melissa Underkoffler, Board Member and parent; Rebecca Shuey, HS Spanish Teacher; Denise Smeltz, ES Teacher; Rev. Joe Yorks, Community Member; and, Cassandra Amour, Parent.

Goal: **DISTRICT ASSESSMENT PLAN**

Description: The Upper Dauphin Area School District will develop a district assessment plan designed to monitor the degree to which all students are meeting Pennsylvania academic standards.

Goal: **ACADEMIC PROGRAM**

Description: The Upper Dauphin Area School District will develop, maintain, and continue to improve its academic program so that all students will meet or exceed the PA Academic Standards for K—12 language arts, mathematics, science, social studies, world languages, arts and humanities, practical arts, career education, business and technology education, and wellness.

Goal: **MATHEMATICS**

Description: At least 56% of all students will be proficient in Mathematics, as measured by the annual state-wide PSSA assessments. Targets, as designated by the PDE, are as follows: 2008—2010=56%; 2011=67%; 2012=78%; 2013=89%; and, 2014=100%.

Goal: **PROFESSIONAL DEVELOPMENT**

Description: The Upper Dauphin Area School District will develop a comprehensive professional development plan for all faculty, staff and administration. This plan will be aligned with all the goals outlined in the district's Chapter 4, Educational Technology, and Teacher Induction plans. Additionally, the District professional development plan will incorporate continuing *Learning Focused Schools* training for all teachers in the District.

Goal: **READING**

Description: At least 63% of all students will be proficient in Reading, as measured by the annual state-wide PSSA assessments. Targets, as designated by the PDE, are as follows: 2008—2010=63%; 2011=72%; 2012=81%; 2013=91%; and, 2014=100%.

Goal: **SCIENCE**

Description: The Upper Dauphin Area School District will continue to enhance the K-12 science curriculum for the PSSA Science Assessment.

Goal: **STUDENT ATTENDANCE**

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

Goal: **STUDENT PARTICIPATION IN STATE ASSESSMENTS**

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

Goal: **STUDENT PERFORMANCE**

Description: The Upper Dauphin Area School District will develop programs and initiatives designed to continue marked improvement for the academic and learning performance of all students.

Goal: **TECHNOLOGY INTEGRATION FOR STUDENT ACHIEVEMENT**

Description: Students will have opportunities to use technology in all learning environments to create, research, integrate, and develop their understanding.

Goal: **TECHNOLOGY STAFF DEVELOPMENT**

Description: The Upper Dauphin Area School District will provide continuous technology staff development in an effort to help them enhance their professional practice and enhance student learning.

Goal: ACADEMIC PROGRAM

Description: The Upper Dauphin Area School District will develop, maintain, and continue to improve its academic program so that all students will meet or exceed the PA Academic Standards for K—12 language arts, mathematics, science, social studies, world languages, arts and humanities, practical arts, career education, business and technology education, and wellness. The district will endeavor to encourage teachers to cultivate content area knowledge and research-proven instructional practices. A core element of this effort will be the district-wide commitment to Learning Focused Schools training.

Goal: DISTRICT ASSESSMENT PLAN

Description: The Upper Dauphin Area School District will develop a district assessment plan designed to monitor the degree to which all students are meeting Pennsylvania academic standards.

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

Description: Graduate rate will meet an 85% threshold and/or show growth.

Goal: MATHEMATICS

Description: At least 56% of all students will be proficient in Mathematics, as measured by the annual state-wide PSSA assessments. Future targets, as designated by the PDE, are as follows: 2008—2010=56%; 2011=67%; 2012=78%; 2013=89%; and, 2014=100%.

Goal: PROFESSIONAL DEVELOPMENT

Description: The Upper Dauphin Area School District will develop a comprehensive professional development plan for all faculty, staff and administration. This plan will be aligned with all the goals outlined in the district's Chapter 4, Educational Technology, and Teacher Induction plans. Additionally, the district professional development plan will incorporate training in inclusive practices, including differentiated instruction, for all teachers in the district.

Goal: READING

Description: At least 63% of all students will be proficient in Reading, as measured by the annual state-wide PSSA assessments. PDE designated targets are 2008-2010 - 63%, 2011 - 72%, 2012 - 81%, 2013 - 91%, and 2014 - 100%.

Goal: SCIENCE

Description: The Upper Dauphin Area School District will continue to enhance the K-12 science curriculum for the PSSA Science Assessment.

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

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

Goal: STUDENT PARTICIPATION IN STATE ASSESSMENTS

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

Goal: STUDENT PERFORMANCE

Description: The Upper Dauphin Area School District will develop programs and initiatives designed to continue marked improvement for the academic and learning performance of all students.

Goal: TECHNOLOGY INTEGRATION FOR STUDENT ACHIEVEMENT

Description: Students will have opportunities to use technology in all learning environments to create, research, integrate, and develop their understanding. This cross-curricular approach will utilize teacher teams in the elementary and middle schools and, in the high school, collaboration between math and science teachers and among English, social studies, and wellness teachers.

Goal: TECHNOLOGY STAFF DEVELOPMENT

Description: The Upper Dauphin Area School District will provide continuous technology staff development in an effort to help them enhance their professional practice and enhance student learning.

Goal: Use Technology to Implement Standards-Based Instruction

Description: To support the implementation of standards-based instruction and continued school improvement through the integration of technology into the curriculum and operational aspects of the district.

Academic Standards

Academic Standards

READING, WRITING, LISTENING, AND SPEAKING STANDARDS:

1.1   Learning to Read Independently

1.2   Reading Critically in All Content Areas

1.3   Reading, Analyzing and Interpreting Literature

1.4   Types of Writing

1.5   Quality of Writing

1.6   Speaking and Listening

1.7   Characteristics and Function of the English Language

1.8   Research

The Reading, Writing, Speaking and Listening Standards describe what students should know and be able to do with the English language at four grade levels (third, firth, eighth, and eleventh). The standards provide the targets for instruction and student learning essential for success in all academic areas, not just language arts classrooms.

The language arts—Reading, Writing, Speaking and Listening—are unique because they are processes that students use to learn and make sense of their world. Students do not read "reading", they read about history, science, mathematics and other content areas as well as about topics for their interest and entertainment. Similarly, students do not write "writing"; they use written words to express their knowledge and ideas and to inform or entertain others.

The Reading, Writing, Speaking and Listening Standards also provide parents and community members with information about what students should know and be able to do as they progress through the educational program and at graduation. With a clearly defined target provided by the standards, parents, students, educators and community members become partners in learning success.

MATHEMATIC STANDARDS:

2.1   Numbers, Number Systems and Number Relationships

2.2   Computation and Estimation

2.3   Measurement and Estimation

2.4   Mathematical Reasoning and Connections

2.5   Mathematical Problem Solving and Communication

2.6   Statistics and Data Analysis

2.7   Probability and Predictions

2.8   Algebra and Functions

2.9   Geometry

2.10   Trigonometry

2.11   Concepts of Calculus

The Mathematics Standards describe what students should know and be able to do at four grade levels (third, fifth, eighth, and eleventh). They reflect the increasing complexity and sophistication that students are expected to achieve as they progress through school. Students who achieve these mathematical standards will be able to communicate mathematically appropriately and use math as a tool to help organize and understand information from other academic disciplines. Because our capacity to deal with all things mathematical is changing rapidly, students must be able to bring the most modern and effective technology to bear on their learning of mathematical concepts and skills.

SCIENCE AND TECHNOLOGY STANDARDS:

These standards describe what students should know and be able to do in the following eight areas:

3.1   Unifying Themes of Science

3.2   Inquiry and Design

3.3   Biological Sciences

3.4   Physical Science, Chemistry and Physics

3.5   Earth Sciences

3.6   Technology Education

3.7   Technological Devices

3.8   Science, Technology and Human Endeavors

These standards describe what students should know and be able to do by the end of fourth, seventh, tenth and twelfth grade. In addition, these standards reflect the increasing complexity and sophistication that students are expected to achieve as they progress through school.

ENVIRONMENT AND ECOLOGY:

These standards describe what students should know and be able to do in the area of environment and ecology:

Watersheds and Wetlands
Renewable and Nonrenewable Resources
Environmental Health
Agriculture and Society
Integrated Pest Management
Ecosystems and their Interactions
Threatened, Endangered and Extinct Species
Humans and the Environment
Environmental Laws and Regulations

Environment and Ecology are grounded in the complexity of the world we live in and our impact on its sustainability. The human interactions with the ecosystem and the results of human decisions are the main components of this academic area. Environment and Ecology examine the world with respect to the economic, cultural, political and social structure as well as natural processes and systems. This integration across systems is what sets this academic area apart from all others.

These standards establish the essential elements of what students should know and be able to do at the end of grades four, seven, ten and twelve. The sequential nature of this content reflects the need for rigorous academic content that students will be expected to achieve. The standards will help students understand decision-making processes, the art of compromise, and problem solving skills. The document reinforces all areas across the grade levels with increasing degrees of difficulty as the students mature intellectually.

Environment and Ecology is a very engaging academic area that captivates students' innate interests in their surroundings of the natural and built environment. The skills and knowledge that are addressed in this area of study will serve as tools for student participation in a democratic world of constantly evolving issues and concerns. As they achieve these standards, students will become aware of the role they play in the community in reaching decisions related to the environment.

The study of Environment and Ecology will allow students to be active participants and problem solvers in real issues that affect them, their homes, schools, and communities.

HISTORY STANDARDS:

These standards describe what students should know and be able to do in the area of history:

Historical Analysis and Skills Development
Pennsylvania History
United States History
World History

The History Standards describe what students should know and be able to do a four grade levels (third, sixth, ninth, and twelfth). They reflect an understanding of chronological events and the application of historical thinking skills in viewing the human record. These academic standards provide an organizing content for schools.

The Academic Standards for History are grounded in the Public School Code of 1949 which directs "study in the history and government of that portion of America which has become the United States of America, and the Commonwealth of Pennsylvania" Chapter 4—Academic Standards and Assessment in 4.21 (relating to elementary education; primary and intermediate levels) reinforces the School Code by indicating that the history of the United States and the history of the Commonwealth must be taught once by the end of elementary school. In addition, 4.22 (relating to middle level education) indicates that planned instruction in the history and cultures of the United States, the Commonwealth and world shall be provided. Chapter 4 also states that planned instruction shall be provided in the history and cultures of the United States, the Commonwealth and world in 4.23 (relating to high school education.)

There are four standard categories. These four standard categories were designed to meld historical thinking (8.1. Historical Analysis and Skills Development) with historical understanding (8.2 Pennsylvania History, 8.3. United States History, and 8.4. World History).

Standard category 8.1. Historical Analysis and Skill Development provides the basis for learning the content within the other three standard categories. The intent of the history standards is to instill in each student the ability to comprehend chronology, develop historical comprehension, evaluate historical interpretation and to understand historical research. One should not view these standards as a list of facts to recall, rather as stated in the opening phrase to the Pennsylvania, United States and World standards categories, "Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to analyze the interaction of cultural, economic, geographic, political, and social relations."

These standards provide a historical framework to permit every school and teacher to create planned instruction. The content within this document is general and does not represent a course or even a portion thereof. History is a discipline that interprets and analyzes the past. It is a narrative—a story. In order to tell the story, it is not sufficient to simply recall facts; it is also necessary to understand the context of the time and place and to apply historical thinking skills. It

is with this concept established, that the content delineated in Pennsylvania, United States and World histories should be approached. Having established the need to move beyond recall, it is the intent to these standards to give students throughout Pennsylvania a common cultural literacy.

Pennsylvania, United States, and World History standard categories use the same four standard statements to guide teaches in developing planned instruction. The four standard statements are: (A) Political and Cultural Contributions of Individuals and Groups; (B) Primary Documents, Material Artifacts and Historical Places; (C) How Continuity and Change Has Influenced History; (D) Conflict and Cooperation Among Social Groups and Organizations.

GEOGRAPHY STANDARDS:

7.1   Basic Geographic Literacy

7.2   The Physical Characteristics of Places and Regions

7.3   The Human Characteristics of Places and Regions

7.4   The Interactions Between People and Places

The Geography Standards describe what students should know and be able to do at four grade levels (third, sixth, ninth, and twelfth). They reflect the increasing complex and sophisticated understanding of geography that students are expected to achieve as they progress through school. Throughout the standards, all grade levels must address the local-to-global progression (scales). Basic concepts found in lower grade levels must be developed more fully at higher grade levels.

Geography is the science of space and place on Earth's surface. Its subject matter is the physical and human phenomena that make up the world's environments and places. These standards build on using geographic tools as a means for asking and answering geographic questions; setting information into a range of spatial contexts; recognizing places and regions as human concepts; understanding the physical processes that have shaped Earth's surface and the patterns resulting from those processes; identifying the relationships between people and cultures on Earth's surface; focusing on the spatial patters of settlements and their resulting political structures; and, exploring the networks of economic interdependence and the importance of resources.

