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# Pennsylvania Department of Education

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

## **Academic Standards and Assessment Report** **Tuesday, May 11, 2010**

**Entity:** Central Dauphin SD  
**Address:** 600 Rutherford Rd  
Harrisburg, PA 17109-5227  
**Phone:** (717) 545-4703  
**Contact Name:** Janet McCauslin

## **Educational Community**

The Central Dauphin School District is a dynamic, suburban community of approximately 83,000 residents with a current student population of 11,750. It is located northeast of the city of Harrisburg within the County of Dauphin in south central Pennsylvania. The school district is the 13th largest school district in the Commonwealth and is the largest of the 10 school districts located in the county. Encompassing an area of 118.2 square miles, the district is comprised of three boroughs (Dauphin, Paxtang and Penbrook) and four townships (Lower Paxton, Middle Paxton, Swatara and West Hanover). Our students attend one of 13 elementary schools, four middle schools and two high schools; and are transported from urban, suburban and rural areas by the district's own transportation system. Central Dauphin School District strives to provide "quality to the core" educational opportunities to ensure that all students achieve success.

## **Mission**

Central Dauphin, a uniquely diverse school district, ensures all students a challenging and dynamic curriculum that prepares them to succeed in a changing, global society by inspiring lifelong learning in a caring, collaborative community.

## **Vision**

The Central Dauphin School District, proudly representing its students, staff, parents and community, will foster interdependent relationships in full support of public education. Through the shared efforts of these stakeholders, the Central Dauphin School District will cultivate an interactive and safe learning environment for all students in preparation for the challenges of the 21st Century. Research-based instruction utilizing emerging technologies, staff expertise, and parental and community support will continuously prepare graduates to enter the workforce or pursue higher education with an understanding and knowledge base enabling them to compete successfully in a global market place. With the entire community invested in our schools, the Central Dauphin School District will be recognized as a model school district that others will strive to emulate.

## **Shared Values**

The Central Dauphin School District believes . . .

- All students regardless of race, ethnicity, gender, sexual orientation, age, socio-economic status, disability or religion, deserve a quality education.
- Students are our most precious resource.
- All students must be given the opportunity to reach their potential.
- All children can learn.
- A safe, orderly and clean environment is essential for teaching and learning.
- All students must be active participants in their education.
- A successful school experience requires the involvement of students, parents, caregivers, educators and the community.
- Excellence in education requires a commitment to continuous improvement.
- All students must be respected and valued.
- Open and continual communication is essential and must be encouraged.
- Healthy school communities respect differences, welcome diversity and promote cultural plurality.
- Learning should be an enjoyable experience.
- Personal and professional growth of all staff within our school district is important.

- An outstanding staff demonstrates enthusiasm, innovation, caring and commitment.
- Good citizenship requires responsibility, self-discipline and appropriate decision making.
- The district has the responsibility to strive for excellence in academics, activities and athletics.
- The district is responsible for providing excellence in education within the fiscal resources of the community.

## Goals

Central Dauphin School District has developed goals that will guide the district in a process that will provide appropriate educational services to district students that will provide the necessary achievement for all students.

**Goal:** Achievement for all students

*Description:* Cultivate an interactive learning environment to afford all students the opportunity to be successful in the 21st Century.

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

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

**Goal:** MATHEMATICS

*Description:* By the year 2014, the number of all students proficient in mathematics will meet federal guidelines

**Goal:** READING

*Description:* By the year 2014, the number of all students proficient in reading will meet federal guidelines

**Goal:** Science

*Description:* By the year 2014, the number of all students proficient in Science will meet federal guidelines.

**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.

## Academic Standards

### Academic Standards for Student Achievement

## **PENNSYLVANIA'S STATE ACADEMIC STANDARDS**

(1) **SCIENCE AND TECHNOLOGY** Study of the natural world and facts, principles, theories and laws in the areas of biology, chemistry, physics and earth sciences. Technology is the application of science to enable societal development including food and fiber production, manufacturing, building, transportation and communication. Science and technology share the use of the senses, science processes, inquiry, investigation, analysis and problem-solving strategies.

(2) **ENVIRONMENT AND ECOLOGY** Understanding the components of ecological systems and their interrelationships with social systems and technologies. These components incorporate the disciplines of resource management, agricultural diversity, government and the impact of human actions on natural systems. This interaction leads to the study of watershed, threatened and endangered species, pest management and the development of laws and regulations.

(3) **SOCIAL STUDIES (i) HISTORY** Study of the record of human experience including important events; the nature of prejudice; change and continuity in political systems; effects of technology; importance of global-international perspectives; and the integration of geography, economics and civics studies on major developments in the history of the Commonwealth, the United States and the world.

(ii) **GEOGRAPHY** Study of relationships among people, places and environments, of geographic tools and methods, characteristics of place, concept of region and physical processes.

(iii) **CIVICS AND GOVERNMENT** Study of United States constitutional democracy, its values and principles, study of the Constitution of the Commonwealth and government including the study of principles, operations and documents of government, the rights and responsibilities of citizenship, how governments work and international relations.

(iv) **ECONOMICS** Study of how individuals and societies choose to use resources to produce, distribute and consume goods and services. Knowledge of how economies work, economic reasoning and basic economic concepts, economic decision making, economic systems, the commonwealth and the United States economy and international trade.

(4) **ARTS AND HUMANITIES** Study of dance, theater, music, visual arts, language and literature including forms of expression, historical and cultural context, critical and aesthetic judgment and production, performance or exhibition of work.

(5) **CAREER EDUCATION AND WORK** Understanding career options in relationship to individual interests, aptitudes and skills including the relationship between changes in

society, technology, government and economy and their effect on individuals and careers. Development of knowledge and skill in job-seeking and job-relating skills and, for students completing vocational-technical programs, the skills to succeed in the occupation for which they are prepared.

(6) HEALTH, SAFETY AND PHYSICAL EDUCATION Study of concepts and skills which affect personal, family and community health and safety, nutrition, physical fitness, movement concepts and strategies, safety in physical activity settings, and leadership and cooperation in physical activities.

(7) FAMILY AND CONSUMER SCIENCE Understanding the role of consumers as a foundation for managing available resources to provide for personal and family needs and to provide basic knowledge of child health and child care skills.

(8) WORLD LANGUAGES Ability to communicate in language other than English, including the ability to understand and interpret written and spoken language on a variety of topics and to develop knowledge and understanding of other cultures.

## **Courses Required of All Students**

### **ELEMENTARY CURRICULUM**

#### **Reading and Language Arts**

Reading, writing, speaking and listening serve as prerequisites to school success. Much attention is given to development of these skills in the elementary grades. An integrated language arts program combines reading skills, spelling, composition and other language skills necessary for communication. Students learn to decode and encode the English language. The district uses the Houghton Mifflin Reading series with supplemental literature for differentiated activities. Writing portfolios are required at each grade level and forwarded each year to the next grade level teacher. Classroom teachers and specialists use Project Read/Language Circle as a classroom-based program to provide phonemic awareness instruction. The district has purchased supplemental novels to address those students reading above grade level in the Houghton Mifflin Reading series. Reading specialists, regular education staff and teachers of the gifted selected novels at least two grades above level for differentiated instruction for gifted students. Teachers of the gifted serve as resource personnel for the regular education teachers in the development of differentiating activities.

#### **Mathematics**

The elementary math curriculum is a sequential study of big ideas, concepts, competencies. Materials from the Everyday Mathematics program comprise the core of the math program for general and special education students by building understanding of content strands over a period of time, first through informal exposure and later through more formal and directed instruction. The content strands for Kindergarten through grade six include: Number and Numeration, Operations and Computation, Data and Chance, Measurement and Reference Frames, Geometry, and Patterns, Functions and Algebra. Enrichment and re-teaching activities are available to the general and special education teachers in each lesson. Accelerated students taking Algebra I or Geometry are instructed in the middle schools to meet their individual needs.

### **Science**

The Full Option Science System (FOSS), a program based on extensive research in cognitive science and learning theory, is the adopted program for K-6 grade levels. The elementary science offers an integral part of the elementary and special education program and is a hands-on approach to teaching. The primary goal of the program is for students to explore and understand science through the development of the processes of science as a means of problem solving and to promote higher level thinking skills at each grade level. Inherent in the FOSS program are activities at the conclusion of each experiment that foster critical thinking.

### **Social Studies**

The social studies curriculum is a sequential study of big ideas, concepts and competencies focusing on the following subject areas: Geography, History, Economics and Civics and Government.

### **Special Subjects and Electives**

Students in the elementary grades are scheduled for weekly physical education, library, art, and music classes. Students may also elect to participate in instrumental and choral music. Students begin formal technology training in kindergarten. Students are scheduled once a week in the computer lab, K-5. The students follow a curricular guide that meets state and national standards.

## **SECONDARY CURRICULUM**

### **7th and 8th Grade Course Selection**

**7th** English, Reading (full year), World History/Geography, Transition to Algebra Part 1, Pre-Algebra, Algebra, Life Science, P.E./Health, Music, Art, Family & Consumer Science, Industrial Technology, Keyboarding Resource

**8th** English, Reading (full or half year), Full Year Foreign Language, U.S. History/Geography, Transition to Algebra Part 2, Algebra, Geometry, Earth/Space Science, P.E. Music, Art, Family & Consumer Science, Industrial Technology, Computer Technology Resource

The middle school operates under the team approach concept. Four teachers and a special educator are assigned to a group of 100-120 students to provide English, math, science and social studies instruction. Reading is provided by the reading specialists and special educators. Creative arts are made available to all students.

### **9th, 10th, 11th and 12th Grade Course Selection**

The program of studies in the high schools of the Central Dauphin School District offers a wide variety of courses. Preparing an educational program requires decision making and careful planning.

Graduation requirements are earned in grades nine through 12. Students should be able to develop a good educational plan and, most importantly, know where they stand for graduation at all times. To help maintain a record of courses and requirements, an Educational Planning Form is provided.

### **Assurances**

The Central Dauphin School District offers a nondiscriminatory program. All courses are open to students regardless of race, national origin, sex or handicap.

### **Definitions**

*Acceleration* - Students may work with teachers and counselors to schedule advanced courses. A student is not required to accelerate in all subjects. The primary purpose for accelerating is to provide students the opportunity to take advanced placement courses in the junior and/or senior years. The courses available for acceleration may vary slightly.

*Advanced Placement* - The Advanced Placement Program (AP\*) is a cooperative educational endeavor between secondary schools and colleges and universities. It gives high school students exposure to college-level material through involvement in the AP course, and then gives them an opportunity to show what they have learned by taking an AP Exam. Colleges and universities are then able to grant credit, placement or both to these students.

*Course Weight* - Courses will carry a weight of at least 1.0. Certain college preparatory and advanced placement courses which require more specialization and are generally more difficult will have a greater weight, either 1.04 or 1.08. When class rank and grade point average are calculated, these weights will have an effect. A general description of how courses are weighted is:

1.08 - Advanced placement, courses taught on the college freshman level.

1.04 - Selected advanced sequential courses.

1.0 - Courses not included above.

*Credit* - With the course description, students will find the credit and weight for each course offered. In the event of scheduling difficulty, meeting occasions and credit of certain courses may be adjusted by the principal.

*Curriculum* - This is a planned program of study that contains the courses a student has selected to reach identified academic and/or career goals.

*Cycle* - One complete rotation through the student schedule will take six school days. The school year will have a total of 30 cycles.

*Electives* - An elective is a course that is chosen by the student and not listed as a graduation requirement. Note that both state and district requirements call for a minimum number of elective credits.

*Graduation Requirements* - These are the courses and the credits necessary to graduate from high school. There are state and district requirements. The Central Dauphin School District requirements exceed the state requirements.

*Independent Study* - Under special conditions an independent study may be possible. Students may not receive credit through an independent study for a course that is listed as a graduation requirement.

*Independent Study/Gifted Programs* - Pupils meet with teachers and available community resource persons to work on contracted independent projects. Areas of pupil interest pertinent to their educational advancement are selected and scheduled. Classroom teachers and/or teachers of the gifted facilitate and monitor student progress. All such study must be cleared through the building principal. Specific guidelines must be followed. This independent study allows the student to better achieve the highest possible level of Pennsylvania academic standards.



