Dunmore School District Strategic Plan

October 1, 2008 – September 30, 2014

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DUNMORE SCHOOL DISTRICT
STRATEGIC PLAN
October 1, 2008 – September 30, 2014

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Pennsylvania Department of Education

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

Academic Standards and Assessment Report
Monday, August 25, 2008

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Organization Description

The Dunmore School District organizational structure is comprised of two school buildings - the Dunmore Elementary Center and the Dunmore Junior-Senior High School, which also houses a separate Middle School Program. The total school enrollment is 1703 students.

The Dunmore Elementary Center provides instruction for students in grades Kindergarten through Sixth Grade. The Center has 53 Faculty Members and 835 Students, with one Principal and one Assistant to the Principal, who also serves as the District's Special Education Director. One full-time Certified School Nurse serves the Elementary Center. The Building is fully equipped and provides for a full range of educational opportunities. In addition to traditional classrooms, the Elementary Center provides Special Subject Teachers that include Library, Physical Education, Music, Art, Technology Education, Instructional Support, Reading Specialists, Gifted, Adapted Physical Education, and Guidance support.

The Middle School located in the Dunmore Junior-Senior High School has 235 Students with one Principal, 16 Faculty members, and one full time Guidance Counselor. A Certified School Nurse serves both the Middle School and the High School. Special subject area teachers include: Library Science, Health and Physical Education, Art, Music, Computer and Technology Education, Consumer Science, Psychology and Sociology, and Instructional Support.

The Dunmore High School has 41 faculty members that provide instruction to 603 students. The school has one Principal and one Assistant Principal, two full time Guidance Counselors, and a Certified School Nurse who serves both the Middle School and the High School. In addition to the core curriculum subjects, the High School also offers numerous special subject area classes as well as selective electives.

The Planned Courses of Instruction and Assessment are coordinated with the requirements of Chapter 4. The District benchmarks and assessments have been aligned with the Pennsylvania Academic Standards and Assessment Anchors. Monitoring of Programs is done at each level as part of an on-going Curriculum and Instruction Review Cycle.

The District has maintained a plan of continuous upgrading and modernizing of facilities. This includes the complete renovation of the Junior-Senior High School in 2001 as well as complete renovation of outdoor recreational and athletic facilities in 2004.

Core Purpose

Mission

The mission of the Dunmore School District is to provide every student equal opportunity to acquire knowledge and develop skills necessary to become well-rounded, productive members of an ever-changing society.

Vision

The vision of the Dunmore School District is to foster a safe learning environment conducive to the development of students' individual academic, social/emotional, cultural, and physical needs. This will be achieved through the following: professional development; a rigorous curriculum; collaboration with local business and community members; parental involvement for learning; and responsible fiscal management.

 The administration, teaching, and support staff will keep abreast of current effective, research-based educational methods and resources, state and federal mandates, and the latest educational technology through on-going professional development/training. School administrators and

teaching staff will form an alliance with parents for a home/school connection to further reinforce concepts and skills students learn at school.

Students will experience a wide variety of courses, teaching/learning techniques and integrated technology aligned with state academic standards, extracurricular activities, and support services to address their individual needs. Students will be afforded opportunities to independently and cooperatively solve problems to develop critical thinking skills, mutual respect for others, and the confidence necessary for being competitive in an ever-changing, global society.

 The Dunmore School District will work in conjunction with local business and community members and colleges to stay current on technological advances and the types of knowledge and skills students will need to be competitive in higher education and/or the workplace.   Healthcare and public service professionals will advise staff and students on personal health and safety issues and school security.

Shared Values

- All children are capable of learning.
- Children learn at varying degrees of time and achievement levels.
- Each student is a special person and deserves to be treated with respect and a sense of worth.
- Parents are students first and most important teachers they have and will ever have in their lifetime.
- Partnerships with parents will allow for optimal academic and personal development of children.
- Business and Community members are an invaluable resource for providing input on instructional content and selection of resources.

Goals

The district's Internal Planning Committee conducted a needs assessment as part of the strategic planning process based on an analysis of current student achievement/progress, demographic data, perceptual surveys from parents, students, and teachers, and current support services available to students in our district. We examined each of the data sets in an effort to determine how the curriculum and support services available in our district enable students to be proficient on state academic standards at every grade level so they may meet graduation requirements and become productive citizens of our diverse 21st Century society.