At each grade level, instructional content should be selected to support the development of geographic understanding. In the primary grade levels (1-3), the emphasis should be on identifying the basic characteristics of the world (answering the *what* question); at the intermediate grade levels (4-6), the emphasis should be on describing spatial patterns of phenomena (answering the *where* and *when* questions); at the middle grades levels (7-9), the emphasis should be on explaining spatial patterns of phenomena (answering the *how* question); and at high school grade levels (10-12), the emphasis should be on analyzing spatial patterns of phenomena (answering the *why* question). Although the emphasis may focus on specific questions, these questions may be encountered at any grade level.

ECONOMIC STANDARDS:

6.1   Economic Systems

6.2   Markets and the Functions of Governments

6.3   Scarcity and Choice

6.4   Economic Interdependent

6.5   Work and Earnings

The Economic Standards describe what students should know and be able to do at four grade levels (third, sixth, ninth, and twelfth). They reflect the increasing complexity and sophistication that students are expected to achieve as they progress through school. This document attempts to avoid repetition and makes obvious progression across grade levels. Topics and concepts in Economics directly relate to Environment and Ecology Standard 4.2 and Geography Standard 7.3. As a social science, Economics Standards should be cross-walked and related to the Civics and Government, Geography and History Standards to create an interdisciplinary view of the world.

CAREER EDUCATION AND WORK STANDARDS:

Career Education and Work Standards describe what students should know and be able to do at four grade levels (3, 5, 8, and 11) in four areas:

Career Awareness and Preparation
Career Acquisition (getting a job)
Career Retention and Advancement
Entrepreneurship

Through a comprehensive approach, Career Education and Work Standards complement all disciplines and other academic standards. If Pennsylvania's students are to succeed in the workplace, there are certain skills that they need to obtain prior to graduation from high school. These skills have been identified in the Career Education and Work Standards, but it is up to individual school districts to decide how they are to be taught. Districts can implement integration strategies within existing disciplines or can implement stand-alone course to specifically address these standards.

ARTS AND HUMANITIES STANDARDS:

The Academic Standards for the Arts and Humanities describe what students should know and be able to do at the end of grades 2, 5, 8, and 12 in the visual and performing arts and the understanding about humanities context within the arts. The arts include dance, music, theatre, and visual arts. The arts and the humanities are interconnected through the inclusion of history, criticism, and aesthetics. In addition, the humanities include literature and language, philosophy, social studies, and world languages. The areas encompassed in the humanities such as jurisprudence, comparative religions and ethics are included among other standards documents. The interconnected arts and humanities areas are divided into these standards categories:

Production, Performance and Exhibition of Dance, Music, Theatre, and Visual Arts
Historical and Cultural Contexts
Critical Response
Aesthetic Response

The Academic Standards for the Arts and Humanities define the content for planned instruction that will result in measurable gains for all students in knowledge and skills and provide a basis of learning for continued study in the arts. The unifying themes of production, history, criticism and

aesthetics are common to each area of study within the Academic Standards in the Arts and Humanities.

Knowledge of the Academic Standards for the Arts and Humanities incorporates carefully developed and integrated components:

- Application of problem solving skills
- Extensive practice in the comprehension of basic symbol systems and abstract concept
- Application of technical skills in practical production and performance
- Comprehension and application of the creative process
- Development and practice of creative thinking skills
- Development of verbal and nonverbal communication skills

These standards provide the targets essential for success in student learning in arts and humanities. They describe the expectations for students' achievement and performance throughout their education.

The arts represent society's capacity to integrate human experience with individual creativity. Comprehensive study of the arts provides an opportunity for all students to observe, reflect, and participate both in the arts of their culture and the cultures of others. Sequential study in the arts and humanities provides the knowledge and the analytical skills necessary to evaluate and critique a media-saturated culture. An arts education contributes to the development of productive citizens who have gained creative and technological knowledge necessary for employment in the 21st century.

FAMILY AND CONSUMER SCIENCE:

These include the Academic Standards for Family and Consumer Scinece at four grade levels (third, sixth, ninth, and twelfth) with the emphasis on what students will know and be able to do in the following areas:

Financial and Resource Management
Balancing Family, Work, and Community Responsibility
Food Science and Nutrition
Child Development

The focus of the Academic Standards for Family and Consumer Sciences education is the individual, the family, and the community. The economic, social, and political well-being of our state depends on the well-being of Pennsylvania's families. The family is responsible for nurturing its members. Family experiences, to a great extent, determine who a person is and what a person becomes. Family and Consumer Sciences, working with Pennsylvania's families, supports the development of the knowledge and skills that students need as family members both now and in the future. The 21st century requires students to develop the ability to transform information into knowledge by using standards to certify that this information is meaningful, categorizing it to a purpose and then transforming their knowledge into wisdom by applying it to real life.

Family and Consumer Sciences is a discipline composed of strong subject matter concentrations with a commitment to integration. Concepts form a framework for learning based on these tenets:

- Families are the fundamental unit of society.
- A life-span approach to individual and family development contributes to creating lifelong learners.

- Meeting individual and family needs inside and outside the home are shared responsibilities.
- Individual, family, and community well-being is strengthened through an awareness of diversity.
- The use of diverse modes of inquiry strengthens intellectual development.
- The content in Family and Consumer Sciences classes enhances the mastery of academic standards.
- Standards-based learning within Family and Consumer Sciences classrooms can best be demonstrated through performance based assessment.
- Learners in Family and Consumer Sciences nurture themselves and others, taking increased responsibility for improving their quality of living.

The Academic Standards for Family and Consumer Sciences are written to empower individuals and families to manage the challenges of living and working in a diverse, global society. These Academic Standards address the functioning of families and their interrelationships with work, community, and society. The focus is on the reoccurring, practical problems of individuals and families. An integrative approach is used to help individuals and families identify, create, and evaluate goals and alternative solutions to significant problems of everyday life. Students are taught to take responsibility for the consequences of their actions. Comprehensive classroom experiences allow students to develop the knowledge and skills needed in making choices to meet their personal, family, and work responsibilities.

HEALTH, SAFETY AND PHYSICAL EDUCATION

This document includes Academic Standards for Health, Safety and Physical Education in these categories:

10.1   Concepts of Health

10.2   Healthful Living

10.3   Safety and Injury Prevention

10.4   Physical Activity

10.5   Concepts, Principles, and Strategies of Movement

The Academic Standards for Health, Safety and Physical Education describe what students should know and be able to do by the end of third, sixth, ninth, and twelfth grade. The standards are sequential across the grade levels and reflect the increasing complexity and rigor that students are expected to achieve. The standards define the content for planned instruction that will result in measurable gains for all students in knowledge and skill.

The Academic Standards for Health, Safety and Physical Education provide students with the knowledge and skills that will enable them to achieve and maintain a physically active and healthful life. The attainment of these standards will favorably impact their lives and the lives of those around them. By becoming and remaining physically, mentally, socially, and emotionally healthy, students will increase their chances of achieving to their highest academic potential.

The Academic Standards for Health, Safety and Physical Education provide parents with specific information about the knowledge and skills students should be developing as they progress through their educational programs. With the standards serving as clearly defined targets,

parents, students, teachers, and community members will be able to become partners in helping children achieve educational success.

Graduation Requirements

Graduation Requirements

Graduation requirements are established by the State Board of Education, the Commonwealth of Pennsylvania, and the Board of School Directors of the Upper Dauphin Area School District. Credit units for courses successfully completed during the ninth, tenth, eleventh, and twelfth grades are counted towards the necessary credits for graduation. In order to receive a Upper Dauphin Area High School diploma, each student shall have earned passing grades in all required subjects, earned 25 credits in grades 9 through 12, successfully completed a culminating project ("graduation project"), and demonstrated proficiency of the Pennsylvania Academic Standards.

Graduation Requirements

Beginning with the Class of 2009, in order to graduate from Upper Dauphin Area High School, each student shall have successfully earned twenty-five (25) credits in grades nine through twelve which include the following:

English, 4.00 credits

Mathematics (Algebra I, Geometry and Algebra II), 4.00 credits

Science, 3.00 credits

Social Studies, 4.00   credits

Health and Physical Education (4 years), 2.00   credits

Electives, 8.00   credits

TOTAL: 25.00 credits

Culminating Project (Graduation Project)

All students graduating from Upper Dauphin Area High School must complete a culminating project as required by the Pa Code 4.24. The project should be a meaningful experience involving student-centered research in an area of career interest. The purpose of the project is to give students the opportunity to apply, analyze, synthesize, and evaluate knowledge, and to demonstrate that knowledge in a project. The project is designed to begin in the student's junior year and be completed by the end of the senior year. This project shall be completed under the direction of both the 11th and 12th grade English teachers (starting with 11th grade and ending with 12th grade) with the direct assistance from the high school librarian and the student's guidance counselor. The project shall incorporate the following guidelines:

Grades 9 through 11: Students will develop a portfolio tracking their career education exploration. The portfolio will include: career interest inventories; personality and values inventories; achievement assessments; exploratory research on specific careers; sample job applications; resume development; attendance at job and college fairs; attendance at career

speaker presentations; test results from the ASVAB/ACT/PSAT/SAT; college visits; summer enrichment programs; work completed in the Bridges career software program.

Junior Year

- Students complete a series of career interest inventories and select a particular career interest to research.
- Once students select the career they wish to research, they set up a job shadowing experience with the assistance of the high school guidance counselor.
- Students must complete a portfolio of all the research and qualititative data gathered on the career topic.
- Students work with their 11th grade English teacher, librarian, and guidance counselor in assembling research and data for preparation of the research paper.

Senior Year

- The student must demonstrate, through the project, the ability to apply, analyze, synthesize, and evaluate.
- With the guidance of their 12th grade English teacher and librarian, students will write a descriptive research paper detailing what they learned about the career, showing a comparison with other vocations, and communicating the potentiality of pursuing the career after high school. The research must include analysis, synthesis, and evaluation of the career.
- The project is presented to the 12th grade English teacher, librarian, and high school guidance counselor.
- The 12th grade English teacher shall determine mastery of the project after consultation with the librarian and high school guidance counselor. The 12th grade English teacher will assess proficiency with the use of the culmination project rubric.
- If a project is found to be unsatisfactory, the student shall act on the recommendations provided and present the project for a second evaluation.
- Satisfactory completion of the culminating project is required in order for a student to graduate.

Strategic Planning Process

Strategic Planning Process

The Upper Dauphin Area School District embarked on its journey to develop its Strategic Plan in September of 2007. The process began with the selection of a Strategic Plan Leadership Team comprised of the Superintendent, Director of Technology, High School Principal, Middle School Principal, Elementary School Principal, and Coordinator of Special Education and Student Services. The Superintendent also served as the facilitator of the planning process.

The Strategic Plan Leadership Team:
Academic Standards and Assessment--Dr. Elaine E. Eib, Superintendent
Professional Education--Mr. Evan Williams, Elementary Principal
Teacher Induction--Dr. Elaine E. Eib, Superintendent
Technology Education--Mr. Bryan Campbell, Director of Technology
Special Education--Mr. Danny Crum, Coordinator of Special Education/School Psychologist
Student Services--Mr. Timothy Foley, High School Principal

In October of 2007, the Upper Dauphin Area School District Leadership team received its first in a series of professional development trainings on the new eStrategic Planning instrument. This training was provided through the Capital Area Intermediate Unit.

The next phase of the process involved the development of the Upper Dauphin Area School District Strategic Plan Steering Committee. This large group of stakeholders consisted of the following:

Strategic Plan Steering Committee

Dr. Elaine E. Eib, Superintendent
Timothy Foley, High School Principal
JoAnn Kieffer, Acting MS Principal
Evan Williams, Elementary Principal
Bryan Campbell, Technology Director
Danny Crum, Coordinator of Special Education
Melissa Underkoffler, Board Member
Tracy Schrey, Board Member
Mia Gray, HS Teacher
Vicky Smith, HS Teacher
Becky Shuey, HS Teacher
Todd Smeltz, HS Teacher
Clara Strausser, MS Teacher
Lesley Williams, MS Counselor
Danielle Buckwalter, MS Teacher
Kristen Spiker, MS Teacher
Carey Wolgemuth, MS Teacher
Denise Reinoehl, ES Teacher
Margaret Koppenhaver, ES Teacher
Taryn Troutman, ES Teacher
Lorie Hoch, ES Teacher
Lisa Calnon, ES Teacher
Lisa Adams, DO Support Staff
George Skelton, Support Staff
Diana Dodds, Support Staff
Cassandra Amour, Parent (HS)
Doug Enders, Parent (HS)
Nancy Ligon, Parent (HS)
Phillip Morgan (MS)
Sherry Morgan (MS)
Tina Miller, Parent (ES)
Lora Kerwin, Parent (ES)
Lisa Lenker, Parent (ES)
Alayna Peters, 10th grade student
Leah Sizemore, 11th grade student
Kyle Headdings, 12th grade student
Rev. Joe Yorks, Community Member
Dr. Angela Klinger, Community Member; Family Practice Center
Theresa Jury, Parent, Community Member, Business Owner
JoAnn Hoover, Community Member, Business Owner

The Strategic Plan Steering Committee conducted its first meeting on November 6, 2007. During this meeting, the facilitator presented the strategic plan process, defined the six individual plans, allowed for individual member introductions, and began the process for writing a new mission statement. At the conclusion of this meeting, the forty-one member committee collaboratively and collectively established a new Upper Dauphin Area School District mission statement. Members also signed up for one of the five subcommittees (Academic Standards and Assessment; Professional Education; Teacher Induction; Technology; or, Special Education.) An internal

committee was formed to write the Student Services portion of the Strategic Plan. This committee consisted of:

Mr. Timothy Foley, HS Principal
Mr. Fred Hanosky, HS Guidance Counselor
Mrs. Lora Nester, HS Guidance Counselor
Ms. Lesley Williams, MS Guidance Counselor
Ms. Barbara Baeckert, ES Guidance Counselor
Mrs. Sharon Peters, HS Guidance Secretary
Mrs. Elizabeth Summers, Secretary for Special Education and Student Services

The second meeting of the steering committee occurred on December 6, 2007. It was at this meeting that the forty member committee developed a new vision statement and eight shared values/belief statements.