*Sequential Courses* - These are courses that are related; examples are Latin I and II.  
*NOTE: It is strongly recommended that a student earns a grade of 70 or better before scheduling the second level of a course.*

### **INDIVIDUALIZED EDUCATION PROGRAMS AND SERVICE:**

*Individualized Transition Education Plan* - A document required for a student to select a course from Individualized Education Programs and Services. Students eligible for Special Education Services receive individualized programs and services as determined by their Individualized Education Planning Team.

*Summer School* - In order for students to attend summer education remedial courses for credit, an average of 52% must have been achieved during the school year.

*Central Dauphin School District Summer School (English)* - Students who fail English in the 9th, 10th or 11th grade must attend the Central Dauphin School District Summer School in order to schedule the next sequential English class.

### **Grading Requirements (Current — classes of 2010, 2011, 2012 and 2013)**

The Central Dauphin School District use a 100-point system of evaluation with 60 as the lowest passing grade.

A	90%	-	100%	Superior
B	80%	-	89%	Above Average
C	70%	-	79%	Average
D	60%	-	69%	Below Average
F	0%	-	59%	Failure

In the Central Dauphin School District's effort to promote and improve achievement and set higher standards for students, the Central Dauphin School District proposes to review the use of a 100-point system of evaluation with 70 as the lowest passing grade.

### **Grade Requirements**

**90-100/SUPERIOR** — Awarded for exceptional achievement to those pupils who:

(1) Display a high degree of originality in the application of what has been achieved and who have a thorough mastery of essentials.

(2) Produce distinguished, outstanding work characterized by accuracy, neatness, promptness, organization and undertaking.

(3) Accept responsibility, are attentive, and make the best use of their time.

(4) Are regular and systematic in the preparation of assignments.

(5) Are able to work without supervision in the preparation of assignments.

**80-89/ABOVE AVERAGE** — Awarded to pupils who have:

(1) A mastery of essentials.

(2) Initiative and originality in the application of principles and skills.

(3) Carefully and regularly prepared assignments.

(4) Excellent record of class participation.

**70-79/AVERAGE** — Awarded to pupils who:

(1) Have required work completed on time.

(2) Show honest effort.

(3) Are able to grasp main ideas.

(4) Apply skills and basic knowledge

(5) Can follow direction and leadership.

(6) Make steady progress.

**60-69/BELOW AVERAGE** — Awarded to pupils who:

(1) Make only minimum preparation.

(2) Are ineffective in the mastery and application of basic skills.

(3) Are poor in organization of work and the use of time, even under the direction of teachers.

- (4) Make erratic and very slow progress.
- (5) Follow directions poorly.

**0-59/FAILURE** — Awarded to pupils who:

- (1) Have little understanding of basic ideas.
- (2) Show little or no progress.
- (3) Fail to follow instructions.
- (4) Fail to prepare required work.
- (5) Are unwilling to cooperate and to accept responsibility.
- (6) Fail to participate in class discussions.
- (7) Waste Time.
- (8) Have poor work habits.

### **Early Admission to College**

Students granted early admission to college and who successfully complete the year may substitute college freshman credits earned in a degree program for high school credits and graduate with their class. Full-time students must complete twenty-four college credits (or equivalent) including a minimum of three credits in English, three credits in Mathematics, and one course in Physical Education shall be considered successful completion of the District graduation requirements. Approval for early admission to college and graduation from high school shall be granted by the building principal. An official transcript from the college must be filed with the building principal.

**Recommended College Preparatory Program of Studies by Grade?** [Click here](#) to view 2006 program.

**Recommended Academic Preparatory Program of Studies by Grade?** [Click here](#) to view 2006 program.

### **The Dauphin County Technical School**

The Central Dauphin School District participates in the Dauphin County Technical School program. To be enrolled at the Dauphin County Technical School, a student must be at

least in grade nine. Students identified as Special Education and/or Protected Handicapped Students or English as Second Language may attend Dauphin County Technical School with all services and programs provided.

### **Entrance Procedures**

Each student, in addition to completing the application, will need the approval of a parent or guardian. All interested students can receive an application from their home school and should submit it through their counselor.

### **Program of Studies**

The school offers a one-year exploratory experience followed by a three-year approved program. Approximately fifty percent of the time is spent in vocational shops or laboratories; the remainder in general education and related trade courses. Trade courses offered include shop or laboratory and theory work in the following areas:

Advertising Art and Design

Auto Body and Fender

Automotive Technology

Building Construction and Maintenance

Business Technology Applications

Carpentry

Child Care and Guidance

Cosmetology

Diesel Technology

Drafting and Design Technology

Electrical Construction and Maintenance

Electronic Technology

Food Service

Graphic Arts

Health Assistant

Heating, Ventilating & Air Conditioning

Informational Systems Technology

Law Enforcement Training

Marketing Education

Masonry

Ornamental Horticulture

Outdoor Power Equipment Technology

Precision Metal Working

### **Student Scheduling**

Counselors meet with groups of students to introduce the scheduling process, course catalog and course selection sheets. Students are encouraged to discuss this information with their parents and teachers. In most cases, students are asked to have teachers initial their course selections. Evening meetings are then held to properly inform parents regarding curricular programming, course descriptions and the selection process. Following these presentations, counselors meet with students to collect their course selection sheets. If students have questions or concerns about their selections, they may schedule a time to meet with their counselor.

## **Graduation Requirements**

### **Graduation Requirements (Current course requirements for the classes of 2010, 2011, 2012 and 2013)**

Students graduating in **2010, 2011, 2012 and 2013** must obtain credit in the following subjects in grades 9 to 12:

English	4.0
Mathematics	4.0
Social Studies	3.0
Science	3.0
Health	0.5
Physical Education	2.0
Arts/Humanities	1.0
Electives	6.0
Graduation Project	0.5
<b>TOTAL</b>	<b>24.0</b>

### **Credit Deficiency**

Students who have not earned the required credits for graduation after completing eight semesters of attendance in high school may return to high school to complete the requirements. Students must see the guidance counselor and principal to plan for the next school year.

### **Strategic Planning Process**

The Central Dauphin School District superintendent, Dr. John Scola, appointed Dr. Christine Lay, Director of Curriculum and Instruction, as the strategic plan administrator. Christine recruited support for the reports from the other district directors. Janet McCauslin, special education director, is facilitating the development of the special education report. Margaret Auten, pupil services director, is facilitating the development of the student services report, Cindy Radich, human resources director, is facilitating the development of the induction report. Matthew Sinopoli, technology director, is facilitating the development of the technology report and Christine Lay is facilitating the professional education and academic standards reports. Mr. Richard Miller, assistant superintendent, is assisting Dr. Lay with the development of the academic standards report. Each director was asked to recruit members for the eStrategic Planning committee; to include parents, teachers, students, principals, support staff, members of the business community and school board members.

The District eStrategic Planning committee began meeting in January 2008 to review the current Mission Statement and Shared Values. The committee elected to keep the current Mission Statement as it continues to reflect the mission of the Central Dauphin School District. The committee reviewed the list of Shared Values and reprioritized and reduced the list to reflect the current prioritizes of the school district. The Shared Values are now serving as the Beliefs Statements in the updated Strategic Plan.

Dr. Scola facilitated a discussion that led to the development of a District Vision Statement. Ideas were shared, recorded and combined to reflect the results of a students' experience in the Central Dauphin School District.

Committee members signed up to serve on sub-committees of the eStrategic Planning process. Sub-committees include: Chapter 4, Teacher Induction, Professional Education, Special Education, Technology, District Improvement and Student Services. The district directors are responsible for meeting with the sub-committees, entering the information on the Electronic Strategic Planning (eSP) tool, and reporting back to the entire committee.

In May 2008, Dr. John Scola announced that he was prematurely terminating his contract with the Central Dauphin School District and retiring from his position. The Board of Directors decided to appoint Mr. Richard K. Miller as the acting superintendent and put off hiring a new superintendent for the 2008-2009 school year. At this time, the district administration team requested an extension for the submission of the eStrategic Plan. While waiting for a new superintendent to be hired; the administration team continued to work of the implementation of the goals, strategies and activities drafted by the original eStrategic Planning Team.

A new superintedent was hired in July 2009 and the PA Department of Education granted the district a second extension in order to allow time for the team to consult with the new superintendent about updating policies and procedures addressed in the eStrategic Plan. The new deadline for submission is June 30, 2010. The extensions granted to the Central Dauphin School District eStrategic Planning Team did not include extensions for the mid-point review. Therefore, the mid-point review is still due on it's original due date, December 2010. The eStrategic Planning Team will need to reconvene in the fall of 2010 to assess progress of the goals, strategies and activities. New timelines, goals, strategies, and activities will be added and some will be completed/deleted. The eStrategic Planning Team will inform the Board of Director of the progress and additions/deletions to the plan in public meetings as directed.

## Strategic Planning Committee

<b>Name</b>	<b>Affiliation</b>	<b>Membership Category</b>	<b>Appointed By</b>
Darlene Basehore	Central Dauphin School District	Secondary School Teacher	CDEA
Dr. Christine Lay	Central Dauphin School District	Administrator	Administrative Peer
Dr. Michael Jordan	Central Dauphin School District	Administrator	Director of Curriculum, Instruction and Assessment
Dr. Robert Holbrook	Central Dauphin School District	Administrator	Administrative Peer
Flicker, Fran	CDEA	Regular Education Teacher	CDEA
Kahoe,Cody	Central Dauphin High	Other	Carol Johnson, principal

	School		
Mr. Gregory McCurdy	Central Dauphin School District	Administrator	Director of Special Education
Mr. Matthew Sinopoli	Central Dauphin School District	Administrator	Director of Curriculum, Instruction, Assessment
Mr. Mickey Termin	Central Dauphin School District	Administrator	Secondary Principals
Mr. Richard Miller	Central Dauphin School District	Administrator	Superintendent
Mrs. Beth Gallagher	Central Dauphin School District	Special Education Teacher	CDEA
Mrs. Cindy Radich	Central Dauphin School District	Administrator	Director of Curriculum, Instruction, Assessment
Mrs. Erika Willis	Central Dauphin School District	Administrator	Elementary Principals
Mrs. Gail Sedun	Central Dauphin School District	Regular Education Teacher	Director of Special Education
Mrs. Georgia Smee	Central Dauphin School District	Special Education Teacher	CDEA
Mrs. Janet McCauslin	Central Dauphin School District	Administrator	Superintendent
Mrs. Karen Eppinger	Central Dauphin School District	Administrator	Mrs. Janet McCauslin
Mrs. Kathy Herring	Central Dauphin Middle School	Parent	Parent Advisory Committee
Mrs. Lisa Thorwart	Central Dauphin School District	Middle School Teacher	CDEA
Mrs. Margaret Auten	Central Dauphin School District	Administrator	Superintendent
Mrs. Mary Romberger	Central Dauphin School District	Secondary School Teacher	CDEA
Mrs. Patricia Harr	Central Dauphin School District	Other	CDESPA
Mrs. Rose Luzik	Central Dauphin School District	Elementary School Teacher	CDEA
Mrs. Shannon Leib	Director of Public Relations	Administrator	Richard Miller
Mrs. Tamara Duff	Central Dauphin School District	Administrator	Mrs Janet McCauslin
Ms. Amy Still	Central Dauphin School District	Elementary School Teacher	CDEA
Ms. Gretchen Barnes	Central Dauphin School District	Other	Director of Special Education
Ms. Karen Calloway	Central Dauphin School District	Administrator	Administrative Peer
Ms. Lori Felty	Chambers Hill Elementary	Parent	Mr. Steve Epstein
Ms. Mary	Central Dauphin	Administrator	Administrative Peer



Dougherty	School District		
Neuhard, Todd	Central Dauphin School District	Administrator	John Scola, Superintendent
Regina Matz Kahoe	Community	Parent	Parent Organization
Sara Sprunk	Central Dauphin School District	Secondary School Teacher	CDEA
Scola, John	Central Dauphin School District	Administrator	self, Superintendent (retired)
Spiegel, Pat	Central Dauphin School District	Other	Christine S. Lay, Director of Curriculum and Instruction
Thomas, Linda	Central Dauphin School District	Other	CDESPA
Werner, Paula	Swatara Middle School	Secondary School Teacher	CDEA

## Goals, Strategies and Activities

### **Goal: Achievement for all students**

**Description:** Cultivate an interactive learning environment to afford all students the opportunity to be successful in the 21st Century.