The following information sets of current student achievement, demographic, and perceptual data were gathered and analyzed as part of the needs assessment:

- Curriculum-Based Assessments
- Classroom Performance
- PSSA Results
- Terra Nova Test Results
- DIBELS Test Results
- Stanford Achievement Tests
- 2007 School Report
- Enrollment Figures and Projections
- Staffing Qualifications
- Curriculum and Instruction Content
- Perceptual Surveys Completed by Parents, Students, and Teachers
- Local, state, and national trend data on projected jobs available and skills needed by business and industry
- Current District Learning Goals

Conclusions from the needs assessment analysis drove the selection of the district learning goals and organizational goals.

District Learning Goals:

The internal planning committee reviewed current scientific-based research on learning, the current requirements of Chapter 4, Academic Standards for Learning, and the aforementioned data to form conclusions for revisions to the learning goals adopted in the previous strategic plan. The consequent goals reflect the district's commitment in all subject areas and are deemed critical to students' attaining the skills required to graduate. Specific subject area goals will be developed as part of the district's ongoing curriculum planning process and will be integrated with content area standards developed by the Commonwealth of Pennsylvania.

Dunmore School District will collaborate with parents, families and the community in attending to students' intellectual and developmental needs, and preparing students to become self-directed, life long learners and responsible, contributing citizens to our society. The district will provide opportunities for students to:

- Acquire knowledge and skills in the following areas:
    - *Reading, writing, speaking and listening*
    - *Mathematics*
    - *Science and technology*
    - *Environment and ecology*
    - *Social studies (civics, government, geography, economics, and history)*
    - *Arts and humanities*
    - *Career education and work*
    - *Health, safety and physical education*
    - *Family and consumer science*
    - *World languages*
- Process information
- Problem solve
- Think critically
- Work independently
- Collaborate with others
- Adapt to change
- Develop character and integrity

Organizational Goals:

The district shall engage in planned activities during the six years leading toward the achievement of the following organizational goals:

- Revise planned courses so they are aligned with academic standards and instructional requirements for primary, intermediate, middle level and high school programs.
- Document the district assessment plan that will be used to determine the degree to which students achieve academic standards and graduation requirements.
- Develop a plan to improve students' achievement, including the identification of benchmarks and assessments
- Develop a data-based system for identifying students at-risk for academic failure and a plan for addressing their individual needs.
- Provide increased opportunities/time for learning.
- Increase the use of technology in learning activities.
- Improve plans for safety and security and addressing the needs of at-risk students.
- Promote on site programs for career education.

Goal: **EFFECTIVE USE OF NEPA WAN**
Description: The district is connected to the NEPA WAN (100 Mbps-per district with bulk Internet2 delivery), but it must commit to effectively utilize this service. The district's goal is to not only utilize the NEPA WAN for student content delivery through MAGPI programs and other program vendors, but also to use the NEPA WAN for administrative content.

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: At least 56% of all students will be proficient in Mathematics, as measured by the annual state-wide PSSA assessments.

Goal: **READING**
Description: At least 63% of all students will be proficient in Reading, as measured by the annual state-wide PSSA assessments.

Goal: **STUDENT ATTENDANCE (any school that does not graduate seniors)**
Description: Student attendance will meet a 90% threshold and/or show growth.

Goal: **STUDENT PARTICIPATION IN STATE ASSESSMENTS**
Description: At least 95% of eligible students will participate in required state-wide assessments.

Goal: **TECHNOLOGY INTEGRATION**
Description: The district administration will support all teachers K-12 with equipment and training so that all teachers will integrate technology by using technology as an essential part of their instructional practices.

Academic Standards

The academic standards describe the knowledge and skills that students will be expected to demonstrate. The district shall provide for attainment of the academic standards as per Chapter 4, Section 4.12. The PA Academic Standards in grades 3, 4, 5, 6, 7, 8, and 11 for reading, writing, speaking, listening and mathematics, science and technology, environment and ecology shall guide the educational programs for these areas in the district. In addition, the district will use the PA Learning Standards for Early Childhood and the Early Learning Continuum Indicators to gauge progress in grades K - 2 to better enable students to achieve proficiency in Reading and Math in grade 3.

The content of the assessment anchors and eligible content for Reading, Math, and Science will be taught and assessed at each grade level.

Over the next six years, the district will further develop and adopt standards and benchmarks consistent with approved state standards in the subject areas of:
* Reading, writing, speaking and listening
* Mathematics
* Science and technology
* Environment and ecology
* Social studies
* Arts and humanities
* Career education and work
* Health, safety and physical education
* Family and consumer science
* World languages

As Chapter 4 Pennsylvania Academic Standards and benchmarks for learning are established by the Pennsylvania Department of Education in each of the above subject areas, they will replace the district's planned courses and objectives for such.