January through April of 2008 consisted of individual subcommittee meetings led by a member of the Strategic Plan Leadership Team. Subcommittees consisting of administrators, teachers, parents, students, and community members convened either immediately after school and/or in the evenings. Each of the five subcommittees developed activities that would be used to gather data from all staff members in the district. Most of these consisted of surveys and/or interviews.

On May 28, 2008, the Strategic Plan Steering Committee met for a third time. During this meeting, each subcommittee leader presented a PowerPoint illustrating the work completed at this stage and the process used to complete the plan.

On July 8, 2008, the Superintendent of Schools presented a draft of the Strategic Plan to the Board of School Directors at their Board Meeting. On July 31, 2008, the Upper Dauphin Area School District Board of School Directors approved the Strategic Plan. The plan was made available to the public for thirty (30) days beginning August 1, 2008 (hard copy documents in the high school, middle school, elementary school, District office; available on the District Website; available in the public library.)

The Mid-Point Review of the Upper Dauphin Area School District Strategic Plan took place throughout the 2010-2011, school year. Parent, staff, student and community input was solicited and received through a variety of means, formal and informal, including committee meetings, surveys and personal interviews. The Strategic Plan Mid-Point Steering Committee met in July 2011 and put forth the recommendation that no changes are needed to the Strategic Plan at this time. This recommendation was presented for Board of Education in August. At its September 13, 2011, meeting, the UDASD Board of Education accepted this recommendation and voted unaminously to notify the Pennsylvania Department of Education of this fact.

Goals, Strategies and Activities

Goal: ACADEMIC PROGRAM

Description: The Upper Dauphin Area School District will develop, maintain, and continue to improve its academic program so that all students will meet or exceed the PA Academic Standards for K—12 language arts, mathematics, science, social studies, world languages, arts and humanities, practical arts, career education, business and technology education, and wellness. The district will endeavor to encourage teachers to cultivate content area knowledge and research-proven instructional practices. A core element of this effort will be the district-wide commitment to Learning Focused Schools training.

Strategy: Curriculum and Instruction

Description: The District will provide curriculum and instruction services and best practices that provide opportunity and interest for all students.

Activity: Career Exploration

Description: In accordance with the PA Academic Standards, UDASD will continually review career exploration processes and tools in order to prepare students for post-graduate success.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 10/1/2008 Finish: 6/30/2014	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2.00	2	5

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
CAIU, bridges.com (2008-2009)	• Intermediate Unit • Company	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Bridges.com is a comprehensive k-12 career development program. The company is currently working with PDE to incorporate all of the Career Standards into the Bridges program. The CAIU will aid in the program's implementation.	As noted above, Bridges.com is a comprehensive k-12 career development program. The company is currently working with PDE to incorporate all of the Career Standards into the Bridges program.	*For classroom teachers, school counselors and education specialists:* • Enhances the educator's content knowledge in the area of the educator's certification or assignment. • Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
- Classroom teachers - Principals / asst. principals - School counselors	- Early childhood (preK-grade 3) - Middle (grades 6-8) - Elementary (grades 2-5) - High school (grades 9-12)	Career Education and Work

Follow-up Activities	Evaluation Methods
- 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	- Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. - Classroom student assessment data - Participant survey

Status: In Progress — Upcoming

Activity: Co-teaching training

Description: Staff members who will be engaging in co-teaching will receive instruction in co-teaching models first from IU personnel and later from trained staff.

Person Responsible Timeline for Implementation Resources

Person Responsible	Timeline for Implementation	Resources
Young, Michael	Start: 8/20/2008 Finish: 8/21/2013	-

Status: In Progress — Upcoming

Activity: Curriculum Delivery

Description: The district will explore and endeavor to offer non-traditional technology based curriculum delivery methods, distance learning, across most curricular areas in an effort to maximize student engagement.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 8/20/2008 Finish: 6/30/2014	$16,000.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2.00	2	115

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
The Technology Coordinator will train teachers in the use of new equipment when it is installed. This includes projection equipment and may include resources for distance learning.	• Individual	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Educators will be empowered to use new technology to improve instruction.	The use of technology in education is yet another option which may help teachers to reach a diverse population, including those who struggle with traditional methods in bricks and mortar facilities.	*For classroom teachers, school counselors and education specialists:* • Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. *For school and district administrators, and other educators seeking leadership roles:* • Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.

Educator Groups Which Will Participate in this Activity

Role

- Classroom teachers
- Principals / asst. principals
- Superintendent / asst. superintendents
- School counselors
- Other educational specialists

Grade Level

- Early childhood (preK-grade 3)
- Middle (grades 6-8)
- Elementary (grades 2-5)
- High school (grades 9-12)

Follow-up Activities

- Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
- Analysis of student work, with administrator and/or peers
- Creating lessons to meet varied student learning styles
- Peer-to-peer lesson discussions

Evaluation Methods

- 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
- Classroom student assessment data
- Participant survey
- Review of participant lesson plans
- Review of written reports summarizing instructional activity

Status: In Progress — Upcoming

Activity: Curriculum Review Cycle

Description: The District renews curriculum and resources every 4 to 5 years.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 9/18/2008 Finish: 5/15/2014	$600,000.00

Status: In Progress — Upcoming

Activity: Differentiated instruction training

Description: All professional staff members will be trained in differentiated instruction through outside experts, IU personnel, and peer coaching, including ASCD materials and publications, such as How to Differentiate Instruction in Mixed-Ability Classrooms.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 8/20/2008 Finish: 8/21/2013	-

Status: In Progress — Upcoming

Activity: Instruction-Learning Focused Schools

Description: By the end of 2009, all teachers in the District will implement the Learning Focused Schools framework strategies in their classrooms on a daily basis.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 9/15/2008 Finish: 8/31/2009	$20,000.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
6.00	12	12

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Capital Area Intermediate Unit	• Intermediate Unit	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Teachers will learn how to implement the Learning Focused Schools framework which is a research-based instructional framework that provides exemplary strategies for teaching and learning. This is achieved by exercising higher level thinking and by extending and refining skills proved to increase student achievement.	The developer of the LFS model, Max Thompson, conducted 16 years of primary research by visiting schools that had 90% of its students on free and reduced lunch and 90% minority students and were considered high achieving schools.	*For classroom teachers, school counselors and education specialists:* • 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 <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
- Classroom teachers - Principals / asst. principals - Superintendent / asst. superintendents	- Early childhood (preK-grade 3) - Middle (grades 6-8) - Elementary (grades 2-5) - High school (grades 9-12)	- Reading, Writing, Speaking & Listening - Science and Technology - Arts & Humanities - Civics and Government - Environment and Ecology - Health, Safety and Physical Education - World Languages - Kindergarten Early Learning Standards - Mathematics - History - Career Education and Work - Economics - Family and Consumer Sciences - Geography

Follow-up Activities	Evaluation Methods
Team development and	Classroom observation focusing on factors such as

- sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
- Analysis of student work, with administrator and/or peers
- Creating lessons to meet varied student learning styles
- Peer-to-peer lesson discussions
- Lesson modeling with mentoring

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
- Review of participant lesson plans

Status: Complete

Activity: Instruction-Technology Integration

Description: Technology integration allows for the use of technology to assist with the core need to differentiate instruction in our classrooms. Teachers will learn how to use technology beyond its traditional and dominant purpose of presenting information. The purpose of professional development in the area of genuine technology integration is to assist teachers in their efforts to differentiate instruction (beginning where students are, recognizing individual differences, engaging students in different modalities, and using varying rates of instruction, complexity levels, and teaching strategies to engage and challenge) and to enable students to construct their own products with the use of varying forms of technology (computers, software, programs, etc.)

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 10/31/2008 Finish: 1/28/2014	$15,000.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
4.00	2	60

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Capital Area Intermediate Unit	• Intermediate Unit	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Educators will know how to better use technology as a tool to: (1) engage students in deeper and more interesting learning	The research on technology integration is numerous beyond measure. Some bodies of work include: Carol Ann Tomlinson;	*For classroom teachers, school counselors and education specialists:*

activities; (2) allow students to conduct problem-based learning and to construct their own learning; and, (3) differentiate instruction based on student learning styles, student starting points, and student interest.

Brooks and Brooks; NCLB; The Center for Research on Information Technology and Organizations; Creighton; Marzano; etc...

- 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:

- Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
- Classroom teachers - Principals / asst. principals	- Early childhood (preK-grade 3) - Middle (grades 6-8) - Elementary (grades 2-5) - High school (grades 9-12)	- Reading, Writing, Speaking & Listening - Science and Technology - Arts & Humanities - Civics and Government - Environment and Ecology - Health, Safety and Physical Education - World Languages - Mathematics - History - Career Education and Work - Economics - Family and Consumer Sciences - Geography

Follow-up Activities	Evaluation Methods
• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Lesson modeling with mentoring	• 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 • Review of participant lesson plans

Status: In Progress — Upcoming

Activity: **Instruction-The Framework for Teaching**

Description: At the onset of the 2007/2008 school year, the District implemented Charlotte Danielson's Enhancing Professional Practice: A Framework for Teaching as its definition of what good teaching is and what it looks like. Teachers are assessed and evaluated using the four domains. Additionally, building level principals work with teachers on a differentiated supervision plan for purposes of individualized professional development.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 9/29/2008 Finish: 5/30/2014	-

Status: In Progress — Upcoming

Activity: **Learning Focused Schools training**

Description: Through in-house workshops and Capital Area Intermediate Unit trainings, the district will continually train personnel and reinforce training in the Learning Focused Schools initiative.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 8/20/2008 Finish: 6/30/2014	$38,000.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2.00	5	115

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
In-house, CAIU, Learning Focused Solutions	- Intermediate Unit - Individual - Company	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Teachers will accrue knowledge of learning startegies that are research validated and will be able to apply them collectively in the classroom.	The Learning Focused Schools initiative is based upon the research of Dr. Max Thompson, whose qualitative studies are congruent to the work of Robert Marzano on excellence in teaching and best practices.	*For classroom teachers, school counselors and education specialists:* - 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. - Empowers educators to work effectively with <u>parents and community partners</u>. *For school and district administrators, and other educators seeking leadership roles:* - Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to

Pennsylvania's academic standards.

- Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making.
- Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.

Educator Groups Which Will Participate in this Activity

Role	Grade Level
- Classroom teachers - Principals / asst. principals - Superintendent / asst. superintendents - School counselors - Other educational specialists	- Early childhood (preK-grade 3) - Middle (grades 6-8) - Elementary (grades 2-5) - High school (grades 9-12)

Follow-up Activities / Evaluation Methods

Follow-up Activities	Evaluation Methods
- Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers - Analysis of student work, with administrator and/or peers - Creating lessons to meet varied student learning styles - Peer-to-peer lesson discussions - Lesson modeling with mentoring	- 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 - Participant survey

Status: In Progress — Upcoming

Strategy: Curriculum Renewal, Development, and Enhancements

Description: The UDASD will focus its efforts on using research and best practices and apply

what we learn to our curriculum. Some of these are already in process and are described in the activity category under this strategy.

Activity: **Arts and Humanities**

Description: The Arts and Humanities program is an area of strength in the District. The effort is to maintain this area of strength and to ensure that the program is standards-based.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 1/1/2009 Finish: Ongoing	-

Status: In Progress — Upcoming

Activity: **Business and Technology at the High School**

Description: The District will offer advanced technology courses at the high school (i.e. Web design; graphic design; digital photography; Adobe Pagemaker and Photoshop; and computerized accounting).

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 8/24/2009 Finish: 6/6/2014	$30,000.00

Status: In Progress — Upcoming

Activity: **Business and Technology for the Elementary School**

Description: The District will strengthen the keyboarding instruction for grades 3 and 4

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 8/24/2009 Finish: 6/6/2014	-

Status: In Progress — Upcoming

Activity: **Business and Technology for the Middle School**

Description: The District will offer MS Word and MS PowerPoint in the middle school with some advanced keyboarding skill development in grades 5 and 6.