### **Strategy: Consistent and pervasive use of research-based instructional practices**

**Description:** Teachers, administrators and para-educators will be trained in the research-based strategies that have the greatest impact on student achievement. Use of these strategies will be evidenced in lesson plans and classroom observations. Administrators will reflect evidence of these practices in their observation reports and final evaluation reports.

### **Activity: Develop and deliver extended and refining lesson plans**

**Description:** Teachers will develop and deliver extended thinking lessons that include an essential question, activating strategies, teaching strategies, extending and refining and summarizing strategies from the prioritized curriculum.

#### **Person Responsible Timeline for Implementation Resources**

Dr. Christine Lay	Start: 6/1/2006	-
	Finish: Ongoing	

**Status:** Not Started — Overdue

**Activity: Utilize data to design instruction that meets the individual students' needs**

**Description:** Institutionalize the use of benchmark, progress monitoring and state assessment data analysis to drive the instructional practices that meet the students' needs.

**Person Responsible Timeline for Implementation Resources**

Dr. Christine Lay	Start: 1/1/2009	-
	Finish: Ongoing	

**Status:** Not Started — Overdue

**Strategy: Expand dual enrollment, alternate learning opportunities to include virtual learning and implement career pathways/academies**

**Description:** High school leadership teams will investigate opportunities for students to earn credits from higher education institutions through the use of dual enrollment, take courses via Blended Schools, and explore/establish a career pathway

**Activity: Expand access to institutions of higher learning**

**Description:** Investigate and develop post-secondary learning opportunities, such as articulation agreement, dual enrollment and/or on-line courses with institutions of higher learning.

**Person Responsible Timeline for Implementation Resources**

Dr. Christine Lay	Start: 6/1/2006	-
	Finish: Ongoing	

**Status:** Not Started — Overdue

**Activity: Increase options for earning high school credits through alternate methods or programs**

**Description:** Provide opportunities for students to earn high school and/or university credit through alternative methods such as: attendance at higher education facilities, on-line learning, dual enrollment,

**Person Responsible Timeline for Implementation Resources**

Dr. Christine Lay	Start: 1/1/2009	-
	Finish: Ongoing	

**Status:** Not Started — Overdue

**Strategy: Expand use of District Assessments**

**Description:** Institutionalize the use of progress monitoring data

**Activity: Institutionalize use of common assessments**

**Description:** Teachers, administrators and para-educators will be trained to implement and then analyze common assessment results at the different grade and/or course levels.

**Person Responsible Timeline for Implementation Resources**

Dr. Christine Lay	Start: 1/1/2009	-
	Finish: Ongoing	

**Status:** Not Started — Overdue

**Activity: Use progress monitoring data to make adjustments to the curriculum and instructional practices**

**Description:** All teachers, administrators and para-educators will be trained to analysis progress monitoring data to make adjustments to instructional practices and recommend curricular changes as appropriate.

**Person Responsible Timeline for Implementation Resources**

Dr. Christine Lay	Start: 1/1/2009	-
	Finish: Ongoing	

**Status:** Not Started — Overdue

**Strategy: Graduation Requirement**

**Description:** The committee will research and investigate various techniques and educational structures to identify ways to enhance the rigor of the Central Dauphin School District diploma.

**Activity: Examine the relevance and impact on student achievement on the graduation project**

**Description:** Monitor the outcome of the process and validate the finished product for its relevance to post-secondary training, work experience or daily living.

**Person Responsible Timeline for Implementation Resources**

Dr. Christine Lay	Start: 6/1/2007	-
	Finish: Ongoing	

**Status:** Not Started — Overdue

**Activity: Increase options for earning high school credits through alternate methods or programs**

**Description:** Provide opportunities for students to earn high school and/or university credit through alternative methods such as: attendance at higher education facilities, on-line learning, dual enrollment,

**Person Responsible Timeline for Implementation Resources**

Dr. Christine Lay	Start: 1/1/2009	-
	Finish: Ongoing	

**Status:** Not Started — Overdue

**Activity: Review and revise grading scale and graduation requirements**

**Description:** Raise the passing grade from the current requirement of 60 and set the minimum failing grade based upon the determined passing grade in grades 3-12. Consider adding an economic course as an additional social studies requirement for graduation.

**Person Responsible Timeline for Implementation Resources**

Dr. Christine Lay	Start: 1/1/2009	-
	Finish: Ongoing	

**Status:** Not Started — Overdue

**Strategy: Implement targeted interventions designed to meet the individual students' needs**

**Description:** Institutionalize Response to Intervention

## Activity: Elementary Response to Intervention

**Description:** Institutionalize use of Response to Intervention in all of the elementary schools.

Person Responsible	Timeline for Implementation	Resources
Dr. Christine Lay	Start: 6/1/2006 Finish: 6/30/2010	-

### Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
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5.00

10

200

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
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Central Dauphin School District

- School Entity

Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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Participants will gain knowledge and skills of the essential elements of the RtII process for implementation. Participants will also be trained in the use of standard protocol interventions.

RtII is a research-based early intervention framework that allows all students to benefit from targeted assistance as opposed to the wait to fail system.

*For classroom teachers, school counselors and education specialists:*

- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
- Empowers educators to work effectively with parents and community partners.

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

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling

students are aligned to each other as well as to Pennsylvania's academic standards.

- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

**Educator Groups Which Will Participate in this Activity**

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Principals / asst. principals</li> <li>• School counselors</li> <li>• Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>• Early childhood (preK-grade 3)</li> <li>• Middle (grades 6-8)</li> </ul>	<ul style="list-style-type: none"> <li>• Reading, Writing, Speaking &amp; Listening</li> <li>• Kindergarten Early Learning Standards</li> <li>• Mathematics</li> </ul>

**Follow-up Activities**

**Evaluation Methods**

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> <li>• Analysis of student work, with administrator and/or peers</li> <li>• Creating lessons to meet varied student learning styles</li> </ul> | <ul style="list-style-type: none"> <li>• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li> <li>• Student PSSA data</li> <li>• Classroom student assessment data</li> <li>• Participant survey</li> <li>• Review of written reports summarizing instructional activity</li> </ul> |
|---|--|

**Status:** Not Started — Overdue

**Activity:** Investigate and implement high school models for Response to Intervention

**Description:** Investigate options for targeted interventions that blend with the high school schedule. Implement a model that supports the academic needs of the students, satisfies the graduation requirements and can be accommodated in the daily schedule.

**Person Responsible Timeline for Implementation Resources**

Dr. Christine Lay	Start: 1/1/2009	-
	Finish: Ongoing	

**Status:** Not Started — Overdue

**Activity: Investigate and implement methods to increase core instructional time**

**Description:** Examine various time scheduling options that maximize the amount of time students are engaged in core instruction such as extending class periods, reducing number of periods per day, reduce or eliminate study halls, more efficient use of noninstructional minutes.

**Person Responsible Timeline for Implementation Resources**

Dr. Christine Lay	Start: 1/1/2009	-
	Finish: Ongoing	

**Status:** Not Started — Overdue

**Activity: Investigate and implement middle school models for Response to Intervention**

**Description:** Investigate options for targeted interventions that blend with the middle school schedule. Implement a model that supports the academic needs of the students, satisfies the graduation requirements and can be accommodated in the daily schedule.

**Person Responsible Timeline for Implementation Resources**

Dr. Christine Lay	Start: 1/1/2009	-
	Finish: Ongoing	

**Status:** Not Started — Overdue

**Strategy: Prioritize Curriculum K-12 in all subject areas**

**Description:** Committees of teachers and administrators will prioritize the PA state academic standards and label them as essential, important or compact. Use prioritized standards and





practice, with attention given to interventions for struggling students.

- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
- Empowers educators to work effectively with parents and community partners.

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

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.
- Instructs the leader in managing resources for effective results.

**Educator Groups Which Will Participate in this Activity**

<b>Role</b>	<b>Grade Level</b>	<b>Subject Area</b>
<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Principals / asst. principals</li> <li>• Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>• Middle (grades 6-8)</li> <li>• Elementary (grades 2-5)</li> <li>• High school (grades 9-12)</li> </ul>	<ul style="list-style-type: none"> <li>• Reading, Writing, Speaking &amp; Listening</li> <li>• Science and Technology</li> <li>• Arts &amp; Humanities</li> <li>• Civics and Government</li> <li>• Environment and Ecology</li> <li>• Health, Safety and Physical Education</li> <li>• Kindergarten Early Learning Standards</li> <li>• Mathematics</li> <li>• History</li> <li>• Career Education and Work</li> <li>• Economics</li> <li>• Family and Consumer Sciences</li> <li>• Geography</li> </ul>

**Follow-up Activities****Evaluation Methods**

- 
- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> <li>• Creating lessons to meet varied student learning styles</li> <li>• Peer-to-peer lesson discussions</li> </ul> | <ul style="list-style-type: none"> <li>• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li> <li>• Student PSSA data</li> <li>• Standardized student assessment data other than the PSSA</li> <li>• Classroom student assessment data</li> <li>• Participant survey</li> <li>• Review of participant lesson plans</li> </ul> |
|---|--|

**Status:** Not Started — Overdue

**Activity: Create unit plans**

**Description:** Teachers will work collaboratively to design unit plans that include unit and lesson essential questions, key concepts, learnings and vocabulary, plus instructional tools.

**Person Responsible Timeline for Implementation Resources**

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Dr. Christine Lay	Start: 1/1/2009	-
	Finish: Ongoing	

**Status:** Not Started — Overdue

**Strategy: Teachers will integrate technology into their acquisition and extended and refining lessons to enhance the instruction.**

**Description:** Integrate existing and future technologies into the curriculum to increase student achievement. Through professional development opportunities teachers receive instruction on integrating technology into their lessons.

**Activity: Curriculum specific software**

**Description:** Provide software and support for curriculum initiatives. (Kidspiration, Inspiration, Follow the Leaders, Discovery Education other).

**Person Responsible Timeline for Implementation Resources**

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Mr. Matthew Sinopoli Start: 1/1/2009 \$135,000.00  
Finish: Ongoing

**Status:** In Progress — Upcoming

**Date Comment**

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4/6/2010 Renewed current licensing agreements. Professional development opportunities for teachers in summer academy for all current technology initiatives.

### **Activity: Distance Learning Opportunities**

**Description:** Use existing technology to provide distance learning opportunities with other schools in the district, CAIU, or higher education.

#### **Person Responsible Timeline for Implementation Resources**

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Dr. Christine Lay Start: 1/1/2009 \$15,000.00  
Finish: Ongoing

**Status:** In Progress — Upcoming

**Date Comment**

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3/1/2010 The district has participated in about 4 distance learning opportunities during the 2009-2010 school year.

### **Activity: Investigate and Implement other interactive technologies into the classroom.**

**Description:** Investigate the use of smart boards, writing tables, handheld system response units and test and possibly implement on a small scale and eventually district wide.

#### **Person Responsible Timeline for Implementation Resources**

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Mr. Matthew Sinopoli Start: 1/1/2009 \$15,000.00  
Finish: Ongoing

**Status:** In Progress — Upcoming

**Date Comment**

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3/31/2010 This occurs on an ongoing basis through new technology and initiatives. This is also depending on available funding and how this can increase student achievement.

### **Activity: Use of Interactive White-Boards in the Classroom.**

**Description:** Install interactive whiteboards in classrooms throughout the district by subject area or by grade level (Starting with High Schools, Middle Schools, Elementary) over a 4 -5 year period

**Person Responsible Timeline for Implementation Resources**

Mr. Matthew Sinopoli	Start: 1/1/2009	\$60,000.00
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Date Comment**

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1/26/2010 Additional smart boards have been added to K-5 in all Title 1 schools.