The English as a Second Language (ESL) program facilitated by NEIU#19 will be provided to students with limited English proficiency (LEP) and English language learners (ELL) in an ESL classroom. The ESL program will be based on sound educational and second language acquisition theory and will be aligned with PA Academic Standards in Listening, Speaking, Reading, and Writing. ESL students will receive planned instruction addressing students' age and levels of proficiency required at grade level.

The Data Analysis Team will examine all groups, subgroups, and individual scores to drive changes and additions to our curriculum. Particular groups and/or subgroups may be analyzed in depth when the team sees significant deficiencies. This may be conducted with the multidisciplinary team and/or through a "data retreat" facilitated by NEIU #19. Recommendations and further training, if necessary, will be provided to classroom teachers and/or specialists for adapting the curriculum to enable the targeted groups to better meet proficiency in the academic standards.

Graduation Requirements

To graduate from Dunmore High School and participate in the commencement ceremonies, a minimum of 22 credits must be earned from grades 9 through 12 and each student must complete and present a comprehensive project. The project will be completed during the senior year. These requirements are further described below.

Planned Instruction Requirements

COURSES	CREDITS
English	4
Social Studies Economics)	4 (Civics/PA History, Euro/American History, American Cultures,
Mathematics	3 (To include concepts from Algebra & Geometry)
Science	3 (Must include a lab science)
Arts/Humanities	2
P.E./D.E./H.E.	1
**Keyboarding	1
Electives	4
TOTAL	**22**

 *Art and Music (To be taught as a partial planned course in 9th grade)

 *Family Consumer Science-To be taught as a unit by the Home Economics teacher.

 **Keyboarding is not required for 9th grade students who are either taking Instrumental Music or Communications which will include working with the computer.

The above are the minimum requirements. Students will select a program of study in 9th grade (Academic, Liberal Arts, Practical Arts, or Vocational) which will meet higher standards for graduation. Completion of a course sequence is the recommended process for demonstrating

outcome attainment. Students will have to demonstrate mastery of each course through classroom performance, final examinations, and a culminating project in their senior year.

Other ways to meet the graduation requirements for diverse learners are:

1. Completing outcomes from an academic year course in summer school.
2. Meeting outcomes in a pre-approved correspondence course (Seniors only).
3. Completing outcomes by meeting the goals of an Individual Education Plan (I.E.P.).
4. Completing outcomes when the student is in a foreign exchange program.
5. Student outcome completion will be evaluated upon the student's return to school, either by a standardized assessment test or teacher-made test.
6. Completing the outcomes when the student is an ESL student (Student may be evaluated on a pass/fail basis, with adapted curriculum, or with no adaptations as determined by the Multidisciplinary Team and ESL instructor).

Grade Requirements

Students are required to achieve a proficiency grade in each of the required instruction areas listed above. We propose the following grade structure that is listed below, but it should be noted that this numerical reporting will be reviewed and examined as the district-developed assessments and rubrics are further refined.

District Grade Structures:

(A)   93-100   EXCELLENT

(B)   85-92   GOOD

(C)   77-84   AVERAGE

(D)   70-76   PROFICIENT

(F)   BELOW 70   FAILURE

(I)   INCOMPLETE

Culminating Project

The senior project was created in an effort to provide students with an opportunity to broaden their skills; writing a research paper, preparing a project on the same topic, and presenting their findings and experiences to a panel of specialists. The purpose of the senior project is to give students the opportunity to apply, analyze, synthesize, and evaluate knowledge, and to demonstrate that knowledge in a project. This project will be completed under the direction of a member of the high school faculty and will incorporate the following guidelines:

- Students may choose their project theme and will be guided throughout the effort by an assigned high school teacher.
- The student must demonstrate, through the project, the ability to apply, analyze, synthesize, and evaluate information.
- Coaching on the project is allowed outside and inside the school, but approval of that coaching must be given by the school advisor, and an acknowledgement and a description of that assistance must be explained during the presentation of the project.
- The project presentation will require a performance to an appropriate audience as approved by the advisor.
- The advisor shall determine mastery of the project after consultation with the audience.

- Projects may be undertaken by an individual student o by groups of students if approved by the advisors and parents of the student.