Person Responsible	Timeline for Implementation	Resources
Walshaw-Wertz, Abbey	Start: 8/24/2009 Finish: 6/6/2014	-

Status: In Progress — Upcoming

Activity: **Career Education**

Description: The District will enhance its K--12 guidance and career education program by: (1) providing developmental guidance classes for grades K-6 using a research-based developmental guidance program; (2) continue developmentally appropriate in-class guidance instruction in grades 7-8 and utilize developmentally appropriate goals/values/interest inventories for students in grades 7-8; (3) develop transition activities for students moving from 8th to 9th grade; and (4) develop a four-year plan for students starting in 9th grade; modify the plan as needed in 10th grade. Further, in the high school, guidance counselors will meet with all students annually to review and modify the four year plan, discuss course selection, discuss post-secondary plans, and develop and utilize a research-based interest inventory and abilities assessment.

Person Responsible	Timeline for Implementation	Resources
Young, Michael	Start: 8/24/2009 Finish: 6/6/2014	-

Status: In Progress — Upcoming

Activity: **English/Language Arts for the High School**

Description: The District will: (1) develop elective courses in writing and public speaking; (2) develop a "literacy across the curriculum" (writing across the curriculum) program for all educational programs and disciplines in the high school; and, (3) in collaboration with the librarian, the district will develop a standardized research paper program from grades 9 through 12.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 8/25/2008 Finish: 6/6/2014	-

Status: In Progress — Upcoming

Activity: **Health and Physical Education for the Elementary School**

Description: The District will develop and maintain a standards-based health and wellness curriculum for grades K-4.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 8/25/2008 Finish: 6/6/2014	-

Status: In Progress — Upcoming

Activity: **Health and Physical Education for the High School**

Description: The District will enhance the standards-based wellness curriculum, develop curriculum articulation with the middle school wellness staff, and emphasize instruction on movement and nutrition. Additional instructional emphasis will include a program focused on lifetime fitness and individualized fitness assessments. Lastly, the high school wellness department will develop interdisciplinary instructional programs with the Family and Consumer Science program.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 8/25/2008 Finish: 6/6/2014	-

Status: In Progress — Upcoming

Activity: **Health and Physical Education for the Middle School**

Description: The District will enhance the standards-based wellness curriculum, develop curriculum articulation with the elementary school wellness staff, and emphasize instruction on movement and nutrition. Additional instructional emphasis will include a program focused on lifetime fitness and individualized fitness assessments. Lastly, the middle school wellness department will develop interdisciplinary instructional programs with the Family and Consumer Science program.

Person Responsible   Timeline for Implementation Resources

Walshaw-Wertz, Abbey	Start: 8/25/2008 Finish: 6/6/2014	-

Status: In Progress — Upcoming

Activity: **Mathematics for the Elementary School**

Description: The District will implement an affordable research-based, research validated elementary mathematics program.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 8/24/2009 Finish: 6/6/2014	$60,000.00

Status: In Progress — Upcoming

Activity: **Mathematics for the High School**

Description: The district will develop a high school integrated mathematics sequence to address math standards that non-college bound students likely would miss when not enrolled in academic/college preparatory math.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 8/24/2009 Finish: 6/6/2014	-

Status: In Progress — Upcoming

Activity: **Mathematics for the Middle School**

Description: The district will continue its scope and sequence of the middle school math curriculum to allow for more acceleration in math (i.e. Algebra I in eighth grade)

Person Responsible	Timeline for Implementation	Resources
Walshaw-Wertz, Abbey	Start: 8/24/2009 Finish: 6/6/2014	-

Status: In Progress — Upcoming

Activity: Music

Description: The District will develop additional elective course offerings at the high school level (individual instrumental courses).

Person Responsible Timeline for Implementation Resources

None Selected	Start: 8/24/2009 Finish: 6/6/2014	-

Status: In Progress — Upcoming

Activity: Reading and Language Arts for the Elementary School

Description: The District will implement a research-based, research validated elementary reading program that fully addresses the five essential components of effective reading programs: phonemic awareness, phonics, vocabulary, fluency, and comprehension. The reading program adopted in June of 2008 was the Houghton-Mifflin Reading Series for grades K--5.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 8/25/2008 Finish: 6/6/2014	-

Status: In Progress — Upcoming

Date	Comment
7/16/2011	While the Reading program was adopted, the District continously makes neccessary adaptations to best serve individual student needs.

Activity: Reading and Language Arts for the Middle School

Description: The District will restructure its reading and language arts program to allow for an additional reading class in grades 5 through 8. The district will also develop a middle school study skills intervention. Lastly, in collaboration with the librarian, the middle school will develop a research skills program at the middle school.

Person Responsible   Timeline for Implementation Resources

Walshaw-Wertz, Abbey	Start: 8/25/2008 Finish: 6/6/2014	-

Status: In Progress — Upcoming

Activity: Science for the Elementary School

Description: The District will implement and maintain the Science: It's Elementary program at the elementary level (K-5).

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 8/25/2008 Finish: 6/6/2014	-

Status: In Progress — Upcoming

Date	Comment
7/16/2011	The District adopted FOSS as its K-4 Science curriculum in May 2011. The District uses a project-based science curriculum in grades 5-8, using FOSS materials in a supplementary way.

Activity: Science for the High School

Description: The District will continue its scope and sequence project and make room for additional advanced placement and advanced level laboratory science classes at the high school.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 8/25/2008 Finish: 6/6/2014	-

Status: In Progress — Upcoming

Activity: Science for the Middle School

Description: The District will continue its curriculum scope and sequence project and will modify the middle school science curriculum to ensure curriculum is standards-based.

Person Responsible	Timeline for Implementation	Resources
Walshaw-Wertz, Abbey	Start: 8/25/2008 Finish: 6/6/2014	-

Status: In Progress — Upcoming

Activity: Social Studies for the High School

Description: The District will reorganize the high school social studies scope and sequence and add ninth grade Geography.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 8/25/2008 Finish: 7/9/2010	-

Status: No Longer Occurring

Date	Comment
7/16/2011	Geography has been integrated into existing Social Studies courses. Effective with the 2011-2012 school year, it is no longer a required, stand-a-lone course.

Activity: Social Studies for the Middle School

Description: The District will develop and enhance its standards-based curriculum for the History of Pennsylvania. Also, additional social studies standards will be embedded and integrated into other disciplines taught in the middle school curriculum.

Person Responsible   Timeline for Implementation Resources

Walshaw-Wertz, Abbey	Start: 8/25/2008 Finish: 8/30/2014	-

Status: In Progress — Upcoming

Activity: World Languages

Description: The District will maintain and strengthen its World Languages program which delivers learning opportunities for three languages: German, French, and Spanish. The District will develop and enhance the middle school exploratory language program (eighth grade program).

Person Responsible Timeline for Implementation Resources

None Selected	Start: 8/25/2008 Finish: 6/6/2014	-

Status: In Progress — Upcoming

Date	Comment
7/16/2011	The District will offer an online, middle school exploratory program in 2011-2012.

Goal: DISTRICT ASSESSMENT PLAN

Description: The Upper Dauphin Area School District will develop a district assessment plan designed to monitor the degree to which all students are meeting Pennsylvania academic standards.

Strategy: Benchmark Assessments

Description: The district has committed funds to the Study Island online practice and learning program and thus will use its benchmark assessment program. The benchmark assessment will be administered to grades 3-8 and 11 four times per year. If the district is not satisfied with Study Island, the district will implement 4-Sight Benchmark assessments for the 2010-2011 school year.

Activity: Study Island or 4-Sight Benchmark Assessments

Description: The UDASD will begin the use of benchmark assessments by first using the Study Island benchmark assessments. These are online assessments given four times per year and are scored immediately. This enables both teachers and students to receive immediate feedback.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 8/25/2008 Finish: 6/6/2014	$30,560.00

Status: In Progress — Upcoming

Strategy: Collaborative Planning

Description: The district will create an assessment plan utilizing the PSSA, Study Island Benchmark Assessments, and a testing organ such as DIBELS or AIMSWEB.

Activity: Data Driven Decision Making

Description: Data analysis will be a K-12 activity focused upon creating a culture of continuous improvement. The district will organize data teams by grade level, K-4, and by interest, 5-12. These teams will analyze data and report to the administration. We will also explore the use of various types of teams to explore data, inlcuding mixed grade level and content area teams.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 4/8/2008 Finish: 12/31/9999	$15,000.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
6.00	3	115
Organization or Institution Name	**Type of Provider**	**Provider's Department of Education Approval Status**
	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Educators will learn how to use data to yield information to help students improve skills.	Research shows that the use of data may have a positive impact upon student test scores.	*For classroom teachers, school counselors and education specialists:* • 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 <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. • Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making. • Empowers leaders to create a <u>culture of teaching</u>

and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

Educator Groups Which Will Participate in this Activity

Role	Grade Level
• Classroom teachers • Principals / asst. principals • Superintendent / asst. superintendents • School counselors • Other educational specialists	• Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades 9-12)

Follow-up Activities	Evaluation Methods
• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussions	• 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 • Classroom student assessment data • Participant survey

Status: In Progress — Upcoming

Strategy: Data-driven Decisions and Data Warehousing

Description: The District will establish teacher data teams so that teachers may analyze and use assessment data to make decisions about curriculum and instruction. Data teams will be developed in all buildings and data discussions will be recorded and submitted to the principals and superintendent on a monthly basis. Further, the District will use the following data tools: (1) eMetric (data storage and information); (2) Pennsylvania Value-Added Assessment System (PVAAS) for measuring and analyzing progress and growth; and, (3) the District will purchase Performance Tracker to store and cross reference all District assessment data.

Activity: Data Mining and Analysis

Description: The District will purchase Performance Tracker which is a highly advanced data mining database that allows users to cross reference various data sources stored in the software.

Person Responsible Timeline for Implementation Resources

| None Selected | Start: 9/26/2008
Finish: 5/23/2014 | $30,400.00 |

Status: Complete

Activity: Data Teams: Building Level Teams

Description: Data Teams will exist at each building and be led by the building principal. This is a critical step as we bring data to the teaching level where it is the most meaningful. Data teams will meet twice a month to interpret and analyze data. Data team reports are due to the superintendent by the last day of each month.

Person Responsible Timeline for Implementation Resources

| None Selected | Start: 8/25/2008
Finish: 7/4/2014 | $14,000.00 |

Status: In Progress — Upcoming

Strategy: Formative Local Assessments

Description: Each school in the District (E, M, and H) will continue to use Classroom-based Assessments (CBA) which will include a variety of measures including tests, performances, products, written work, and formative assessments. These evaluative tools will be integrated into the curricula and provide teachers with progressive information regarding the level of a student's progress and the extent of their understanding. Additionally, the District will continue to use District-based Assessments (DBA) at the middle and high school levels. These include a variety of measures such as midterm exams, final exams, quarterly assessments, and performance tasks that have been created at the building level. These assessments shall be common across the grade-level and provide valuable information for both individual students and groups of students on their performance of the PA Academic Standards.

Activity: Building Level Data/Assessment Teams

Description: Data teams will work with department chairs to develop and institute common district-based assessments (DBAs).

Person Responsible Timeline for Implementation Resources

| None Selected | Start: 8/24/2009
Finish: 6/6/2014 | - |

Status: In Progress — Upcoming

Strategy: **Progress Monitoring**

Description: The District will use AIMSWeb and Renaissance Learning to progress monitor all special education students in grades K through 12. All progress monitoring data will be inputted into Performance Tracker.

Activity: **AIMSWeb**

Description: AIMSWeb is a scientifically based, formative assessment system that informs the teaching and learning process by providing continuous student performance data and reporting improvement to parents, teachers, and administrators to enable evidence-based evaluation and data-drive instruction. AIMSweb provides teachers the assessment materials and ability to organize and report Curriculum-Based Measurement (CBM)-standardized measures of basic skills-including reading, early literacy, early numeracy, mathematics, spelling, and written expression.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 11/7/2008 Finish: 5/23/2014	$24,000.00

Status: In Progress — Upcoming

Activity: **Renaissance Learning**

Description: Renaissance Learning is a computer-based assessment for grades kindergarten through twelve. Renaissance Learning's tools provide daily formative assessments and periodic progress-monitoring technology to enhance the curriculum, support differentiated instruction, and personalize practice in reading, writing, and math.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 9/8/2008 Finish: 5/30/2014	$12,000.00

Status: In Progress — Upcoming

Date	Comment
7/16/2011	There is interest in adopting this program however it has not yet been purchased.

Strategy: **PSSA**

Description: The UDASD will develop data teams at each building. These are teams of teachers and building level administrators who meet twice a month to interpret and analyze data from

PSSAs, DIBELS (ES/MS), benchmark assessments, AIMSWEB (progress monitoring), and formative local assessments.