**Activity: Use of laptop computers to enhance the curriculum**

**Description:** Use laptop computers to enhance the curriculum and increase student achievement. Purchase equipment through grant opportunities.

**Person Responsible Timeline for Implementation Resources**

Mr. Matthew Sinopoli	Start: 1/1/2009	\$60,000.00
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Date Comment**

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3/1/2010 The district received funds to purchase teacher and some student laptops for the Title 1 schools. Implementation is currently in progress.

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

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

**Strategy: Maintain student graduation rates that meet/exceed the AYP thresholds**

**Description:** Explore how end-of-course assessments will affect the graduation rate of all students and subgroups of students.

**Activity: Examine the relevance and impact on student achievement on the graduation project**

**Description:** Monitor the outcome of the process and validate the finished product for its relevance to post-secondary training, work experience or daily living.

**Person Responsible Timeline for Implementation Resources**

Dr. Christine Lay	Start: 6/1/2007	-
	Finish: Ongoing	

**Status:** Not Started — Overdue

**Activity: Expand access to institutions of higher learning**

**Description:** Investigate and develop post-secondary learning opportunities, such as articulation agreement, dual enrollment and/or on-line courses with institutions of higher learning.

**Person Responsible Timeline for Implementation Resources**

Dr. Christine Lay	Start: 6/1/2006	-
	Finish: Ongoing	

**Status:** Not Started — Overdue

**Activity: Increase options for earning high school credits through alternate methods or programs**

**Description:** Provide opportunities for students to earn high school and/or university credit through alternative methods such as: attendance at higher education facilities, on-line learning, dual enrollment,

**Person Responsible Timeline for Implementation Resources**

Dr. Christine Lay	Start: 1/1/2009	-
	Finish: Ongoing	

**Status:** Not Started — Overdue

**Strategy: Provide accommodations to afford students the opportunity to graduate**

**Description:** Differentiate the assignments and assessments for students in the required core

subjects. Offer multiple course selections to provide students choices in the required and elective credit areas. Continue to offer students non-traditional and alternative program options; such as dual enrollment, on-line school, work experience/co-op, etc.

**Activity: Examine the relevance and impact on student achievement on the graduation project**

**Description:** Monitor the outcome of the process and validate the finished product for its relevance to post-secondary training, work experience or daily living.

**Person Responsible Timeline for Implementation Resources**

Dr. Christine Lay	Start: 6/1/2007	-
	Finish: Ongoing	

**Status:** Not Started — Overdue

**Activity: Expand access to institutions of higher learning**

**Description:** Investigate and develop post-secondary learning opportunities, such as articulation agreement, dual enrollment and/or on-line courses with institutions of higher learning.

**Person Responsible Timeline for Implementation Resources**

Dr. Christine Lay	Start: 6/1/2006	-
	Finish: Ongoing	

**Status:** Not Started — Overdue

**Activity: Increase options for earning high school credits through alternate methods or programs**

**Description:** Provide opportunities for students to earn high school and/or university credit through alternative methods such as: attendance at higher education facilities, on-line learning, dual enrollment,

**Person Responsible Timeline for Implementation Resources**

Dr. Christine Lay	Start: 1/1/2009	-
	Finish: Ongoing	

**Status:** Not Started — Overdue

### **Activity: Review and revise grading scale and graduation requirements**

**Description:** Raise the passing grade from the current requirement of 60 and set the minimum failing grade based upon the determined passing grade in grades 3-12. Consider adding an economic course as an additional social studies requirement for graduation.

#### **Person Responsible Timeline for Implementation Resources**

Dr. Christine Lay	Start: 1/1/2009	-
	Finish: Ongoing	

**Status:** Not Started — Overdue

## **Goal: MATHEMATICS**

**Description:** By the year 2014, the number of all students proficient in mathematics will meet federal guidelines

### **Strategy: Consistent and pervasive use of research-based instructional practices**

**Description:** Teachers, administrators and para-educators will be trained in the research-based strategies that have the greatest impact on student achievement. Use of these strategies will be evidenced in lesson plans and classroom observations. Administrators will reflect evidence of these practices in their observation reports and final evaluation reports.

### **Activity: Develop and deliver acquisition lesson plans**

**Description:** Teachers will develop and deliver acquisition lesson plans that include an essential question, activating strategy, teaching strategies and a summarizing activity aligned to the District's prioritized curriculum.

#### **Person Responsible Timeline for Implementation Resources**

Dr. Christine Lay	Start: 1/1/2008	-
	Finish: Ongoing	

**Status:** Not Started — Overdue

### **Activity: Develop and deliver extended and refining lesson plans**

**Description:** Teachers will develop and deliver extended thinking lessons that include an essential question, activating strategies, teaching strategies, extending and refining and summarizing strategies from the prioritized curriculum.

**Person Responsible Timeline for Implementation Resources**

Dr. Christine Lay	Start: 6/1/2006	-
	Finish: Ongoing	

**Status:** Not Started — Overdue

***Activity:* Institutionalize use of common assessments**

**Description:** Teachers, administrators and para-educators will be trained to implement and then analyze common assessment results at the different grade and/or course levels.

**Person Responsible Timeline for Implementation Resources**

Dr. Christine Lay	Start: 1/1/2009	-
	Finish: Ongoing	

**Status:** Not Started — Overdue

***Activity:* Investigate and implement methods to increase core instructional time**

**Description:** Examine various time scheduling options that maximize the amount of time students are engaged in core instruction such as extending class periods, reducing number of periods per day, reduce or eliminate study halls, more efficient use of noninstructional minutes.

**Person Responsible Timeline for Implementation Resources**

Dr. Christine Lay	Start: 1/1/2009	-
	Finish: Ongoing	

**Status:** Not Started — Overdue

***Activity:* Utilize data to design instruction that meets the individual students' needs**



**Description:** Institutionalize the use of benchmark, progress monitoring and state assessment data analysis to drive the instructional practices that meet the students' needs.

**Person Responsible Timeline for Implementation Resources**

Dr. Christine Lay      Start: 1/1/2009      -  
    Finish: Ongoing

**Status:** Not Started — Overdue

**Strategy: Implement targeted interventions designed to meet the students' needs**

**Description:** Institutionalize Response to Intervention

**Activity: Elementary Response to Intervention**

**Description:** Institutionalize use of Response to Intervention in all of the elementary schools.

Person Responsible	Timeline for Implementation	Resources
Dr. Christine Lay	Start: 6/1/2006 Finish: 6/30/2010	-

**Professional Development Activity Information**

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
5.00	10	200
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Central Dauphin School District	<ul style="list-style-type: none"> <li>School Entity</li> </ul>	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Participants will gain knowledge and skills of the essential elements of the RtII process for implementation. Participants will also be trained in the use of standard protocol interventions.	RtII is a research-based early intervention framework that allows all students to benefit from targeted assistance as opposed to the wait to fail system.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> <li>Provides educators with a variety of classroom-based</li> </ul>

assessment skills and the skills needed to analyze and use data in instructional decision-making.

- Empowers educators to work effectively with parents and community partners.

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

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

**Educator Groups Which Will Participate in this Activity**

<b>Role</b>	<b>Grade Level</b>	<b>Subject Area</b>
<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Principals / asst. principals</li> <li>• School counselors</li> <li>• Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>• Early childhood (preK-grade 3)</li> <li>• Middle (grades 6-8)</li> </ul>	<ul style="list-style-type: none"> <li>• Reading, Writing, Speaking &amp; Listening</li> <li>• Kindergarten Early Learning Standards</li> <li>• Mathematics</li> </ul>

**Follow-up Activities**                      **Evaluation Methods**

<ul style="list-style-type: none"> <li>• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li> <li>• Student PSSA data</li> <li>• Classroom student assessment data</li> <li>• Participant survey</li> </ul>
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- peers
- Analysis of student work, with administrator and/or peers
- Creating lessons to meet varied student learning styles
- Review of written reports summarizing instructional activity

**Status:** Not Started — Overdue

**Activity: Investigate and implement high school models for Response to Intervention**

**Description:** Investigate options for targeted interventions that blend with the high school schedule. Implement a model that supports the academic needs of the students, satisfies the graduation requirements and can be accommodated in the daily schedule.

**Person Responsible Timeline for Implementation Resources**

Dr. Christine Lay	Start: 1/1/2009	-
	Finish: Ongoing	

**Status:** Not Started — Overdue

**Activity: Investigate and implement middle school models for Response to Intervention**

**Description:** Investigate options for targeted interventions that blend with the middle school schedule. Implement a model that supports the academic needs of the students, satisfies the graduation requirements and can be accommodated in the daily schedule.

**Person Responsible Timeline for Implementation Resources**

Dr. Christine Lay	Start: 1/1/2009	-
	Finish: Ongoing	

**Status:** Not Started — Overdue

**Activity: Use progress monitoring data to make adjustments to the curriculum and instructional practices**

**Description:** All teachers, administrators and para-educators will be trained to analysis progress monitoring data to make adjustments to instructional practices and recommend curricular changes as appropriate.

**Person Responsible Timeline for Implementation Resources**

Dr. Christine Lay      Start: 1/1/2009      -  
    Finish: Ongoing

**Status:** Not Started — Overdue

**Strategy: Prioritize curriculum K-12**

**Description:** Prioritize the mathematics curriculum in grades K-12. Review and revise the curriculum utilizing the curriculum review cycle.

**Activity: Align standards to academic calendar**

**Description:** Align instruction of the prioritized state standards to the implementation of the PSSAs.

**Person Responsible Timeline for Implementation Resources**

Dr. Christine Lay      Start: 6/1/2006      -  
    Finish: 6/30/2010

**Status:** Not Started — Overdue

**Activity: Create student learning maps**

**Description:** Create student learning maps for all units of study to include the essential questions, key vocabulary and concepts.

Person Responsible	Timeline for Implementation	Resources
Dr. Christine Lay	Start: 6/7/2008 Finish: 6/30/2010	-

**Professional Development Activity Information**

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
5.00	10	200
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status

Central Dauphin School  
District

- School Entity

Approved

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**Knowledge and Skills****Research and Best Practices****Designed to Accomplish**

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Educators will gain knowledge of the how student learning can be connected to the standards-aligned curriculum

Research indicates that curriculum and instruction needs to be aligned to standards in order to improve student achievement on standards-aligned assessments

*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.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
- Empowers educators to work effectively with parents and community partners.

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

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- Instructs the leader in managing resources for effective results.

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**Educator Groups Which Will Participate in this Activity**

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**Role****Grade Level****Subject Area**

- Classroom teachers
- Principals / asst. principals
- Other educational

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

- Reading, Writing, Speaking & Listening
- Science and Technology
- Arts & Humanities

specialists

9-12)

- Civics and Government
- Environment and Ecology
- Health, Safety and Physical Education
- Kindergarten Early Learning Standards
- Mathematics
- History
- Career Education and Work
- Economics
- Family and Consumer Sciences
- Geography

**Follow-up Activities**

**Evaluation Methods**

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- |   |   |
|---|---|
| <ul style="list-style-type: none"><li>• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li><li>• Creating lessons to meet varied student learning styles</li><li>• Peer-to-peer lesson discussions</li></ul> | <ul style="list-style-type: none"><li>• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li><li>• Student PSSA data</li><li>• Standardized student assessment data other than the PSSA</li><li>• Classroom student assessment data</li><li>• Participant survey</li><li>• Review of participant lesson plans</li></ul> |
|---|---|

**Status:** Not Started — Overdue

**Activity: Create unit plans**

**Description:** Teachers will work collaboratively to design unit plans that include unit and lesson essential questions, key concepts, learnings and vocabulary, plus instructional tools.