The senior project is generally a year-long effort but may take more or less time depending on the student's ability, extent of the subject, and aggressiveness of his/her work. Students select topics according to their interests and may cross disciplines where appropriate. For example, a student interested in carpentry might write a research paper on the boat industry, construct a craft for a related project, and take the examining panel on a river float trip as part of the presentation. Another student might develop a research paper around arranging music, compose a piece of music for a vocalist or instrumental group as a project, and then perform the song in front of a panel of music experts in partial fulfillment of the presentation requirement.

The purpose of the senior project is to broaden the scope of what most high schools in the United States require at the twelfth grade--a research paper. The question best answered by such an effort is not "What do I know?" but "What can I do?" It is performance based and adaptable to most topics of interest. One of its many values is to allow students of all abilities to use their talents, skills, and creativity, which have been developed over twelve years of education. The senior project in all phases is a "student-driven" program. Students make decisions and, although help is available if needed, must face the consequences of these decisions and choices. On the other hand, the project also provides an opportunity for students, parents, teachers from all departments, patrons, and business leaders to work together on an educational endeavor.

This paper describes the key components of the Senior Project. They are: selecting a topic, conducting research, writing the research paper, producing a project related to the topic, presenting the results to a panel of teachers and community members with expertise in the subject area. Additionally, the paper describes the carry-over benefits to higher education, the world of work, and life in general.

Proficiency in the Academic Standards

Each student must demonstrate proficiency in the academic standards based on the following:

- Classroom Performance- Students must attain a mastery level of 70% or better. Students will be evaluated by using standardized and curriculum-based assessments, teacher-made tests, projects, teacher observation, and final examinations.
- Scientific experiments conducted by students.
- Works of art, or musical, theatrical, or dance performances by students
- Nationally available achievement tests
- Diagnostic assessments
- Senior Project- Students must complete a year long project which includes a research and performance component. It is described in detail above.

Children with Disabilities

Children with disabilities who satisfactorily complete a special education program identified in an Individualized Education Plan under the Individuals with Disabilities Education Act shall be granted and issued a regular high school diploma by the school district.

Special Education for Gifted Students

The district will provide personnel, supplies, and facilities which are relevant to the delivery of gifted education. Curriculum and assessments will be aligned to state standards and progress will be reported to students and parents during their participation in our gifted education program.

Strategic Planning Process

Dunmore School District is a Phase III district that completed the Strategic Planning process in conjunction with the Northeastern Intermediate Unit #19. We formed an Executive Internal Committee, several Internal Committees, and a Community Committee to collaborate in the completion of each of the reports.

The Executive Internal Committee was comprised of the Superintendent, Richard X. McDonald, Curriculum Coordinator/Middle School Principal, John C. Barrett, and Reading Supervisor/Title I Coordinator/PSSA Coordinator, Mary Jane Cerminaro. Members of this committee attended all meetings at the NEIU#19 and communicated requirements to other staff/members of the Internal Committee. The Special Education Coordinator, Rose Crotti, and the Technology Coordinator, Stacie Telnock, attended meetings at the NEIU, along with the Executive Internal Committee, when their subject-area section of the plan was presented. The Executive Internal Committee met at least bi-weekly to complete sections of the plan, discuss progress, and to coordinate meetings with other staff/Internal Committees. The Executive Committee met with each of the Internal Committees on an as-needed basis to assign content sections of a report to complete based on their area of expertise and/or position with the district.

The Internal Committees were composed of all principals, various subject-area teachers, specialists, nurses, guidance counselors, school psychologists, and coordinators of programs. Internal Committees met independently to complete the assignments for each of their specialty areas. All required information compiled by the committees was emailed to the eStratplan administrator, Mary Jane Cerminaro, who proofread and entered the data into each of the reports and submitted them to PDE.

The Community Committee consisted of members/representatives from various community groups as follows: business owners; community members; parents (all school levels); teachers; educational specialists; all building principals; students; school board members; and the Superintendent. The purpose of this committee was to provide input and approval of each of the reports (and their sub-sections) and the plan as a whole.

We held our first meeting with the Community Committee on October 24, 2007 to introduce them to the Strategic Planning Process. We did a PowerPoint presentation to discuss the guiding principles and requirements for the Strategic Planning process and the underlying state mandates and goals. We gave each member a copy of our Mission, Vision, and Shared Values statements. Members provided input and approval for each.

Our second committee meeting was held April 16, 2008. We presented a draft of the Student Services plan to members. The PSSA Coordinator presented the 2006 School Report and discussed our scores in relation to the Pennsylvania Accountability System. The Superintendent provided an overview of policies we adopted relative to student services. Representatives of each of the Internal Committees for subsections of this report gave brief presentations on the programs and services they provide to our students.