Activity: **Data Teams: Building Level Teams**

Description: Data teams will exist at each building and be led by the building principal. This is a critical step as we bring data to the teaching level where it is the most meaningful. Data teams will meet twice a month to interpret and analyze data.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 9/19/2008 Finish: 5/16/2014	-

Status: In Progress — Upcoming

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

Description: Graduate rate will meet an 85% threshold and/or show growth.

Strategy: Academic Proficiency for all students

Description: Incrementally the district will work towards proficiency for all students, providing remediation opportunities for those in need. Through programs implemented to increase learning through improvement in instruction, to target instruction based upon data, and to differentiate instruction based upon student ability, the district will raise proficiency levels and show student growth.

Activity: Co-teaching

Description: For those who will be employing the strategies and techniques, the district will provide training in co-teaching. Effective use of the co-teaching model coupled with differentiated instruction will increase achievement for the targeted population.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 8/20/2008 Finish: 8/21/2013	-

Status: In Progress — Upcoming

Activity: Differentiated Instruction

Description: Coupled with co-teaching, differentiated instruction will raise achievement throughout the student population.

Person Responsible Timeline for Implementation Resources

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 8/20/2008 Finish: 8/21/2013	-

Status: In Progress — Upcoming

Activity: Instruction, Assessment, and Remediation

Description: The district will research, plan, implement, and evaluate a program of high school curriculum development, rigorous and relevant instruction congruent to the Learning Focused Schools Initiative and incorporating inclusive practices such as differentiated instruction, reliable differentiated assessment, and remediation based upon indiviual student's needs. Remediation will gradually be replaced by previewing and acceleration, Learning Focused Schools strategies.

Person Responsible Timeline for Implementation Resources

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 8/20/2008 Finish: 8/21/2013	-

Status: In Progress — Upcoming

Activity: Learning Focused Schools training

Description: The district will provide training opportunities in Learning Focused Schools for all profesional staff as needed.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 8/20/2008 Finish: 6/30/2014	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2.00	5	115
Organization or Institution Name	**Type of Provider**	**Provider's Department of Education Approval Status**
Learning Focused Schools,	• Intermediate Unit	Approved

CAIU

- Individual
- Company

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Teachers will accrue knowledge of learning strategies that are research validated and will be able to apply them collectively in the classroom.	The Learning Focused Schools initiative is based upon the research of Dr. Max Thompson, whose qualitative studies are congruent to the work of Robert Marzano on excellence in teaching and best practices.	*For classroom teachers, school counselors and education specialists:* - 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 <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. - Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.

Educator Groups Which Will Participate in this Activity

Role	Grade Level
- Classroom teachers - Principals / asst.	- Early childhood (preK-grade 3)

- principals
- Superintendent / asst. superintendents
- School counselors
- Other educational specialists

- Middle (grades 6-8)
- Elementary (grades 2-5)
- High school (grades 9-12)

Follow-up Activities	Evaluation Methods
- Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers - Creating lessons to meet varied student learning styles - Peer-to-peer lesson discussions	- 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 - Participant survey - Review of participant lesson plans

Status: In Progress — Upcoming

Strategy: Reduce the drop-out rate

Description: The District will identify students at risk of dropping out early (grades 9 and 10) and will provide academic support, additional student services, and/or develop alternatives to dropping out of school.

Activity: Counseling and Early Interventions

Description: Guidance counselors will identify and provide early intervention and proactive counseling approaches to keeping students in school. Counselors will provide alternative educational options to students struggling to stay in school. Some of these alternatives may include blended schools or online course options.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 9/8/2008 Finish: 6/6/2014	-

Status: In Progress — Upcoming

Activity: **Interview and Survey**

Description: When it appears inevitable that, despite intense intervention efforts, a student elects to dropout of high school, guidance counselors will administer a survey and interview the student. The information collected in the exit interview and survey will be summarized, analyzed, and actions plans will be developed to address these issues especially if there appears to be a trend in the rationale for dropping out of high school.

Person Responsible Timeline for Implementation Resources

| None Selected | Start: 8/25/2008 | - |
| | Finish: 6/6/2014 | |

Status: In Progress — Upcoming

Goal: MATHEMATICS

Description: At least 56% of all students will be proficient in Mathematics, as measured by the annual state-wide PSSA assessments. Future targets, as designated by the PDE, are as follows: 2008—2010=56%; 2011=67%; 2012=78%; 2013=89%; and, 2014=100%.

Strategy: Benchmark Assessments

Description:

Activity: Study Island or 4Sight Benchmark Assessments

Description: The UDASD will begin the use of benchmark assessments by first using the Study Island benchmark assessments. These are online assessments given four times per year and are scored immediately. This enables both teachers and students to receive immediate feedback.

Person Responsible Timeline for Implementation Resources

| None Selected | Start: 11/7/2008 | $24,600.00 |
| | Finish: 5/23/2014 | |

Status: In Progress — Upcoming

Strategy: Data Analysis

Description: The District will use eMetric, PVAAS, and Performance Tracker to mine and analyze data. Students who demonstrate they are not learning or understanding will receive remediation and interventions.

Activity: eMetric, PVAAS, and Performance Tracker

Description: Data warehouse and analysis tools to be used are eMetric, PVAAS, and Performance Tracker. eMetric will enable teachers to analyze raw scores, percentages, and review reporting categories where students are scoring Basic or Below Basic. PVAAS will enable teachers to measure student progress and growth annually. Performance Tracker will enable teachers to cross reference mixed data from PSSAs, Study Island, DIBELS, AIMSWeb, Renaissance Learning, and other methods of measurement.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 1/1/2009 Finish: Ongoing	-

Status: In Progress — Upcoming

Activity: Subgroup Analysis

Description: The District will focus its efforts on providing additional resources, interventions, remediation, and assistance to special education and economically disadvantaged students who demonstrate difficulty with learning.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 1/1/2009 Finish: Ongoing	-

Status: In Progress — Upcoming

Strategy: Data informed curriculum and instructional practices

Description: Decisions related to curriculum and instruction will be based upon a variety of data.

Activity: Acceleration/Remediation

Description: Students who are not proficient in Mathematics will be identified and intervention strategies will be implemented (acceleration options, before and after school tutoring, middle school math tutoring, remediation using StudyIsland, etc.).

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 8/20/2008 Finish: 8/21/2013	$517,730.00

Status: In Progress — Upcoming

Activity: Consistent Research Based Instructional Practices

Description: The use of research based instructional practices for improving student achievement will be consistent and pervasive in all classrooms. Specifically, those research based instructional practices are Learning Focused Schools, Differentiated Instruction, Co-teaching, and Technology Integration.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 8/20/2008 Finish: 8/21/2013	-

Status: In Progress — Upcoming

Strategy: Differentiated Instruction

Description: Differentiating instruction means creating multiple paths so that students of different abilities, interest or learning needs experience equally appropriate ways to absorb, use, develop and present concepts as a part of the daily learning process. It allows students to take greater responsibility and ownership for their own learning, and provides opportunities for peer teaching and cooperative learning.

Activity: Practice the four ways to effectively differentiate instruction

Description: (1) Differentiating the Content/Topic; (2) Differentiating the Process/Activities; (3) Differentiating the Product; and, (4) Diffferentiating by Manipulating the Environment or through Accommodating Individual Learning Styles

Person Responsible Timeline for Implementation Resources

Caputo, Paul	Start: 8/30/2008 Finish: Ongoing	$13,000.00

Status: In Progress — Upcoming

Strategy: Master Scheduling

Description: The District will develop instructional schedules that allow for flexible grouping and co-teaching in an effort to provide special needs students with educational opportunities in a least restrictive environment.

***Activity:* Co-teaching**

Description: The District will individually hand schedule students with special needs into regular education classrooms and provide these students with a co-teaching experience.

Person Responsible Timeline for Implementation Resources

| None Selected | Start: 8/26/2008
Finish: 6/6/2014 | - |

Status: In Progress — Upcoming

Strategy: **Remediation and Tutoring**

Description: The District will provide intensive remediation opportunities for all students who demonstrate difficulty with learning.

Activity: **Extended Day Remediation**

Description: Extended day remediation/tutoring will be available two/three days per week at the middle and high schools.

Person Responsible Timeline for Implementation Resources

| None Selected | Start: 1/1/2009
Finish: Ongoing | $31,000.00 |

Status: In Progress — Upcoming

Goal: PROFESSIONAL DEVELOPMENT

Description: The Upper Dauphin Area School District will develop a comprehensive professional development plan for all faculty, staff and administration. This plan will be aligned with all the goals outlined in the district's Chapter 4, Educational Technology, and Teacher Induction plans. Additionally, the district professional development plan will incorporate training in inclusive practices, including differentiated instruction, for all teachers in the district.

Strategy: **Professional Responsibilities**

Description: To provide ongoing opportunities for staff development in topics that will improve and promote professional responsibility and accountability.

Activity: **CPR/AED/First Aid Training**

Description: The Upper Dauphin Area School District annually offers opportunities for initial and refresher CPR/AED/First Aid training to all employees allowing them to be prepared for a wide range of emergencies.

Person Responsible Timeline for Implementation Resources

Caputo, Paul   Start: 7/1/2011   -
                     Finish: Ongoing

Status: In Progress — Upcoming

Goal: READING

Description: At least 63% of all students will be proficient in Reading, as measured by the annual state-wide PSSA assessments. PDE designated targets are 2008-2010 - 63%, 2011 - 72%, 2012 - 81%, 2013 - 91%, and 2014 - 100%.

Strategy: Assessment Bridges between grade levels (identifying "at risk" readers)

Description: The District will work tenaciously at identifying "at risk" readers between grade levels and work with parents on a plan for bringing all students up to grade level.

Activity: Data collection and end-of-year review

Description: At all grade levels, teachers will collect multiple data and identify "at risk" readers early, provide interventions, and at the end of the year, if the student is still at risk of not reading at grade level, will work with the building principal and parents on a plan for intervention and remediation.

Person Responsible Timeline for Implementation Resources

None Selected   Start: 1/1/2009   -
                     Finish: Ongoing

Status: In Progress — Upcoming

Strategy: Benchmark Assessments

Description: The district has committed funds to the Study Island online practice and learning program and thus will use its benchmark assessment program. The benchmark assessment will be administeredto grades 3-8 and 11 four times per year. If the district is not satisfied with Study Island, the district will implement 4-Sight Benchmark assessments for the 2010-2011 school year.

Activity: Study Island or 4Sight Benchmark Assessments

Description: The UDASD will begin the use of benchmark assessments by first using the Study Island benchmark assessments. These are online assessments given four times per year and are scored immediately. This enables both teachers and students to receive immediate feedback.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2009 Finish: Ongoing	$24,600.00

Status: In Progress — Upcoming

Strategy: Curriculum Renewal, Development, and Enhancement

Description:

Activity: Scope and Sequence; Mapping; Articulation

Description: The District will continue its scope and sequence project which includes K-12 curriculum articulation, curriculum mapping, and written adjustments to the planned course of studies in Reading and Language Arts.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2009 Finish: Ongoing	-

Status: In Progress — Upcoming

Strategy: Data Analysis

Description: The District will use eMetric, PVAAS, and Performance Tracker to mine and analyze data. Students who demonstrate they are not learning or understanding will receive remediation and interventions.

Activity: eMetric, PVAAS, and Performance Tracker

Description: Data warehouse and analysis tools to be used are eMetric, PVAAS, and Performance Tracker. eMetric will enable teachers to analyze raw scores, percentages, and review reporting categories where students are scoring Basic or Below Basic. PVAAS will enable teachers to measure student progress and growth annually. Performance Tracker will enable teachers to cross reference mixed data from PSSAs, Study Island, DIBELS, AIMSWeb, Renaissance Learning, and other methods of measurement.

Person Responsible Timeline for Implementation Resources

None Selected   Start: 1/1/2009   -
                       Finish: Ongoing

Status: In Progress — Upcoming

Activity: **Subgroup Analysis**

Description: The District will focus its efforts on providing additional resources, interventions, remediation, and assistance to special education and economically disadvantaged students who demonstrate difficulty with learning in the area of Reading and Language Arts.

Person Responsible Timeline for Implementation Resources

None Selected   Start: 1/1/2009   -
                       Finish: Ongoing

Status: In Progress — Upcoming

Strategy: **Data informed curriculum and instructional practices**

Description: Decisions related to curriculum and instruction will be based upon a variety of data.

Activity: **Acceleration/Remediation Components**

Description: Students who are not proficient in Reading will be identified and intervention strategies will be implemented (acceleration options, before and after school tutoring, remediation using StudyIsland, etc.).

Person Responsible Timeline for Implementation Resources

None Selected   Start: 8/20/2008   -
                       Finish: 8/21/2013

Status: In Progress — Upcoming

Activity: **Consistent Research Based Instructional Practices**

Description: The use of research based instructional practices for improving student achievement will be consistent and pervasive in all classrooms. Specifically, those research

based instructional practices are Learning Focused Schools, Differentiated Instruction, Co-teaching, and Technology Integration.

Person Responsible Timeline for Implementation Resources

| None Selected | Start: 8/20/2008
Finish: 8/21/2013 | - |

Status: In Progress — Upcoming

Strategy: Literacy Across the Curriculum in the middle school and high school

Description: The District will require teachers in all disciplines at the middle school and high school to design instruction that allows for an increase in reading and writing.