**Person Responsible Timeline for Implementation Resources**

---

Dr. Christine Lay	Start: 1/1/2009	-
	Finish: Ongoing	

**Status:** Not Started — Overdue

**Activity: Prioritize state standards**

**Description:** Prioritize state standards as Essential, Important or Compact based upon the assessment anchors and PSSA design

**Person Responsible Timeline for Implementation Resources**

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Dr. Christine Lay      Start: 1/1/2009      -  
   Finish: Ongoing

**Status:** Not Started — Overdue

## **Goal: READING**

**Description:** By the year 2014, the number of all students proficient in reading will meet federal guidelines

### **Strategy: Consistent and pervasive use of research-based instructional practices**

**Description:** Teachers, administrators and para-educators will be trained in the research-based strategies that have the greatest impact on student achievement. Use of these strategies will be evidenced in lesson plans and classroom observations. Administrators will reflect evidence of these practices in their observation reports and final evaluation reports.

### **Activity: Develop and deliver acquisition lesson plans**

**Description:** Teachers will develop and deliver acquisition lesson plans that include an essential question, activating strategy, teaching strategies and a summarizing activity aligned to the District's prioritized curriculum.

**Person Responsible Timeline for Implementation Resources**

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Dr. Christine Lay      Start: 1/1/2008      -  
   Finish: Ongoing

**Status:** Not Started — Overdue

### **Activity: Develop and deliver extended and refining lesson plans**

**Description:** Teachers will develop and deliver extended thinking lessons that include an essential question, activating strategies, teaching strategies, extending and refining and summarizing strategies from the prioritized curriculum.

**Person Responsible Timeline for Implementation Resources**

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Dr. Christine Lay      Start: 6/1/2006      -  
                                 Finish: Ongoing

**Status:** Not Started — Overdue

**Activity: Institutionalize use of common assessments**

**Description:** Teachers, administrators and para-educators will be trained to implement and then analyze common assessment results at the different grade and/or course levels.

**Person Responsible Timeline for Implementation Resources**

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Dr. Christine Lay      Start: 1/1/2009      -  
                                 Finish: Ongoing

**Status:** Not Started — Overdue

**Activity: Investigate and implement methods to increase core instructional time**

**Description:** Examine various time scheduling options that maximize the amount of time students are engaged in core instruction such as extending class periods, reducing number of periods per day, reduce or eliminate study halls, more efficient use of noninstructional minutes.

**Person Responsible Timeline for Implementation Resources**

---

Dr. Christine Lay      Start: 1/1/2009      -  
                                 Finish: Ongoing

**Status:** Not Started — Overdue

**Activity: Utilize data to design instruction that meets the individual students' needs**

**Description:** Institutionalize the use of benchmark, progress monitoring and state assessment data analysis to drive the instructional practices that meet the students' needs.

**Person Responsible Timeline for Implementation Resources**

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Dr. Christine Lay      Start: 1/1/2009      -



Finish: Ongoing

Status: Not Started — Overdue

**Strategy: Implement targeted interventions designed to meet the individual students' needs**

Description: Institutionalize Response to Intervention

**Activity: Elementary Response to Intervention**

Description: Institutionalize use of Response to Intervention in all of the elementary schools.

Person Responsible	Timeline for Implementation	Resources
Dr. Christine Lay	Start: 6/1/2006 Finish: 6/30/2010	-

**Professional Development Activity Information**

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
5.00	10	200
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Central Dauphin School District	<ul style="list-style-type: none"><li>School Entity</li></ul>	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Participants will gain knowledge and skills of the essential elements of the RtII process for implementation. Participants will also be trained in the use of standard protocol interventions.	RtII is a research-based early intervention framework that allows all students to benefit from targeted assistance as opposed to the wait to fail system.	<i>For classroom teachers, school counselors and education specialists:</i> <ul style="list-style-type: none"><li>Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li><li>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.</li><li>Empowers educators to work effectively with <u>parents and</u></li></ul>

community partners.

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

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

#### **Educator Groups Which Will Participate in this Activity**

<b>Role</b>	<b>Grade Level</b>	<b>Subject Area</b>
<ul style="list-style-type: none"><li>• Classroom teachers</li><li>• Principals / asst. principals</li><li>• School counselors</li><li>• Other educational specialists</li></ul>	<ul style="list-style-type: none"><li>• Early childhood (preK-grade 3)</li><li>• Middle (grades 6-8)</li></ul>	<ul style="list-style-type: none"><li>• Reading, Writing, Speaking &amp; Listening</li><li>• Kindergarten Early Learning Standards</li><li>• Mathematics</li></ul>

#### **Follow-up Activities**

#### **Evaluation Methods**

- |   |  |
|---|--|
| <ul style="list-style-type: none"><li>• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li><li>• Analysis of student work, with administrator and/or peers</li><li>• Creating lessons to</li></ul> | <ul style="list-style-type: none"><li>• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li><li>• Student PSSA data</li><li>• Classroom student assessment data</li><li>• Participant survey</li><li>• Review of written reports summarizing instructional activity</li></ul> |
|---|--|

meet varied student  
learning styles

**Status:** Not Started — Overdue

### **Activity: Investigate and implement high school models for Response to Intervention**

**Description:** Investigate options for targeted interventions that blend with the high school schedule. Implement a model that supports the academic needs of the students, satisfies the graduation requirements and can be accommodated in the daily schedule.

#### **Person Responsible Timeline for Implementation Resources**

Dr. Christine Lay	Start: 1/1/2009	-
	Finish: Ongoing	

**Status:** Not Started — Overdue

### **Activity: Investigate and implement middle school models for Response to Intervention**

**Description:** Investigate options for targeted interventions that blend with the middle school schedule. Implement a model that supports the academic needs of the students, satisfies the graduation requirements and can be accommodated in the daily schedule.

#### **Person Responsible Timeline for Implementation Resources**

Dr. Christine Lay	Start: 1/1/2009	-
	Finish: Ongoing	

**Status:** Not Started — Overdue

### **Activity: Use progress monitoring data to make adjustments to the curriculum and instructional practices**

**Description:** All teachers, administrators and para-educators will be trained to analysis progress monitoring data to make adjustments to instructional practices and recommend curricular changes as appropriate.

**Person Responsible Timeline for Implementation Resources**

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Dr. Christine Lay      Start: 1/1/2009      -  
   Finish: Ongoing

**Status:** Not Started — Overdue

**Strategy: Prioritize curriculum K-12**

**Description:** Prioritize the reading curriculum in grades K-12. Review and revise the curriculum utilizing the curriculum review cycle

**Activity: Align standards to academic calendar**

**Description:** Align instruction of the prioritized state standards to the implementation of the PSSAs.

**Person Responsible Timeline for Implementation Resources**

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Dr. Christine Lay      Start: 6/1/2006      -  
   Finish: 6/30/2010

**Status:** Not Started — Overdue

**Activity: Create student learning maps**

**Description:** Create student learning maps for all units of study to include the essential questions, key vocabulary and concepts.

<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Dr. Christine Lay	Start: 6/7/2008 Finish: 6/30/2010	-

**Professional Development Activity Information**

<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
5.00	10	200
<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>
Central Dauphin School District	• School Entity	Approved

<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>
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Educators will gain knowledge of the how student learning can be connected to the standards-aligned curriculum

Research indicates that curriculum and instruction needs to be aligned to standards in order to improve student achievement on standards-aligned assessments

*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.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
- Empowers educators to work effectively with parents and community partners.

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

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- Instructs the leader in managing resources for effective results.

**Educator Groups Which Will Participate in this Activity**

<b>Role</b>	<b>Grade Level</b>	<b>Subject Area</b>
<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Principals / asst. principals</li> <li>• Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>• Middle (grades 6-8)</li> <li>• Elementary (grades 2-5)</li> <li>• High school (grades 9-12)</li> </ul>	<ul style="list-style-type: none"> <li>• Reading, Writing, Speaking &amp; Listening</li> <li>• Science and Technology</li> <li>• Arts &amp; Humanities</li> <li>• Civics and Government</li> <li>• Environment and Ecology</li> <li>• Health, Safety and Physical Education</li> <li>• Kindergarten Early Learning</li> </ul>

- Standards
- Mathematics
  - History
  - Career Education and Work
  - Economics
  - Family and Consumer Sciences
  - Geography

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> <li>• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> <li>• Creating lessons to meet varied student learning styles</li> <li>• Peer-to-peer lesson discussions</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li> <li>• Student PSSA data</li> <li>• Standardized student assessment data other than the PSSA</li> <li>• Classroom student assessment data</li> <li>• Participant survey</li> <li>• Review of participant lesson plans</li> </ul>

**Status:** Not Started — Overdue

**Activity: Create unit plans**

**Description:** Teachers will work collaboratively to design unit plans that include unit and lesson essential questions, key concepts, learnings and vocabulary, plus instructional tools.

**Person Responsible Timeline for Implementation Resources**

Dr. Christine Lay	Start: 1/1/2009	-
	Finish: Ongoing	

**Status:** Not Started — Overdue

**Goal: Science**

**Description:** By the year 2014, the number of all students proficient in Science will meet federal guidelines.

## **Strategy: Consistent and pervasive use of research-based instructional practices**

**Description:** Teachers, administrators and para-educators will be trained in the research-based strategies that have the greatest impact on student achievement. Use of these strategies will be evidenced in lesson plans and classroom observations. Administrators will reflect evidence of these practices in their observation reports and final evaluation reports.

### **Activity: Develop and deliver acquisition lesson plans**

**Description:** Teachers will develop and deliver acquisition lesson plans that include an essential question, activating strategy, teaching strategies and a summarizing activity aligned to the District's prioritized curriculum.

#### **Person Responsible Timeline for Implementation Resources**

Dr. Christine Lay	Start: 1/1/2008	-
	Finish: Ongoing	

**Status:** Not Started — Overdue

### **Activity: Develop and deliver extended and refining lesson plans**

**Description:** Teachers will develop and deliver extended thinking lessons that include an essential question, activating strategies, teaching strategies, extending and refining and summarizing strategies from the prioritized curriculum.

#### **Person Responsible Timeline for Implementation Resources**

Dr. Christine Lay	Start: 6/1/2006	-
	Finish: Ongoing	

**Status:** Not Started — Overdue

### **Activity: Institutionalize use of common assessments**

**Description:** Teachers, administrators and para-educators will be trained to implement and then analyze common assessment results at the different grade and/or course levels.

#### **Person Responsible Timeline for Implementation Resources**

Dr. Christine Lay	Start: 1/1/2009	-
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Finish: Ongoing

**Status:** Not Started — Overdue

**Activity: Investigate and implement methods to increase core instructional time**

**Description:** Examine various time scheduling options that maximize the amount of time students are engaged in core instruction such as extending class periods, reducing number of periods per day, reduce or eliminate study halls, more efficient use of noninstructional minutes.

**Person Responsible Timeline for Implementation Resources**

Dr. Christine Lay	Start: 1/1/2009	-
	Finish: Ongoing	

**Status:** Not Started — Overdue

**Activity: Utilize data to design instruction that meets the individual students' needs**

**Description:** Institutionalize the use of benchmark, progress monitoring and state assessment data analysis to drive the instructional practices that meet the students' needs.

**Person Responsible Timeline for Implementation Resources**

Dr. Christine Lay	Start: 1/1/2009	-
	Finish: Ongoing	

**Status:** Not Started — Overdue

**Strategy: Implement targeted interventions designed to meet the individual students' needs**

**Description:** Institutionalize Response to Intervention

**Activity: Elementary Response to Intervention**

**Description:** Institutionalize use of Response to Intervention in all of the elementary schools.

<b>Person Responsible</b>	<b>Timeline for</b>	<b>Resources</b>
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appropriate data to inform decision-making.

- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

**Educator Groups Which Will Participate in this Activity**

<b>Role</b>	<b>Grade Level</b>	<b>Subject Area</b>
<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Principals / asst. principals</li> <li>• School counselors</li> <li>• Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>• Early childhood (preK-grade 3)</li> <li>• Middle (grades 6-8)</li> </ul>	<ul style="list-style-type: none"> <li>• Reading, Writing, Speaking &amp; Listening</li> <li>• Kindergarten Early Learning Standards</li> <li>• Mathematics</li> </ul>

<b>Follow-up Activities</b>	<b>Evaluation Methods</b>
<ul style="list-style-type: none"> <li>• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> <li>• Analysis of student work, with administrator and/or peers</li> <li>• Creating lessons to meet varied student learning styles</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li> <li>• Student PSSA data</li> <li>• Classroom student assessment data</li> <li>• Participant survey</li> <li>• Review of written reports summarizing instructional activity</li> </ul>

**Status:** Not Started — Overdue

**Activity:** Institutionalize use of common assessments

**Description:** Teachers, administrators and para-educators will be trained to implement and then analyze common assessment results at the different grade and/or course levels.