The third Community Committee meeting was May 21, 2008. This meeting included information on technology in the district, in relation to completion of the technology portion of the Strategic Plan, and a demonstration of items purchased with the "Classrooms of the Future" grant. Each committee member received a copy of the Teacher Induction and Special Education Reports. A brief description of each was given and members were advised to review the plans in full detail and provide input.

The fourth Community Committee meeting was June 18, 2008. Members were presented with the Academic Standards and Professional Development Reports of the plan. All completed reports comprising the Strategic Plan for Dunmore School District, 2008-2014, were presented to the committee. The committee was given the opportunity to provide input and the plan was unanimously approved.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Amy Ferguson	Dunmore Elementary Center	Ed Specialist - School Counselor	Specialists
Frances Loughney	Special Education Teacher	Special Education Teacher	Special Education Teachers
Frank Cali	Business	Business Representative	Board of school directors
Frank O'Neill	Community Representative	Community Representative	Board of school directors
Jack Kelly, Jr.	High School Student	Other	Students/Principal
James Forgione	High School Principal	Administrator	Administration
James McCormick	Elementary Principal	Administrator	Administration
James McHale	School Board Member	Board Member	Board of school directors
Jeanne Massaro	Dunmore High School	Ed Specialist - School Counselor	Specialists
John Barrett	Middle School Principal	Administrator	Administration
John Ferguson	Community Representative	Community Representative	Board of school directors
Kim Ahern	Dunmore Middle School	Ed Specialist - School Counselor	Specialists
Larry Hazen	Business	Business Representative	Board of school directors
Margo Aulisio	Dunmore High School	Ed Specialist - School Counselor	Specialists
Maria Eboli	High School Student	Other	Students/Principal
Mary Hurst	Middle School Teacher	Middle School Teacher	Teachers
Mary Jane Cerminaro	Educational Specialist/Supervisor	Other	Specialists
Patty Carr	Middle & High School Parent	Parent	Board of school directors
Regina Garvey	Educational Specialist/Supervisor	Elementary School Teacher	Teachers
Richard McDonald	Superintendent	Administrator	Board of school directors
Rose Marie Crotti	Special Services Director	Administrator	Administration
Stacie Telnock	Dunmore Middle School	Middle School Teacher	Teachers
Stephen Eboli	Community Representative	Community Representative	Board of school directors
Sunny Weiland	NEIU 19	Other	Education Specialists
Tara	Elementary Parent and	Parent	Parents and Board of

Cummings	Support Staff/Aide		Directors
Timothy Hopkins	High School Teacher	Secondary School Teacher	Teachers

Goals, Strategies and Activities
Goal: EFFECTIVE USE OF NEPA WAN
Description: The district is connected to the NEPA WAN (100 Mbps-per district with bulk Internet2 delivery), but it must commit to effectively utilize this service. The district's goal is to not only utilize the NEPA WAN for student content delivery through MAGPI programs and other program vendors, but also to use the NEPA WAN for administrative content.

Strategy: **Administrative Applications**
Description: Identify, develop, and support administrative use of the NEPA WAN district-wide.
Activities:

Activity	Description
Administrative Equipment Usage	Implement the use of appropriate equipment to support educational and administrative applications which may include: VoIP, Student Information Systems and videoconferencing.

Person Responsible	Timeline for Implementation	Resources
Stacie Telnock	Start:10/7/2008 Finish: 6/2/2009	$90,000.00

Professional Development Activity Information		
Number of Hours Per Session	**Total Number of Sessions Per School Year**	**Estimated Number of Participants Per Year**
1	10	36
Organization or Institution Name	**Type of Provider**	**Provider's Department of Education Approval Status**
Northeastern Intermediate Unit #19 Dunmore School District	• School Entity • Intermediate Unit	Approved
Knowledge and Skills	**Research and Best Practices**	**Designed to Accomplish**
School Leaders and other educators will learn to use appropriate technology/equipment to support educational and administrative applications.	Use of a WAN is an effective teaching/learning tool. Teachers and administrators can access student records and other resources efficiently. It allows for more coordination and collaboration among educators within the school building and with the outside world. Students are exposed to a wide variety of teaching materials and resources as a result.	*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

		<u>analyze and use data</u> in instructional decision-making.
		• Empowers educators to work effectively with <u>parents and community partners</u>.
		For school and district administrators, and other educators seeking leadership roles:
		• Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
		• Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making.
		• Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.
		• Instructs the leader in <u>managing resources</u> for effective results.