Activity: PDE Writing Rubric

Description: Teachers will receive the PDE Writing Rubric and receive training from language arts teachers in how to best use the rubric for assessing writing in science, social studies, math, health, and other special area subjects.

Person Responsible Timeline for Implementation Resources

| None Selected | Start: 1/1/2009
Finish: Ongoing | - |

Status: In Progress — Upcoming

Strategy: Master Scheduling

Description: The District will develop instructional schedules that allow for flexible grouping and co-teaching in an effort to provide special education students with educational opportunities in a least restrictive environment.

Activity: Co-teaching

Description: The District will individually hand schedule students with special needs into regular education classrooms and provide these students with a co-teaching experience.

Person Responsible Timeline for Implementation Resources

| None Selected | Start: 1/1/2009
Finish: Ongoing | - |

Status: In Progress — Upcoming

Strategy: Reading Series-Research-based and Research-validated

Description: The District adopted a comprehensive, research-based and research validated reading series to begin 2008/2009 for grades K-5.

Activity: Houghton-Mifflin Reading Series

Description: Houghton Mifflin's comprehensive learning program includes a variety of products to help maximize teaching effectiveness. Their textbooks, workbooks, teachers' guides and resources, audio-visual aids, and computer software give students and teachers the tools they need for success in the elementary school.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 8/6/2008 Finish: 8/21/2008	$126,000.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
6.00	3	30

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Houghton Mifflin	• Company	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Teachers will learn how to effectively provide reading and language arts instruction using the Houghton Mifflin reading series.	The Houghton Mifflin reading series is research-based and research validated. It is one of the most outstanding and effective reading series on the market today.	*For classroom teachers, school counselors and education specialists:* • Enhances the educator's content knowledge in the area of the educator's certification or assignment. • Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. *For school and district administrators, and other educators seeking leadership roles:* • Empowers leaders to

create a <u>culture of teaching and learning</u>, with an emphasis on learning.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
• Classroom teachers • Principals / asst. principals • Other educational specialists	• Early childhood (preK-grade 3) • Elementary (grades 2-5)	• Reading, Writing, Speaking & Listening • Kindergarten Early Learning Standards

Follow-up Activities	Evaluation Methods
• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Peer-to-peer lesson discussions	• 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 • Review of participant lesson plans

Status: Complete

Strategy: Remediation and Tutoring

Description: The District will provide intensive remediation opportunities for all students who demonstrate difficulty with learning in reading and language arts.

Activity: Extended Day Remediation and Tutoring

Description: Extended day remediation/tutoring will be available two/three days per week at the middle and high schools.

Person Responsible Timeline for Implementation Resources

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 1/1/2009 Finish: Ongoing	$31,000.00

Status: In Progress — Upcoming

Goal: SCIENCE

Description: The Upper Dauphin Area School District will continue to enhance the K-12 science curriculum for the PSSA Science Assessment.

Strategy: Curriculum Renewal, Development, and Enhancements

Description: The District will provide science curriculum and instruction services and best practices that provide opportunity and interest for all students.

Activity: Science for the Elementary School

Description: The District will implement and maintain the Science: It's Elementary program at the elementary level (K-5).

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2009 Finish: Ongoing	-

Status: In Progress — Upcoming

Activity: Science for the High School

Description: The District will continue its scope and sequence project and make room for additional advanced placement and advanced level laboratory science classes at the high school.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2009 Finish: Ongoing	-

Status: In Progress — Upcoming

Activity: Science for the Middle School

Description: The District will continue its curriculum scope and sequence project and will modify the middle school science curriculum to ensure curriculum is standards-based.

Person Responsible   Timeline for Implementation Resources

Walshaw-Wertz, Abbey	Start: 1/1/2009 Finish: Ongoing	-

Status: In Progress — Upcoming

Strategy: Data informed curriculum and instructional practices

Description: Decisions related to curriculum and instruction will be based upon a variety of data.

Activity: Consistent Research Based Instructional Practices

Description: The use of research based instructional practices for improving student achievement will be consistent and pervasive in all classrooms while StudyIsland will be used as a supplemental resource. Specifically, those research based instructional practices are Learning Focused Schools, Differentiated Instruction, Co-teaching, and Technology Integration.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 8/20/2008 Finish: 8/21/2013	-

Status: In Progress — Upcoming

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

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

Strategy: Oversight

Description: The district schools will enforce the district attendance policies which are aligned to the Public School Code of 1949, and BEC 24 P.S. 13-1327.

Activity: Continual Monitoring

Description: Attendance secretaries and building principals will monitor attendance and enforce district policy for tardiness, unlawful absences, etc.

Person Responsible Timeline for Implementation Resources

| None Selected | Start: 9/2/2008 Finish: 6/10/2014 | - |

Status: In Progress — Upcoming

Date	Comment
7/16/2011	The District implemented a Truancy Abatement Program during the 2010-2011 school year.

Goal: STUDENT PARTICIPATION IN STATE ASSESSMENTS

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

Strategy: Communication

Description: UDASD believes in the necessity of data-driven decision making and will publicize the importance of attendance during the administration of state assessments.

Activity: Test Administration

Description: All personnel involved in test administration will work to continuously assure all PDE requirements are met. We will assure that all absent students complete make-up tests, that all students in outside placements are tested, and that test administration and security procedures are followed exactly.

Person Responsible Timeline for Implementation Resources

| None Selected | Start: 3/12/2009 Finish: 3/13/2014 | - |

Status: In Progress — Upcoming

Goal: STUDENT PERFORMANCE

Description: The Upper Dauphin Area School District will develop programs and initiatives designed to continue marked improvement for the academic and learning performance of all students.

Strategy: **Curriculum and Instruction**

Description: The district will provide curriculum and instruction services that provide opportunity and interest for all students.

Activity: **Career Exploration**

Description: In accordance with the PA Academic Standards, UDASD will continually review career exploration processes and tools in order to prepare students for post-graduate success. Staff will review the career-based graduation project required of all students and the use and application of career exploration computer-based programs.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 6/8/2009 Finish: 6/9/2014	-

Status: In Progress — Upcoming

Activity: **Curriculum Delivery**

Description: The district will explore and endeavor to offer non-traditional technology based curriculum delivery methods, distance learning, in an effort to maximize student engagement.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 9/8/2008 Finish: 7/7/2014	-

Status: In Progress — Upcoming

Activity: **Learning Focused Schools training**

Description: Through in-house workshops and Capital Area Intermediate Unit trainings, the district will continually train personnel and reinforce training in the Learning Focused Schools initiative.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 8/20/2008 Finish: 6/6/2014	$70,000.00

Professional Development Activity Information

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

Status: In Progress — Upcoming

Goal: TECHNOLOGY INTEGRATION FOR STUDENT ACHIEVEMENT

Description: Students will have opportunities to use technology in all learning environments to create, research, integrate, and develop their understanding. This cross-curricular approach will utilize teacher teams in the elementary and middle schools and, in the high school, collaboration between math and science teachers and among English, social studies, and wellness teachers.

Strategy: Administrative and Business Technologies

Description: The administrative and business functions of a school district are vital to success in the classroom. The administrative and business operations will utilize technology to increase access to current and historical data for decision making, maintain an integrated business system, and establish security protocols and procedures to insure the integrity and longevity of the system.

Activity: Data driven decision making infrastructure

Description: The district will establish a secure system in which personnel may access historical student information for planning and decision making. This information may include student testing, performance, and demographic data as well as historical information related to purchasing and budgeting.

Person Responsible Timeline for Implementation Resources

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 9/22/2008 Finish: 6/23/2014	$15,500.00

Status: In Progress — Upcoming

Date	Comment

7/16/2011 All professional staff members have individual access to Performance Tracker. Staff also have access to eMetric and PVASS. Information related to purchasing and budgeting is not yet available.

Activity: Fund Telecommunication Services

Description: Provide telecommunication, cellular, and data services for entire district.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 1/1/2009 Finish: Ongoing	$120,000.00

Status: In Progress — Upcoming

Activity: Update Personal Computing Systems

Description: Commit to a five year replacement cycle of 120 personal computing systems per year.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 1/1/2009 Finish: Ongoing	$330,000.00

Status: In Progress — Upcoming

Date	Comment
7/16/2011	The District has begun to implement thin client and n-computing technology. Virtualization will negate the need to replace personal computing systems as initially planned.

Activity: Update Supporting Computer Equipment

Description: Commit to an acceptable replacement cycle for all computer peripherals and supporting equipment.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 1/1/2009 Finish: Ongoing	$60,000.00

Status: In Progress — Upcoming

Strategy: **Online Learning/Distance Learning**

Description: The District will engage in online and distance learning opportunities through the use of multiple technologies. These learning opportunities will serve students in varied ways: (1) enrichment for advanced learning; (2) remediation; (3) expanded course selections and program of studies; and, (4) alternative education opportunities.

Activity: **Regional WAN Connection**

Description: Provide a high speed broadband transport connecting our students to other students in our region/state for the purposes of collaboration and sharing resources.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 7/1/2009 Finish: Ongoing	$91,440.00

Status: In Progress — Upcoming

Activity: **Regional WAN Content**

Description: Provide access , via the WAN, to digital media, online learning systems, and educational Internet2 content for all faculty/staff, as well as necessary professional development relating to this content.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 7/1/2009 Finish: Ongoing	$60,000.00

Status: In Progress — Upcoming

Goal: TECHNOLOGY STAFF DEVELOPMENT

Description: The Upper Dauphin Area School District will provide continuous technology staff development in an effort to help them enhance their professional practice and enhance student learning.

Strategy: Technology Coaches

Description: The district will conduct technology training and provide technology support through the establishment of building level technology coaches.

Activity: Technology Support

Description: Technology Coaches will support technology and provide basic hardware and software assistance for personal computer, projection, and audio systems at the building level.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 1/1/2009 Finish: Ongoing	$3,000.00

Status: In Progress — Upcoming

Date	Comment
7/16/2011	A Tech Lead Teacher program will be piloted in 2011-2012. The Tech Lead Teachers are teachers who are proficient in technology use and can provide assistance to their colleagues.

Activity: Technology Training

Description: Building Technology Coaches will conduct after school and in-service training focused on integrating technology and instruction, the use of technology to differentiate instruction, and the use and application of supported integrated learning software such as StudyIsland.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 1/1/2009 Finish: Ongoing	$9,000.00

Status: In Progress — Upcoming

Strategy: Training

Description: The District will establish technology training and support through the services of building level technology coaches.

Activity: Elective workshops

Description: Professional staff will be offered training in new computer applications and existing applications; such as Microsoft Office, Excel, Power Point, and Publisher.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 8/20/2008 Finish: 8/21/2013	-

Status: In Progress — Upcoming

Activity: New initiatives/new technology

Description: Professionals will be trained en masse in new technological initiatives, such as instructional applications for computer projection units using Power Point, feeds from Unitedstreaming, and resources downloaded to the computer desktop from the IU.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 8/20/2008 Finish: 8/21/2014	$30,000.00

Professional Development Activity Information

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

Status: In Progress — Upcoming

Date	Comment
7/16/2011	Training in use of Web 2.0 tools was implemented in 2010-2011. Individual coaching was implemented and will be expanded in 2011-2012.

Goal: Use Technology to Implement Standards-Based Instruction

Description: To support the implementation of standards-based instruction and continued school improvement through the integration of technology into the curriculum and operational aspects of the district.

Strategy: Technological Support of the K-12 Curriculum

Description: Technology which supports the K-12 curriculum will implemented, maintained and updated as needed.

Activity: Assessment & Reform

Description: Technology will be used to align curriculum to Pennsylvania's Academic Standards, to analyze local and state assessments, and to make necessary adjustments when data analysis reveals weakness in the K-12 curriculum.

Person Responsible Timeline for Implementation Resources

Caputo, Paul	Start: 7/1/2012 Finish: Ongoing	-

Status: Not Started — Upcoming

Activity: Curriculum Revision

Description: Technology initiatives (i.e. introducing a CNC lathe in technology education courses) which lead to curriculum revision will be approved by the appropriate supervisor, department, or any future-established districtwide curriculum council. Proposed technology budget items will be reviewed annually.

Person Responsible Timeline for Implementation Resources

Caputo, Paul	Start: 7/1/2012 Finish: Ongoing	-

Status: Not Started — Upcoming

Measurable Annual Improvement Targets

Measurable Annual Improvement Targets

One of the Upper Dauphin Area School District's strategic planning goals is to develop a comprehensive K-12 assessment plan. The following assessments will be used as part of the UDASD Assessment plan:

1. PSSA
2. DIBELS
3. Study Island--practice and benchmark assessments

4. Study Island Benchmark assessments given four times per year for grades 3, 4, 5, 6, 7, 8, and 11 (the District may use 4Sight if the Study Island Benchmark Assessments prove to be insufficient)
5. AIMSWeb for Progress Monitoring
6. Formative Local Assessments
7. Renaissance Learning (in class)

As part of the District Assessment Plan, the district will use the following data warehouses and interactive value added assessment implements:

1. eMetric
2. PVAAS
3. Performance Tracker

As part of the District Assessment Plan, it will be district procedure that each of the three school buildings establish data teams that consist of teachers and building level administrators. The function of the data teams is to analyze data, assess progress based on data reports, and make recommendations for curricular and instructional adjustments based on the data studied (data driven decision-making).