**Person Responsible Timeline for Implementation Resources**

Dr. Christine Lay	Start: 1/1/2009	-
	Finish: Ongoing	

**Status:** Not Started — Overdue

**Activity: Investigate and implement high school models for Response to Intervention**

**Description:** Investigate options for targeted interventions that blend with the high school schedule. Implement a model that supports the academic needs of the students, satisfies the graduation requirements and can be accommodated in the daily schedule.

**Person Responsible Timeline for Implementation Resources**

Dr. Christine Lay	Start: 1/1/2009	-
	Finish: Ongoing	

**Status:** Not Started — Overdue

**Activity: Investigate and implement middle school models for Response to Intervention**

**Description:** Investigate options for targeted interventions that blend with the middle school schedule. Implement a model that supports the academic needs of the students, satisfies the graduation requirements and can be accommodated in the daily schedule.

**Person Responsible Timeline for Implementation Resources**

Dr. Christine Lay	Start: 1/1/2009	-
	Finish: Ongoing	

**Status:** Not Started — Overdue

**Strategy: Prioritize curriculum K-12**

**Description:** Committees of teachers and administrators will prioritize the PA state academic standards and label them as essential, important or compact. Use prioritized standards and assessment anchors to align instructional content within the academic school calendar. Unit plans and student learning maps will be developed from the instructional content.

**Activity: Align standards to academic calendar**

**Description:** Align instruction of the prioritized state standards to the implementation of the PSSAs.

## Person Responsible Timeline for Implementation Resources

Dr. Christine Lay      Start: 6/1/2006      -  
    Finish: 6/30/2010

**Status:** Not Started — Overdue

### **Activity: Create student learning maps**

**Description:** Create student learning maps for all units of study to include the essential questions, key vocabulary and concepts.

Person Responsible	Timeline for Implementation	Resources
Dr. Christine Lay	Start: 6/7/2008 Finish: 6/30/2010	-

### Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
5.00	10	200
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Central Dauphin School District	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Educators will gain knowledge of the how student learning can be connected to the standards-aligned curriculum	Research indicates that curriculum and instruction needs to be aligned to standards in order to improve student achievement on standards-aligned assessments	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>• Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.</li> <li>• Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> <li>• 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.</li> <li>• Empowers educators to work</li> </ul>

effectively with parents and community partners.

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

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.
- Instructs the leader in managing resources for effective results.

**Educator Groups Which Will Participate in this Activity**

<b>Role</b>	<b>Grade Level</b>	<b>Subject Area</b>
<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Principals / asst. principals</li> <li>• Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>• Middle (grades 6-8)</li> <li>• Elementary (grades 2-5)</li> <li>• High school (grades 9-12)</li> </ul>	<ul style="list-style-type: none"> <li>• Reading, Writing, Speaking &amp; Listening</li> <li>• Science and Technology</li> <li>• Arts &amp; Humanities</li> <li>• Civics and Government</li> <li>• Environment and Ecology</li> <li>• Health, Safety and Physical Education</li> <li>• Kindergarten Early Learning Standards</li> <li>• Mathematics</li> <li>• History</li> <li>• Career Education and Work</li> <li>• Economics</li> <li>• Family and Consumer Sciences</li> <li>• Geography</li> </ul>

**Follow-up Activities**

**Evaluation Methods**

<ul style="list-style-type: none"> <li>• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> <li>• Creating lessons to</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li> <li>• Student PSSA data</li> <li>• Standardized student assessment data other than the PSSA</li> <li>• Classroom student assessment data</li> <li>• Participant survey</li> </ul>
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- meet varied student learning styles
- Peer-to-peer lesson discussions
- Review of participant lesson plans

**Status:** Not Started — Overdue

**Activity: Create unit plans**

**Description:** Teachers will work collaboratively to design unit plans that include unit and lesson essential questions, key concepts, learnings and vocabulary, plus instructional tools.

**Person Responsible Timeline for Implementation Resources**

Dr. Christine Lay	Start: 1/1/2009	-
	Finish: Ongoing	

**Status:** Not Started — Overdue

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

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

**Strategy: Maintain student attendance rates that meet/exceed the AYP threshold**

**Description:** Enforce the student attendance policy.

**Activity: Notification of required attendance during PSSA**

**Description:** District attendance policy #207.

**Person Responsible Timeline for Implementation Resources**

Mrs. Margaret Auten	Start: 1/1/2009	-
	Finish: Ongoing	

**Status:** Not Started — Overdue

**Activity: Utilize Parent Notification System**

**Description:** Use the current parent notification system via telephone and email of participation in the PSSA

**Person Responsible Timeline for Implementation Resources**

Mrs. Shannon Leib	Start: 1/1/2009 Finish: Ongoing	\$60,000.00
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**Status:** In Progress — Upcoming

**Date Comment**

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1/26/2010	The District notifies parents via the parent notification system of upcoming PSSA testing.
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**Goal: STUDENT PARTICIPATION IN STATE ASSESSMENTS**

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

**Strategy: Attendance**

**Description:** Maintain current participation rate on the PSSA's.

**Activity: Notification of required attendance during PSSA**

**Description:** District attendance policy #207.

**Person Responsible Timeline for Implementation Resources**

Mrs. Margaret Auten	Start: 1/1/2009 Finish: Ongoing	-
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**Status:** Not Started — Overdue

**Strategy: Collaborative planning for participation**

**Description:**

## **Activity: Accommodations for general education students**

**Description:** Standard accommodations will be presented to test coordinators, principals and test administrators. Selected accommodations will be noted in the student files.

<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Mrs. Margaret Auten	Start: 7/1/2008 Finish: 6/30/2010	-

### **Professional Development Activity Information**

<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
1.50	1	30

<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>
Central Dauphin School District	<ul style="list-style-type: none"> <li>School Entity</li> </ul>	Approved

<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>
Gain knowledge PSSA accommodations for IEP students and 504 students and ELL learners.	Based on research and/or best practices.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> <li>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.</li> </ul> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> <li>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.</li> <li>Provides leaders with the ability to <u>access and use appropriate data</u></li> </ul>



- to inform decision-making.
- Instructs the leader in managing resources for effective results.

**Educator Groups Which Will Participate in this Activity**

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> <li>Classroom teachers</li> <li>Principals / asst. principals</li> <li>School counselors</li> </ul>	<ul style="list-style-type: none"> <li>Middle (grades 6-8)</li> <li>Elementary (grades 2-5)</li> <li>High school (grades 9-12)</li> </ul>	<ul style="list-style-type: none"> <li>Reading, Writing, Speaking &amp; Listening</li> <li>Science and Technology</li> <li>Mathematics</li> </ul>

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> <li>Analysis of student work, with administrator and/or peers</li> </ul>	<ul style="list-style-type: none"> <li>Student PSSA data</li> </ul>

**Status:** Not Started — Overdue

**Activity: ELL Planning**

**Description:** Accomodations will be determined by the Instructional Support Team members, grades 3-5, for ELL students. In the secondary buildings, the principal or designee and the ELL classroom teachers determine the accomodations based on language skills of the ELL students.

**Person Responsible Timeline for Implementation Resources**

Mrs. Margaret Auten Start: 1/1/2009 -  
Finish: Ongoing

**Status:** Not Started — Overdue

**Strategy: Parent Notification**

**Description:** Parents will be notified of the importance of PSSA testing through a variety of communication resources.

**Activity: District Calendar/Web site**

**Description:** Testing windows for PSSA writing, reading, mathematics, science and senior class re-takes are listed on the District Calendar and District web site.

**Person Responsible Timeline for Implementation Resources**

Mrs. Margaret Auten Start: 6/1/2006 -  
Finish: Ongoing

**Status:** Not Started — Overdue

**Activity: Letter from Superintendent**

**Description:** Prior to the administration of the first test, the superintendent notifies parents of participation requirements, dates of the assessments, viewing of the assessment and exemption criteria.

**Person Responsible Timeline for Implementation Resources**

Mrs. Margaret Auten Start: 1/1/2009 -  
Finish: Ongoing

**Status:** Not Started — Overdue

**Activity: Notification of required attendance during PSSA**

**Description:** District attendance policy #207.

**Person Responsible Timeline for Implementation Resources**

Mrs. Margaret Auten Start: 1/1/2009 -  
Finish: Ongoing

**Status:** Not Started — Overdue

**Activity: School Newsletters/Web pages**

**Description:** Principals will notify parents of testing days via school newsletters and web pages.

**Person Responsible Timeline for Implementation Resources**

Mrs. Margaret Auten Start: 1/1/2009 -  
Finish: Ongoing

**Status:** Not Started — Overdue

## **Activity: Utilize Parent Notification System**

**Description:** Use the current parent notification system via telephone and email of participation in the PSSA

### **Person Responsible Timeline for Implementation Resources**

Mrs. Shannon Leib	Start: 1/1/2009 Finish: Ongoing	\$60,000.00
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**Status:** In Progress — Upcoming

### **Date Comment**

1/26/2010	The District notifies parents via the parent notification system of upcoming PSSA testing.
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## **Measurable Annual Improvement Targets**

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Achieve the 2008 - 2014 thresholds, without the use of provisions, for the three targets mandated by the NCLB Law for all students.

Achieve the 2008 - 2014 thresholds, with the use of provisions as needed, for the reported subgroups of students mandated by the NCLB Law.

Improved student achievement requires ongoing use of assessment that is used to guide and monitor student progress. Each elementary school has a data team that reviews and analyzes the summative and formative data to help guide the core and supplemental instruction. Data gathered at the data team level is prepared and shared with grade level teams for review and feedback and then it is used to set grade level and student goals. The grade level team selects research-based instructional materials to support the student's achievement goal(s) and staff is provided professional development as needed.

Secondary schools review PSSA, benchmark and common assessment data to guide students' course selection and/or placement in extended day learning opportunities. The goal is to get teachers to use the data to inform their instruction and seek additional assistance for students at risk for failure. All secondary teacher should be using research-based strategies such as: previewing, scaffolding, graphic organizers, differentiated assignments and vocabulary in content to improve student achievement and refine instruction.

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

The Central Dauphin School District follows a Curriculum Review and Curriculum Planning Process, a systematic method developed to organize and deliver the instructional program, in our elementary and secondary schools. The Curriculum Review and Curriculum Planning Process addresses the needs of students by providing a thorough and dynamic cyclical study of all courses offered by Central Dauphin School District and a comparison of Central Dauphin School District's curriculum to state and national standards. This formal review system serves as a process to maintain, update, implement and evaluate the Central Dauphin School District curriculum. The

Curriculum Review and Curriculum Planning Process is intended to provide a dynamic method to coordinate and articulate the curriculum among staff, and across grade levels while addressing appropriate standards for Central Dauphin School District from kindergarten through 12<sup>th</sup> grade.

The process of review begins with a curriculum self-study, a review of best practices, national and state standards and a thorough analysis of innovative alternatives. Besides reviewing the scope and sequence of the present program, the committees research current literature, visit exemplary schools and provide inservice programs with the experts from then field. Under the leadership of the Director of Curriculum and Instruction, department chairs and building administrators, all members of the department or grade levels are involved. The review culminates with a written and oral report of findings, conclusions, and recommendations submitted to the Superintendent and presented to the Administrative and School Board Curriculum Councils. With council approval of the recommendations, the committees begin to revise and develop the curriculum, instruction, resources and staff development before incorporating the proposals and new courses into the educational program. The changes and additions are evaluated continuously, making the Curriculum Review and Curriculum Planning Process a dynamic model for instructional improvement.