As part of the plan for improving student achievement, the district has already identified one subgroup that continues to struggle to reach proficiency: special education. Therefore, as part of the strategic plan, the district will begin two initiatives that will improve student achievement for all students but particularly, will target our special education population. These are:

1. Differentiated Instruction
2. Co-teaching

Differentiated Instruction: In order for teachers to understand fully how to differentiate instruction, intensive and sustained professional development is necessary. At the onset of the 2008/2009 school year, all UDASD teachers will begin training in the area of differentiated instruction which will allow teachers to learn about students as individuals and to use that information to shape instructional methods, create instructional activities that engage individual students, and provide choices of student products that ultimately will prove to educators that students know what it is we want them to know.

Co-teaching: This model allows regular education and special education teachers to share a classroom of students and to teach together. The key is that they teach together and that the special education teacher does not operate in silence or serve strictly as an instructional aide. The building principal hand schedules special needs students into specific regular education classrooms where a special education teacher is also scheduled.

Both methods allow for a least restrictive environment (LRE), less segregation of students, and will enable students with special needs to receive the same type of rigorous learning opportunities as our regular education students.

Curriculum, Instruction and Instructional Materials

Curriculum, Instruction and Instructional Materials

The Upper Dauphin Area School District believes that a quality curriculum through planned and focused instruction is essential to ensure all students learn and master academic standards. The superintendent of schools serves as the curriculum director and facilitates and oversees the entire curriculum renewal process. In addition to a quality standards-based curriculum which is delivered using a research-based instructional framework (Learning Focused Schools), the

district has supported the educational program through strong budgets which afford our students and teachers exceptionally high quality instructional materials and resources.

Curriculum Review Cycle

Subject	2008-09	2009-10	2010-11	2011-12	2012-2013	2013-14
Mathematics	T. F.	I	M. I.	D. I. & S. S. (prep team)	T. F.	I
Social Studies	T. F.	I	M. I.	D. I. & S. S. (prep team)	T. F.	I
Technology/Business	T. F.	I	M. I.	D. I. & S. S. (prep team)	T. F.	I
Language Arts and ESL	D. I. & S. S. (prep team)	T. F.	I	M. I.	D. I. & S. S. (prep team)	T. F
Music	D. I. & S. S. (prep team)	T. F.	I	M. I.	D. I. & S. S. (prep team)	T. F
Guidance & Career Education	D. I. & S. S. (prep team)	T. F.	I	M. I.	D. I. & S. S. (prep team)	T. F
Arts	M. I.	D. I. & S. S. (prep team)	T. F.	I	M. I.	D. I. & S. S. (prep team)
Science	M. I.	D. I. & S. S. (prep team)	T. F.	I	M. I.	D. I. & S. S. (prep team)
Agric./Industrial Tech../B.T.*	M. I.	D. I. & S. S. (prep team)	T. F.	I	M. I.	D. I. & S. S. (prep team)
Health & Phys. Education	I	M. I.	D. I. & S. S. (prep team)	T. F.	I	M. F
World Languages	I	M. I.	D. I. & S. S. (prep team)	T. F.	I	M. F
Family & Cons. Sciences	I	M. I.	D. I. & S. S. (prep team)	T. F.	I	M. F
Library	I	M. I.	D. I. & S. S. (prep team)	T. F.	I	M. F

Key for curriculum cycle matrix:

Phase #1 = D. I. & S. S (preparation team)—Determine Impact (D. I.) on student learning and conduct a Self-Study(S. S.) to include curriculum mapping, research, and planning;

Phase #2 = T. F.—Task Force (T. F.) is the planning and budgeting of resources requested as a result of the self- study;

Phase #3 = Implementation (I) of new curriculum and resources;

Phase #4 = Modify Instruction (M. I.), as needed.

As part of the strategic plan, there will be a highly prescribed concentration on curriculum enhancement and refinement. The Upper Dauphin Area School District's four-year curriculum review cycle is designed to focus efforts on monitoring and evaluating curriculum early and often. As teachers and principals discover areas in the curriculum that require modification, changes may be made immediately and in the fourth year, opportunities for implementation of significant curricular renovation and utilization of new and updated resources are availed. A major evaluation which will take into account the outcomes of the self-study shall be conducted the academic year prior to the curriculum revision and adoptions.

Scope and Sequence

Beginning in the 2006/2007 school year and continuing through the 2009/2010 school year, the Upper Dauphin Area School District has developed a curriculum scope and sequence project. Planned core courses existing at the elementary level for grades kindergarten through four include: reading, language arts, mathematics, social studies, and science. Special area subjects for grades kindergarten through four that are offered throughout the year but do not meet daily include: art, music, technology, physical education and health, and library. At the intermediate and middle school levels, planned course documents of study for grades five through eight include: language arts, mathematics, social studies, science, art, technology, family and consumer science, exploratory language, industrial technology, health and physical education, and music. At the high school level, planned course documents for grades nine through twelve include: language arts, mathematics, social studies, the sciences, world languages, art and humanities, music, technology, business, health and physical education, industrial technology/building trades, and agriculture.

In an effort to ensure all academic standards are taught within the curriculum, the district will continue to conduct curriculum mapping of all planned instruction/courses so that all students will have the opportunity to attain proficiency in learning the state standards as outlined by the Pennsylvania Department of Education.

Instructional Strategies

Learning Focused Schools—The Upper Dauphin Area School District has and will continue to implement the Learning Focused Schools model as the foremost instructional framework practiced daily in each of the district's schools. The district's standards-based curriculum will be delivered in every classroom using the Learning Focused Schools model. Learning Focused Schools is a research-based instructional framework that provides exemplary strategies for teaching and learning. This is achieved by exercising higher level thinking and by extending and refining skills proven to increase student achievement.

Differentiated Instruction—The Upper Dauphin Area School District encourages a student-centered classroom that takes into consideration that each student is an individual and unique and learns differently. Beginning with the 2008/2009 school year, the district will being an in-depth and sustained professional development program designed to help teachers to better differentiate instruction and address the individual learning styles within each classroom.

Co-teaching—Additionally, as part of this strategic plan, the district is committed to developing a more inclusive educational model.The co-teaching model allows regular education and special education teachers to share a classroom of students and to teach together. The key is that they teach together and that the special education teacher does not operate in silence or serve strictly as an instructional aide. The building principal hand schedules special needs students

into specific regular education classrooms whereby the special education teacher will also be scheduled.

Assessments and Public Reporting

District Assessment Plan
One of the Upper Dauphin Area School District's strategic planning goals is to develop a comprehensive assessment plan K-12. The following assessments will be used as part of the UDASD Assessment plan:

Methods and Measures

I. Commercial Assessment Products

PSSA--Pennsylvania Statewide System of Assessment for grades 3-8 and 11 as follows:

Grade 3--Reading and Math
Grade 4--Reading and Math
Grade 5--Reading, Math, and Writing
Grade 6--Reading and Math
Grade 7--Reading and Math
Grade8--Reading, Math, and Writing
Grade 11--Reading, Math, and Writing
Grade 12--Retest for student who did not score proficient--Reading and Math

During the 2007/2008 school year, the PSSA in Science was administered to students in grades

DIBELS--The Dynamic Indicators of Basic Early Literacy Skills--This assessment is used in grades K-6. These are a set of standardized, individually adminstered measures of early literacy. They assist teachers in monitoring the development of pre-reading and early reading skills. Each measure has been thoroughly researched and demonstrated to be reliable and valid indicators of early literacy development and predictive of later reading proficiency which will assist in identifying students who are not progressing as expected. The data collected from these assessments will give teachers feedback correlated to instructional objectives aligned to the standards.

Textbook Assessments--Commercially prepared textbook assessments are provided with the district's currently adopted curriculum and provide information regarding PA Academic Standards in a particular course of study and are part of the comprehensive classroom-based assessment program.

Study Island (practice and benchmark assessments)--Study Island is a technology based program that offers specific instruction, assessment, and diagnostics for each academic standard tested on the PSSA. The Study Island assessments reinforce and enhance study skills and collects valuable data for diagnostic reports. These reports inform teachers of the strengths and weaknesses of each student while also communicating to the teacher what core content areas need further emphasis. Study Island provides benchmark assessments that are administered four times per year for grades 3, 4, 5, 6, 7, 8, 9, 10, and 11.

AIMSWeb for Response to Intervention and Progress Monitoring--AIMSWeb is a scientifically based, formative assessment system that informs the teaching and learning process by providing continuous student performance data and reporting improvement to parents, teachers, and administrators to enable evidence-based evaluation and data-driven instruction. AIMSWeb provides teachers the assessment materials and ability to organize and report Curriculum-Based Measurement (CBM)-standardized measures of basic skills-including reading, early literacy, early

numeracy, mathematics, spelling, and written expression.CBM is an approved set of testing practices based on over twenty-five years of federally funded research and has been reviewed as meeting professional assessment standards by the Reading First Assessment Committee and the National Center on Student Progress Monitoring. AIMSWeb reports CBM student progress in a 3-Tier Problem-Solving model, including Response-to-Intervention (RtI).

Renaissance Learning--Renaissance Learning is a computer-based assessment for grades kindergarten through twelve. Renaissance Learning's tools provide daily formative assessments and periodic progress-monitoring technology to enhance the curriculum, support differentiated instruction, and personalize practice in reading, writing, and math.

II. District-developed Assessments
Formative Local Assessments--These are K--12 and include but are not limited to: Performance assessments and anecdotal records of in-class observations; performance tasks; writing samples; running records (documenting oral reading and reading behaviors of students); retelling (K-4) for reading comprehension; classroom-based assessments (K-12); district-based assessments (7-12) which include midterms and final examinations.

As part of the District Assessment Plan, the district will use the following data warehouses and interactive value added assessment implements:

1. eMetric
2. PVAAS--Pennsylvania Value-Added Assessment System
3. Performance Tracker

As part of the District Assessment Plan, it will be district procedure that each of the three school buildings establish data teams that consist of teachers and building level administrators. The function of the data teams is to analyze data, assess progress based on data reports, and make recommendations for curricular and instructional adjustments based on the data studied (data driven decision-making).

Public Reporting

Individual student achievement data is distributed to parents through parent/teacher conferences, report cards, progress reports, phone calls, and through email exchanges. Additionally, the district provides parents with online access to student progress through the Parent Extranet. Teachers are required to update and maintain student progress on the Parent Extranet weekly.

The district also distributes two newsletters to all members of the Upper Dauphin Area community, once in the fall and again in the spring. In one of the newsletter, a *Report Card to the Community* is included. This report card to the community provides district-wide PSSA assessment scores along with Adequate Yearly Progress information: PSSA student participation percentage; graduation rate; attendance rate; and highly qualified teacher percentage.

Targeted Assistance For Struggling Students

Targeted Assistance for Struggling Students

Targeted assistance for struggling students is provided at every level in the Upper Dauphin Area School District. There are daily and extended day remediation and tutoring programs. Further, the district has an extended day kindergarten program for kindergarten students who meet the criteria for requiring additional and more highly concentrated instructional time.

Other examples of targeted assistance for struggling students include:

1. Title I Support in reading and mathematics
2. Middle school alternative education program
3. Student Assistance Program (K-12)
4. Response to Intervention (K-4)
5. PSSA remediation classes
6. Special Education services with a new and intense focus on differentiated instruction and co-teaching
7. After school tutoring for grades 5-12

The UDASD intends, as part of its strategic plan, to identify struggling students early through its Response to Intervention program at the elementary school. Depending upon the level of need, additional instructional opportunities and support will be developed specifically for each student in need, including English Language Learners (ELLs) and students with disabilities. In an effort to achieve this, the district will need to evaluate current academic and instructional approaches and make modifications as needed in order to maximize the effectiveness of instruction for all students. The district will need to maintain a commitment to staying open-minded to innovative approaches including in-school activities (which may require changes in scheduling), extended-day activities, and extended year activities. Thirdly, the district will implement remediation programs that are data-based with pre- and post- measures and utilize a process that is aligned with updated planned curriculum, instruction, and achievement improvements delineated in this entire strategic plan.

<u>What happens when a student scores below the proficient level</u>?
As part of this strategic plan, there will be a very intense and prolonged focus on developing teachers so they are best able to properly differentiate instruction. Teachers provide a variety of supports for students within the classroom such as re-teaching of concepts and providing extended-day tutoring but now, there will be a district-wide focus on providing differentiated levels of instruction within each classroom along with differentiated assessment and allowances for differentiated student products. In addition, the district provides PSSA remediation for students who score Basic or Below Basic.

The district's plan to address the needs of students determined to be below the proficient level includes: increasing parent involvement; maintaining and/or modifying existing approaches to serve students in need; investigating, designing, and implementing innovative approaches and/or programs aimed at providing students in need with additional instructional opportunities; and establishing, strengthening, and then maintaining a mechanism of coordination between school and community agencies that will help to identify the needs of teachers and paraprofessionals assisting with improving student achievement.

Overall, the message that "all means all" coincides with the drive of the Upper Dauphin Area School District to become a professional learning community. According to the guiding principles of professional learning communities, a school should be guided by three questions:

1. What do we want each student to learn?

2. How will we know when each student has learned it?

3. How will we respond when a student experiences difficulty in learning?

The answer to the third question separates learning communities from traditional schools. This is a progressive enterprise and will take the district some time to fully practice; however, it is woven throughout the entire strategic plan.

Support for Struggling Schools

The Upper Dauphin Area School District will strongly support any school within the district needing assistance in meeting annual attainment of academic standards at a proficient or advanced level.

Any school within the district that fails to meet adequate yearly progress targets shall develop a comprehensive school improvement plan. The improvement plan framework to be used will be the *Getting Results: Gen. 5* plan which is recommended and offered through the Pennsylvania Department of Education. The plan will be completed by a team whereby members represent a cross-section of the teaching staff, administration, and parents. The improvement plan requires the use of student data and is developed based on strengths and weaknesses of the school and addresses prescriptively how the school will meet AYP targets. The improvement plan includes an analysis of student data, goals, action plans, timelines, resources, professional development, monitoring, and evaluation.

The outcomes of the improvement plan will enable the school staff (led by the principal) to prioritize the needs, identify where improvements are needed, and create action plans and implement strategies designed to remedy the impediments and create scholastic success.

Ultimately, the Upper Dauphin Area School District is committed to a standard of excellence that will allow all students to achieve levels of proficiency or advanced proficiency.

Qualified, Effective Teachers and Capable Instructional Leaders

Qualified, Effective Teachers and Capable Instructional Leaders

The Upper Dauphin Area School District prides itself on having a high quality teaching and administrative staff. *No Child Left Behind* (NCLB) requires that all public school teachers in core academic subjects be Highly Qualified. The Upper Dauphin Area School District ensures the employment of qualified professional employees to deliver the curriculum, instruction, and assessment requirements per state regulations. The definition of a Highly Qualified Teacher in Pennsylvania:

(1)   Must hold a bachelor's degree;

(2)   Must have a valid teaching certificate (Instructional I and II or Teacher Interns but not an Emergency Permit);

(3)   Must demonstrate subject matter competency in the core content areas in which providing direct instruction.

The Upper Dauphin Area School District records evidence that 100% of the professional staff meet the requirements for Highly Qualified as defined.

The Upper Dauphin Area School District maintains high standards and expectations for the entire teaching staff. The district is committed to ensuring that all teachers are able to help students meet high standards of performance. During the 2007-2008 school year, the district began to use Charlotte Danielson's *Enhancing Professional Practice: A Framework for Teaching* for teacher supervision, assessment, and evaluation. The framework for teaching is highly regarded as a formative professional assessment that is research-based. Not only does it provide the school

the assurance of quality teaching, but it promotes professional growth and continuous development. Some teachers collaborate on a professional growth goal with their peers, while others are collecting artifacts of evidence that are directly linked to student learning goals. The four domains of the evaluation tool take into account more than past traditional methods of teacher evaluation. The four domains that collectively embody what good teaching is and what it looks like are:

Domain 1—Planning and Preparation

Domain 2—Classroom Environment

Domain 3—Instruction

Domain 4—Professional Responsibilities

Instructional Leaders

The administrative leadership in the district is held to extremely high standards. During the 2006-2007 school year, the administrators were assessed and evaluated with a highly rigorous evaluation instrument. The District uses the Interstate School Leaders Licensure Consortium (ISLLC) standards as its guiding principles for the administrative performance review.

The ISLLC standards are as follows:

1. A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.
2. A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.
3. A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.
4. A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.
5. A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.
6. A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

 Other means of attaining performance for teachers and leaders include:
•   Leadership training within the district
•   Support for graduate studies
•   Opportunities to attend conferences

Parent and Community Participation

The Upper Dauphin Area School District supports and encourages the active involvement and participation of parents and local community members and agencies in our schools. In the elementary school, parents take a very active role in our PTO (Parent Teacher Organization) and in the middle and high schools, PTAC (Parent Teacher Advisory Council) and Parent Booster organizations, make equally sizeable contributions for the betterment of the schools. In an effort to maintain their organized effort to support our schools, these groups meet on a regular basis and plan events designed to provide optimal assistance. Oftentimes, our parent organizations plan fundraisers and various events for students throughout the school year. And, some parents volunteer their time in our schools and in our co-curricular program.

Beyond these organizations, there are programs established in the district that involve senior citizens from our community such as grandparents' day and a luncheon followed by a viewing of our high school spring musical.

Community members serve on our strategic planning committee, professional education committee, and our district curriculum council. Community members are sometimes called upon to serve on ad hoc committees on an as needed basis.

The Upper Dauphin Area School District believes that a successful school is one that works as a partner with parents and community. And, as mentioned in our vision statement, we truly believe a learning partnership comprised of staff, families, and the community at large will promote a collaborative spirit in a safe and secure environment to support the education of the whole child. Accordingly, members of the UDA staff will continue to enthusiastically seek opportunities to elevate communication with families and strengthen the partnership effort for the betterment of all children in the district.

Pre-Kindergarten Transition

Pre-kindergarten is not offered in the Upper Dauphin Area School District.

Utilization of Resources and Coordination of Services

Service/Resource	Description	Type
Adaptive equipment in computer classroom		Special Education
Adjustments to sensory input, i.e., use of headphones so that students can better focus on their work and also to block out other distracting noises		Special Education
Administrative Staff	The district employs administrators in the following positions: Superintendent, Business Manager, High School Principal, Middle School Principal, Elementary School Principal, Supervisor of Special Education, and a part-time Athletic Director.	Other
Advanced Placement Courses	At the high school, various course are offered to students depending on their interests. Some AP courses include:	Other
Audio versions of texts		Special Education

Behavior support plans		Special Education
Capital Area Intermediate Unit	Provides resources, consultation, staff training, and special services such as English as a second language instruction and hard of hearing support.	Student Services
Capital Area Intermediate Unit	Provides resources, consultation, staff training and special services such as English as a Second Language instruction and hard of hearing support.	Other
Co-teaching		Special Education
Collaboration between regular education staff, special education staff, and other related service staff		Special Education
Communication devices		Special Education
Cooperative learning groups		Special Education
Dauphin County Children and Youth Services	Provides support services for families, specifically in cases of neglect or abuse, including protection services.	Other
Dauphin County Children and Youth Services	Provides support services for families, specifically in cases of neglect or abuse.	Student Services
Dauphin County Crisis Intervention	Crisis Intervention	Student Services
Dauphin County Crisis Intervention	Crisis Intervention	Other
Dauphin County Drug and Alcohol	Counseling and education	Other
Dauphin County Drug and Alcohol	Counseling and Education	Student Services
Dauphin County Mental Health Mental Retardation Services	Provides assistance and case management to families with mental health and/or mental retardation needs.	Other
Dauphin County Mental Health/Mental Retardation Services	Provides assistance and case management to families with mental health and/or mental retardation needs.	Student Services
Dauphin County Probation	Monitoring	Other
Dauphin County Probation	Monitoring	Student Services
Dauphin County YMCA	A variety of programs are available to students including after school programs, tobacco awareness, mentoring, substance abuse education and career mentoring.	Other
Differentiated Instruction		Special Education
Educational Technology	The district has technology available in all buildings and houses approximately 600 hundred computers in the district (approximately 200 in each of the three	Other

	schools.) Each building has at least three computer labs available to students and staff (the high school and middle schools have two half labs.) Additionally, the district has 19 Smartboards and LCD projectors in nearly every classroom.	
ESL Resources	At each building there is a designated area that houses resources for staff to support English Language Learners.	Other
Extended School Year (ESY)		Special Education
Extended time for test or assignment completion		Special Education
Federal Programs Grants	These grants provide funding for Title I services to improve basis programs related to standards and curriculum programs offered in the district; Title II A and D supporting teacher quality and education technology; and, Title V which focuses on innovation education.	Other
Gifted Education	This curriculum is offered in all buildings to enhance academic instruction. Instruction is aligned to goals and set in the Gifted Individual Education Program (GIEP) for each student.	Other
Guidance Services	Each building has a guidance counselor available to students. Some counselors go into the classrooms or hold assemblies to instruct on topics relative to the needs of the student population.	Other
Holy Spirit Hospital Teenline	Provides consultation and training for our Student Assistance Program teams.	Other
Holy Spirit Hospital Teenline	Provides Consultation and training for our Student Assistance Program teams.	Student Services
Keystone Children & Family Services	Provides support services for families, including intense home counseling, as well as a mental health liaison to the school district.	Other
Keystone Children and Family Services	Provides support services for families as well as a mental health liaison to the school. Part of the Student Assistance Program teams.	Student Services
Larger print versions of text		Special Education
Mazzitti & Sullivan Counseling Services	Provides consultative services through a drug and alcohol liaison to our Students Assitance Program teams, faculty and parents.	Student Services
Mazzitti & Sullivan Counseling Services	Provides consultative services through a drug and alcohol liaison to our Student Assistance Program teams, faculty and parents.	Other
Mentoring Program	High school staff volunteer their time to mentor students identified as being in need of such service.	Student Services
Modification of rules and expectations		Special

by modifying assignments and rules of projects to meet student needs and capabilities		Education
Modified curricular activities		Special Education
Multi-Disciplinary Team	This team is constructed of a special education teacher, regular education teacher, student (optional), parent(s), local educational agency representative, and possible outside agency representatives. This team meets to discuss and plan for the individual needs of the student involved.	Special Education
Newport Counseling	Provides outpatient counseling services.	Student Services
Newport Counseling	Provides outpatient counseling services	Other
On-line self-paced materials		Special Education
PA Accountability Block Grant	This grant focuses on assisting schools with strategies to implement effective educational practices that will support students in academic achievement.	Other
Paraprofessional aid support		Special Education
Peer Mediation	The high school counselor trains students to be peer mediators and facilitates the mediation process when needed.	Student Services
Peer support		Special Education
Peer Support Group	Members of SAP facilitate a bi-monthly peer support group.	Student Services
Philhaven	Provides outpatient programs.	Other
Philhaven	Provides outpatient programs.	Student Services
Pinnacle Health	Provides outpatient and partial hospitalization.	Other
PinnacleHealth	Provides outpatient and partial hospitalization.	Student Services
Pressley Ridge Therapeutic Service	Provides mental health services to students	Student Services
Professional Staff	The district employs 100 full time professional staff and nearly 35 full and part time support staff.	Other
Provide extra visual and verbal supports		Special Education
Providing alternate materials to include: enlarged print of transcription exercises, use of device [paper placed under lines to keep track of a student's place within a keyboarding page or transcription poem or paragraph.] Students also type in a larger font size		Special Education

and complete assignments in a larger font size		
School District Resources and Facilities	The district is comprised of one high school, one middle school, one elementary school, and one district office. Approximately 1250 students are enrolled in the district. The annual budget for the district is $17,768,709.00.	Other
School Library Services	At each level, a library is available for students to supplement the district's curricula and instruction. The libraries all use an inter-library lending between facilities on a regular basis.	Other
Small group instruction		Special Education
Specific seating arrangements		Special Education
Students Against Destructive Decisions	A high school counselor advises the high school students in the SADD program. Educational activities are developed that focus on helping students make healthy and safe decisions.	Student Services
Study guides		Special Education
Tests read to students		Special Education
Upper Dauphin Area Prevention Services	Provides resources and curriculum on drug education through Project Alert and a Tobacco Control Program.	Other
Upper Dauphin Area School District Counseling K-12 Program	The high school's two counselors, one middle school counselor and one elementary counselor provide individual, small group, and school wide programs for students that promote normal development and resiliency in children. The high school teaches Career Curriculum to meet PA standards.	Student Services
Upper Dauphin Area School District Health Services (K-12)	One certified school nurse, one registered nurse and one licensed practical nurse.	Student Services
Upper Dauphin Area School District Psychological Services (K-12)	One certified school psychologist who is a resource to the school community, providing developmentally appropriate services, diagnostic, intervention, and referral services, and consultative services to agencies outside the District.	Student Services
Upper Dauphin Area School District Student Assistance	There are two secondary SAP Teams (one at the middle school and one at the high school) and an elementary SAP team that provide assistance to students who have social/emotional/drug or alcohol problems that significantly impact their learning/achievement. There is a mental health liason and a a drug /alcohol liaison that	Student Services

	can help connect families with community resource as needed.	
Use of study guides		Special Education
YWCA	Provides prevention education programs, training and children's counseling. Also provides educational consultations to students about domestic violence and sexual abuse.	Other