## **Assessments and Public Reporting**

Parents/Guardians are notified annually of their child(ren)'s performance on the PSSA or alternative assessment results. Parent reports are mailed to the home address and school personnel are available for conferences as needed to discuss the results. School AYP results are published in a school letter and sent home to families. District AYP results are published in a district newsletter and are posted on the Central Dauphin School District webpage annually. Additionally, building principals present the PSSA data at a public school board meeting and the Power Point presentations are posted on the webpage for public review. The Director of Curriculum, Instruction and Assessment presents the district's PSSA data at a public board meeting and the presentation is also posted on Board Docs for public review.

### **Elementary:**

Individual student reports are reviewed by the school principal, counselor and teachers. Students not demonstrating proficiency are placed in tiered groups and receive explicit instruction in the area of deficiency. Students' progress is monitored using benchmark, diagnostic and formative assessments to determine if the intervention is effective. Lack of progress results in additional interventions, changed interventions or increased time in the intervention. Gained progress will allow students to return to the benchmark setting and they have their progress monitored via benchmark assessments. Parents receive notification of their child's status via letter following each benchmark assessment and any time a change in tiered instruction occurs. Conferences are honored based upon request but held annually following the first and third report card periods.

### **Middle School:**

Benchmark data are reviewed by the school team and students not demonstrating proficiency receive additional instruction from their core teachers during flex periods. Curriculum based assessments are used to monitor the students' progress of the state standards and results are sent home for parent review. Mid-term and end of the marking period report cards are distributed a minimum of four times per school year. Team or individual teacher conferences are honored based upon request from the parent.

### **High School:**

Benchmark assessment and common assessment data are reviewed by departments of teachers. Students not demonstrating proficiency are placed in academic courses according to their skill knowledge. Students receive additional support during study halls and extended day learning opportunities. Mid-term and end of the marking period report cards are distributed a minimum of four times per school year.

## **Targeted Assistance For Struggling Students**

Central Dauphin School District implemented a Response to Intervention (RtI) framework in the elementary campuses beginning in 2005 at Tri-Community Elementary and has extended to all 13 elementary campuses. Tier 1 serves as the foundation for all students as they benefit from their core instruction in a heterogeneously grouped classroom. The core programs are scientifically research based and implemented with fidelity. Support teachers and/or paraeducators, such as ELL and special education, push-in to the classrooms to provide assistance to the learners.

In addition to Tier 1 instruction; Tier 2 and Tier 3 instruction is provided to students not measuring proficient on the benchmark, formative and/or summative assessments. Standard protocol interventions are used to deliver the instruction and the interventions are prescribed based upon the student's identified needs. Students are serviced in small groups by a teacher that is highly qualified and trained in the intervention program. Their progress is monitored weekly or bi-monthly and the service delivery model is adjusted as needed.

Progress reports are sent home informing families of the students' progress in the intervention program. Conferences are held as requested by the family or school personnel.

Middle and high school students not demonstrating proficiency on their benchmark, formative and/or summative assessments are placed in remedial courses and/or receive supplemental instruction after-school or during study hall periods. Swatara Middle School serves as a state pilot site for RtII implementation.

## **Support for Struggling Schools**

Schools not making AYP are required to complete the Getting Results School Improvement Plan. School budgets and professional learning activities must align to the action plan in the SIP.

School making AYP through the use of provisions are required to complete the Getting Results School Improvement Plan and align their resources and professional learning to the SIP.

Schools making AYP are required to develop goals for sustaining or improving instruction for subgroups and/or all students not making a year's worth of growth. School budgets and professional learning activities must align to the action plan in the SIP.

Assistance for struggling students occurs through the use of district and grant funds. Program proposals include a review of student data, identification of curricular needs.

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

All core teachers in the Central Dauphin School District are "highly qualified" as prescribed by the NCLB regulations. Special Education teachers are also highly qualified to teach their assigned population of learners.

Non-tenured teachers are observed formally a minimum of four times per school year and receive a PDE 426 evaluation two times per year. One overall unsatisfactory evaluation results in termination.

Tenured teachers are observed a minimum of two times per school year and receive a PDE 5501 annually. Two unsatisfactory evaluation reports result in termination. The PDE 5501 can be completed two times per school year if deemed necessary by the evaluating supervisor. Improvement plans are drafted and issued to teachers after the first unsatisfactory evaluation.

The Title One Equity report evidenced that students of high poverty are being served by a similar ratio of experienced teachers as the non-title one funded schools.

## Parent and Community Participation

Title one schools are mandated to create school level parent involvement plans that actively engage parents in their child's education.

All schools have parent/teacher and some include student organizations that meet regularly to plan ways to get parents actively engaged in their child's education.

Written communications are sent home with students and/or mailed to the home on a regular basis. The District website is update daily and contains dates, events, announcements, etc to inform families of important information in a timely manner.

Open houses are hosted at all 19 campuses yearly as well as other social, athletic and musical events involving students and their families.

## Pre-Kindergarten Transition

No Pre-K Offered

## Utilization of Resources and Coordination of Services

Service/Resource	Description	Type
Approved Private Schools	Students with unique educational needs that cannot be met in district classrooms are enrolled at a variety of Approved Private Schools. Students with Autism are supported at the VISTA school and New Story. Students with emotional disturbance can be placed at Yellow Breeches Education Center, Wordsworth Academy, Manito and River Rock Academy. Yellow Breeches combines academics with an adventure/experiential component and serves special education students only.	Student Services
Autistic Support	Autistic Support requires a comprehensive staff, parent and community approach to education. All individuals that interact with the autistic child must have an understanding of how to communicate and facilitate growth objectives.	Special Education
	Autistic Support addresses communication,	

socialization and behavior, sensory integration, pre-academics, leisure activities and community living. Class routines and daily activities engage the students in meaningful applications of the curriculum. Emphasis is placed on integration of students' pre-academics or academics, communication, motor and sensory skills throughout their daily program. Students follow district curriculum to maximum extent possible.

Central Dauphin School District's Autistic Support is based on multiple best practice programs. Autistic Support programming is available in all schools within Central Dauphin School District. Students may receive support within their home school if determined by the IEP team to be appropriate. This support is provided through a team of personnel. Supplemental or full-time classroom support is available for students when the Individualized Education Planning Team (IEP) determines this level of intense service is the least restrictive environment. Supplemental or full-time autistic support is available at select district buildings.

Behavior Specialist	The role of the Behavior Specialist is to provide support to educational staff through both consultative services and educational training opportunities. The Behavior Specialist is available to assist staff with the Functional Behavioral Assessment process, the development and implementation of targeted interventions, and school-wide utilization of effective behavioral management strategies.	Student Services
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Capital Area IU	Capital Area Intermediate Unit provides the guidance for special education initiatives directed by the Pennsylvania Department of Education, is the distribution point for information on issues of compliance, programs and services to assist in educating students with disabilities and updates from the State. CAIU also provides consultative services such as Audiology, Autism Support and Multiple Disabilities Support as part of a yearly contract. Students with disabilities of a nature that does not allow them to be supported in a district classroom are served in classrooms at Hilltop Academy in the CAIU. Such students include those with Emotional Disturbance and Multiple Disabilities. Students needing an intensive evaluative period are also served in the 45-day Diagnostic Class. Recommendations coming from this evaluative period are used for permanent placement decisions.	Student Services
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Collaborative: Time for co-planning and team meeting Co-teaching between regular		Special Education
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ed, special ed, and para-educator  
 Coaching and guided support for team members in the implementation of supplementary aids and services  
 Peer assistance  
 Partner learning

Instructional:  
 Modified curricular goals  
 Alternatives for students to demonstrate learning  
 Test modification  
 Alternate materials or assistive technology  
 Changing method of presentation  
 Notetaking assistance  
 Extended time for tests/assignments  
 Home/school communication books

Physical:  
 Furniture arrangements in environment  
 Preferential Seating  
 Adaptive Equipment  
 Adjustments to sensory input  
 Structural aids  
 Sensory rooms  
 Visual schedules

Social Behavioral:  
 Social Skills instruction  
 Small social group sessions  
 Counseling Services  
 Individualized Behavioral support plans  
 Modification of rules and expectations  
 Level system  
 Behavior charts  
 Reinforcers

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Community Behavioral Health Agency	The School Social Workers act as the liaison between the school and community agencies that provide services to children and families. The School Social Workers attempt to establish positive, reciprocal relationships with agencies as a means to fully identify student needs, develop treatment and educational strategies, and coordinate the delivery of services, Efforts are made to strengthen networking initiatives and school/agency	Student Services
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relationships to achieve adequate transitioning of students into and from the school setting and to reduce duplication of services. The School Social Workers coordinate all mental health services provided by agencies within the school setting.

The School Social Workers maintain and update a list of community agencies and resources, which may be of benefit to address the health, welfare, social and emotional needs of the student that interfere with their educational adjustment.

Central Dauphin School District has also entered into a partnership with Adams-Hanover Counseling Agency to provide counseling services to eligible students within the school district. This partnership includes collaboration with Community Behavioral Health Network of Pennsylvania (CBHNP).

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Deaf/Hard of Hearing Teacher	<p>The role of the Itinerant Teacher of the Deaf and Hard of Hearing is to provide both direct and consultative services to students who exhibit documented hearing loss. Services are provided for students who are in a regular or special education placement within our school district. Additionally, an Educational Interpreter is available for student instruction, programs, extra-curricular activities, meetings or as needed. Support for students and staff for hearing aid maintenance, FM systems, sign language training and staff orientations are provided as needed. Audiological screenings are provided by each building's school nurse. Referrals for an educational evaluation for students with a diagnosed hearing loss can be provided by the district. Referrals for additional audiological evaluations for hearing or central auditory processing must be submitted to the Deaf and Hard of Hearing office on the school district referral form. A record review and consultation with staff will be conducted.</p>	Special Education
Emotional Support	<p>Students with an emotional disability that impacts their learning and/or the learning of others receive specially designed instruction through the emotional support program. They must learn, through direct instruction, the basic skills of communication and interacting with peers and adults in a socially acceptable manner. Strategies for stress and anger management are provided and incorporated into the instructional day.</p> <p>The focus of the emotional support educational program is to address emotional needs, communication, socialization, behavior, and academics. Class routines and daily activities engage the students in meaningful opportunities to grow in affective skills, which enable the student to better understand and adapt his/her behaviors.</p>	Special Education

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Emphasis is placed on effective social and emotional growth as well as academic skills.

Emotional support programming is available in all schools within Central Dauphin School District. Students enrolled in consultative, itinerant or resource room programs require a minimal to moderate level of intervention. Students may receive support within their home school. This support is provided through a team of personnel and can include school psychologist, itinerant behavior specialist, special education case manager (learning support teacher), school counselor, classroom teacher and related support staff. Related support staff can include physical therapist, occupational therapist, speech and language clinician and social worker.

Full-time classroom support is available for students when the Individualized Education Planning (IEP) Team determines this level of intense service is the least restrictive environment. The Case Manager is a full-time Emotional Support Teacher. The students in the full-time emotional support program at the elementary and secondary levels participate in counseling to work on interpersonal skills, developing trust, self-esteem and peer conflict mediation skills.

Children attending Central Dauphin School District full-time Emotional Support will be included to the maximum degree possible with their grade level peers within the school. This inclusion is based on the student's learning profile and social-emotional needs. Assessment occurs annually and on an ongoing basis.

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Gifted Education	The district provides a K-12 gifted education program. Delivery is pull out in the elementary buildings. In the secondary buildings students are scheduled during flex time in the middle school. In the high school students are scheduled during free periods. The elementary curriculum is an extension of the social studies curriculum in many instances. In grades 4th and 5th a great emphasis is placed on the use of technology in research and presentation. In the secondary program emphasis is placed on advanced research procedures, public speaking, career exploration, and completion of advanced course studies using a certified mentor.	Student Services
Guidance Services	Elementary guidance services include instruction using the Second Step curriculum, Character Counts and the Olweus program. Three of the elementary buildings have trained E-Sap teams to address	Student Services

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	<p>mental health conditions of the students. All secondary guidance counselors are trained in the SAP process and serve on the team. Career counseling opportunities are provided to all middle school students as well as Olweus learning units. The high school counselors provide career counseling, college-technical school information and individual counseling to their case load.</p>	
Home and School Visitor Support	<p>Two home and school visitors investigate all residency issues in the district, monitor all attendance issues, file court documents pertaining to attendance and review all 1302, homeless and multiple occupancy documents.</p>	Student Services
Incarcerated Youth Educational Support	<p>Central Dauphin oversees the education of incarcerated students at the Dauphin County Prison (DCP) and Schaffner Youth Detention Center. Child Find information is posted in the DCP lobby, including Special Education and Protected Handicapped information. The special education supervisor annually provides Child Find documents to key prison personnel including Warden, Deputy Warden, Treatment Supervisor and DCP Education Director.</p> <p>Newly committed inmates, regardless of school district affiliation, are identified through "Commitment Lists" that are checked on a weekly basis. "Advisement of Educational Rights and Responsibility" and "Request for Information" forms are completed by newly committed inmates weekly. These forms are forwarded to the CDSO Office of Special Education and a request for school records is sent to the inmate's self-disclosed school district. Once records are received, they are given to the Special Education Supervisor for DCP who reviews them to determine if all required documents are present and Evaluation Report (ER) or Reevaluation Report (RR) and Individualized Education Program (IEP) are current. If current, the IEP is implemented and a graduation plan is developed. A Notice of Recommended Educational Placement (NOREP) will be offered.</p> <p>If the ER/RR and/or IEP are not current, CDSO will immediately implement the last agreed upon IEP to the extent possible until a reevaluation report can be generated and new IEP developed. A permission to reevaluate is issued and the reevaluation process initiated, culminating in a RR, IEP and NOREP. The individual will not be without special education programs and services while the special education process is completed.</p> <p>Certified general and special education teachers serve the needs of identified students in these settings, with assistance from paraeducators. Students complete classwork in core area subjects using the curriculum of the Central Dauphin School</p>	Student Services

	District with supplementary aids and services as identified on the student's IEP.	
Learning Support	<p>Students who are provided learning support services need specially designed instruction to ameliorate learning deficits. Learning support often enables students to function more effectively in their regular classes. In addition to supporting students perform tasks within the regular curriculum, specialized curricula such as in the areas of mathematics and reading are utilized. Such specialized curricula reflect skills indicated in statewide standards.</p> <p>Itinerant learning support services are provided to students with disabilities in regular and learning support classrooms. Students spend most of the day in regular classrooms. Special education personnel provide support in regular classrooms by adapting classroom materials to meet the needs of students with disabilities. In addition, personnel provide one-to-one or small group assistance before, during, and after instruction in the regular classroom. Inclusion is seen as the basis for these students' education programs. Students requiring supplemental learning support services often need a great deal of specialized instruction in reading and/or mathematics skills. Learning support classrooms are located in all school buildings. Students of like grade are grouped together as often as possible.</p>	Special Education
Life Skills Support	<p>Life Skills Support focuses on preparing children who present a need for an alternative functional curriculum to become contributing members of the community. The curriculum addresses basic and functional academics, socialization, communication, motor, leisure activities, and community living. Class routines and daily activities engage the students in functional situations whereby they learn to utilize academic skills in an integrated and meaningful manner. Prevocational and vocational training become increasingly emphasized as the student approaches graduation.</p> <p>Children attend life skills classes that teach an alternate and functional curriculum and are included to the maximum degree possible with their grade level peers within the school. This inclusion is based on the student's learning profile and social-emotional needs. Assessment occurs annually and on an ongoing basis. Central Dauphin School District utilizes the Revised Brigance Inventory of Basic Skills to assess continuous progress.</p> <p>The school team supporting the child often works with community agencies that are involved in</p>	Special Education

	<p>helping children and families.</p> <p>Children at each level participate in Community Based Instruction. This participation increases as the students enter the high school program.</p>	
Multiple Disabilities Support	<p>Programming for students with multiple disabilities focuses on preparing students to achieve their potential as contributing members of the community. MDE and IEP team members develop a post-school vision of each student based on his/her profile by strengths, needs, and interests. An education plan is individualized to enable the student to achieve the outcomes required to attain this post-school vision and optimally contribute to the community.</p> <p>The curriculum addresses daily living skills, functional academics, communication, motor, socialization, language arts, leisure activities, community living, and prevocational and vocational training.</p> <p>Class routines and daily activities engage the students in functional activities whereby they learn to utilize skills in an integrated and meaningful manner. The Central Dauphin School District MDS program believes that a community is enriched by diversity. Inclusion with general education is implemented according to the student's learning profile. The MDS program works in association with the community agencies, such as MH/MR and OVR, to facilitate the students' successful transition into the community.</p>	Special Education
Nursing Services	<p>The certified school nurses conduct all screenings required by the Pa Dept of Health. They are assisted in this process with health room technicians all of which are certified as registered nurses or licensed practical nurses.</p>	Student Services
Occupational/Physical Therapist	<p>The role of the occupational/physical therapist is to address functional performance challenges in school. The occupational/physical therapists collaborate with teachers, parents, and other educational professionals to identify causes for the student's fine or gross motor functional challenges in school. The occupational/physical therapist will provide screening and/or evaluation to be determined either through the IST or Evaluation process. The occupational/physical therapist will then provide consultation, monitoring, direct treatment, and/or training for those students. Some students may be provided an occupational/physical therapist through a service-plan determined by a 504 Team who require this related service in order to benefit from special education</p>	Special Education
Orientation and Mobility	<p>The Orientation and Mobility Specialist provides</p>	Special

Specialist	<p>assessment and one-on-one instruction in independent travel skills to students who are blind or visually impaired. Also provides assessment and travel training to exceptional students not identified as visually impaired. Orientation is the process of using senses to establish one's position in space in relationship to the environment through which one moves. Mobility is the ability to move safely and independently from one point to another. Orientation, Mobility, and Travel Training are considered related services by IDEA.</p>	Education
PaTTAN	<p>Pennsylvania Training and Technical Assistance Network (PaTTAN) provides training and assistance to school teams and individual program participants to support district initiatives. PaTTAN consultants have worked with schools within the district to further Response to Intervention, Positive Behavior Support, Adequate Yearly Progress, Competent Learner Model, Inclusion and Reading Instruction. PaTTAN training is also utilized for individual and trainer instruction on ACCESS, Standards Aligned System (SAS) and other roll-out programs.</p>	Community
Speech/Language Support	<p>The Itinerant Speech/Language Program will improve a child's communication skills so the child can become an effective and functional communicator in all settings. The Itinerant Speech/Language Program's intent is to provide a program design that will develop the speech/language skills necessary for academic success and age appropriate social interactions with peers and adults. The Itinerant Speech/Language Program's goal is to improve the student's communication skills so that he/she can effectively communicate within all environments. The Itinerant Speech/Language Program is directed by the speech/language pathologist in collaboration with the classroom teacher. This program will facilitate and enhance the student's communication skills in all settings. To achieve program goals, the speech pathologist will utilize developmentally appropriate practices.</p> <p>A variety of service models are available in the Itinerant Speech/Language Program. The Intensive Speech/Language Program will improve, expand, and enhance a child's communication skills so that the child can become an effective and functional communicator in all settings. The Intensive Speech/Language Program's intentions are to provide a program design that will develop the speech/language skills necessary for academic success and age appropriate social interactions with peers and adults. The Intensive Speech/Language Program's goal is to improve the student's communication skills so that he/she can achieve</p>	Special Education

	<p>success within a less intensive speech/language delivery model at his home school. The Intensive Speech/Language Program, is directed by the speech/language pathologist in collaboration with the classroom teacher. This integrated program will facilitate and enhance the student's communication skills in the classroom setting. . The individual needs of the child will determine the types and combinations of service delivery models utilized to promote academic success in the child's classroom.</p>	
Student Assistance	<p>Each secondary building has a trained Student Assistance Team which investigates all referrals made by students, parents and teachers. Conduct violations relating to drug, alcohol and violence are referred to this team for investigation. Three of the elementary schools have E-Sap teams trained to evaluate behavior and mental health issues.</p>	Student Services
Transition Coordinator	<p>The Transition Coordinator manages all tasks related to student needs in the areas of post-secondary, employment and activities of daily living. The Transition Coordinator attends meetings of the CAIU Transition Council and Indicator 13/14, assists with the implementation of Keys to Work and other career exploration activities. this person serves as a resource for administrators, teachers, students, parents and others for transition plan development including auditing transition folders and attending meetings where transition questions may be asked. Spring and/or fall parent meetings on the topic of transition are planned and carried out, in-service for staff is conducted and future transition needs are addressed with the supervisors of secondary special education.</p>	Special Education
Vision Support Teachers	<p>The role of the vision support teacher is to provide both direct and consultative services to students who exhibit documented visual impairment. This will also include specialized visual materials and textbooks. Referrals for screenings and educational evaluations will be conducted by Central Dauphin School District Vision Support Staff and will result in a report offering educational recommendations and/or specially designed instruction. Referrals must include ophthalmologic documentation stating the specified visual impairment and the history of the student's medical background. A Parent Permission to Exchange Information form must be given to the ophthalmologist to release information directly to the school district.</p>	Special Education
Work Experience/Community-Based Facilitators	<p>Central Dauphin School District recognizes the worth of transitional and Community-Based Work Experience for students manifesting special needs. This special emphasis population includes those receiving services for specific learning disabilities, social or emotional based concerns, multidisabilities,</p>	Special Education

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autism and life skills support. The goal focuses on students maximizing their potential to the greatest extent possible. This includes internalizing learning as a life long endeavor, becoming productive workers, assuming the duties and responsibilities of a good citizen and enjoying the benefits of participating in viable community activities. Most participants in the Work Experience Program have a post-secondary transition goal of competitive employment as part of their Individualized Education Program (IEP). Outcome goals and objectives are developed by the Individualized Education Program (IEP) Team.

Three work facilitators coordinate and monitor the Work Experience Program to ensure that students' and/or parents' post outcome goals of employment are implemented. The facilitators serve as both work and transition monitors to assure the implementation of activities designed for each program participant. This is an outcome oriented process focused on streamlining the transition from school to adult life. The specific populations served would include: Learning Support (LS), Emotional Support (ES), Life Skills (LSS), Autistic Support (AS), Multidisabilities Support (MDS) students. Moreover, students receive information regarding a variety of agencies and their respective services. When appropriate, students are linked to those agencies which may provide services and support prior to and following graduation.

The Work Experience Program at the high schools includes students receiving special education support services for cognition, social/emotional anomalies and autism. Students are referred to the program by their case manager, guidance counselor, parent and/or the Supervisor of Special Education. The Work Facilitator meets with each referred student to discuss personal career interests reflected in the transition component of the Individualized Education Program (IEP). Career activities may include a vocational assessment, computer assisted career research, job shadowing opportunities, attending career/job fairs, visitations to Harrisburg Area Community College (HACC), non-paid employment, District employment and/or community-based competitive employment.

During the second half of the school year, 10th grade students may participate in the non-paid District work sites to demonstrate soft skills needed to maintain future paid employment. 11th and 12th grade students who have not demonstrated appropriate job related skills may participate in

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District provided transitional work sites at a sub-minimum wage. Quarterly evaluations of job performance will be used to document progress and determine student readiness for competitive community employment.

Students receiving their basic education in a Life Skills Support class require extensive practice to learn the soft skills needed for future competitive employment. Typically, they participate at non-paid work sites. Life Skills students participate in non-paid training sites within the surrounding community to develop, refine, and review job readiness skills. Central Dauphin School District currently maintains a partnership with six non-paid training sites. Community employment sites (i.e. the participating business entities) and the District maintains contractual agreements in accordance with guidelines established by the Pennsylvania Department of Labor and Industry.

All non-paid training sites have small student/job coach ratios to maximize opportunities for success. Student progress is monitored using color-coded data collection paradigm. Daily records of hours worked are maintained in accordance with the contractual agreement and Commonwealth Labor Law.

The Work Experience Program continues to serve as an avenue for many students to secure full-time employment upon graduation from high school. Student participation in meaningful and appropriate job placements produces positive outcomes.

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