Educator Groups Which Will Participate in this Activity		
Role	**Grade Level**	**Subject Area**
• Classroom teachers • Principals / asst. principals • Superintendent / asst. superintendents • School counselors • Other educational specialists	• Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades 9-12)	• Reading, Writing, Speaking & Listening • Science and Technology • Arts & Humanities • Civics and Government • Environment and Ecology • Health, Safety and Physical Education • World Languages • Kindergarten Early Learning Standards • Mathematics

		• History
		• Career Education and Work
		• Economics
		• Family and Consumer Sciences
		• Geography

Follow-up Activities	Evaluation Methods
• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussions • Lesson modeling with mentoring • Journaling and reflecting	• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Standardized student assessment data other than the PSSA • Classroom student assessment data • Participant survey • Review of participant lesson plans • Review of written reports summarizing instructional activity • Portfolio

Strategy: **Educational Applications**
Description: Identify, develop and support educational WAN applications for district use.
Activities:

Activity	Description	
Educational Equipment Usage	Usage of appropriate equipment to support educational applications such as video streaming, Internet2 and Videoconferencing	
Person Responsible	**Timeline for Implementation**	**Resources**
Stacie Telnock	Start:10/8/2008 Finish: 5/14/2014	$19,500.00

Professional Development Activity Information		
Number of Hours Per Session	**Total Number of Sessions Per School Year**	**Estimated Number of Participants Per Year**
1	10	15
Organization or Institution Name	**Type of Provider**	**Provider's Department of Education Approval Status**
Northeastern Intermediate Unit	• School Entity	Approved

#19, Dunmore School District Certified Staff Members	• Intermediate Unit	
Knowledge and Skills	**Research and Best Practices**	**Designed to Accomplish**
Teachers will learn how to use appropriate technological equipment to effectively support educational applications such as video streaming, Internet2 and Videoconferencing.	Use of technology in the teaching/learning process has been found to produce more efficient, effective student learning outcomes.	*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. *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**
• Classroom teachers	• Early childhood	• Reading, Writing, Speaking

• Principals / asst. principals • Superintendent / asst. superintendents • School counselors • Other educational specialists	(preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades 9-12)	& Listening • Science and Technology • Arts & Humanities • Civics and Government • Environment and Ecology • Health, Safety and Physical Education • World Languages • Kindergarten Early Learning Standards • Mathematics • History • Career Education and Work • Economics • Family and Consumer Sciences • Geography
Follow-up Activities	**Evaluation Methods**	
• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussions • Lesson modeling with mentoring • Journaling and reflecting	• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Standardized student assessment data other than the PSSA • Classroom student assessment data • Participant survey • Review of participant lesson plans • Review of written reports summarizing instructional activity • Portfolio	

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: **Alternative Education Settings**
Description: The district will provide alternative educational opportunities for students who have difficulty functioning in the regular school setting.
Activities:

Activity	Description
Alternative Education Programs	Students identified with psychological, behavioral, physical, and/or other special needs may attend various alternative education facilities who partner with our district. These students will continue to meet educational requirements while getting their needs met.

Person Responsible	Timeline for Implementation	Resources
Richard McDonald	Ongoing	$1,137,612.00

Activity	Description
Special Education Services	Students in need of intensive cognitive or emotional support will be provided services in a resource room or on an itinerant basis.

Person Responsible	Timeline for Implementation	Resources
Richard McDonald	Ongoing	$1,137,612.00

Strategy: **Remedial Instruction for Struggling Students**
Description: Remedial math and reading services are provided to students in grades K-12 who are identified through curriculum-based and standardized assessments.
Activities:

Activity	Description
Increased Instructional Opportunities/Time	Students in grades 5-8 may attend after-school Reading & Math tutoring as identified by classroom teachers and students' needs. Students in grades 3 - 11 identified through PSSA testing and Terra Nova (3rd Grade only) may attend after-school Reading & Math tutoring specific to PSSA eligible content and response methods.

Person Responsible	Timeline for Implementation	Resources
Richard X. McDonald	Ongoing	$105,000.00

Activity	Description
Title I Reading and Math Programs	Title I Remedial Reading and Math services are offered to students in grades 1 - 6 based on scores on standardized assessments and classroom performance. This program is facilitated in small groups and through team-teaching.

Person Responsible	Timeline for Implementation	Resources
Richard X. McDonald	Ongoing	$300,000.00

Strategy: **Support for Students**
Description:
Activities:

Activity	Description
Counseling (Grades K - 6)	A guidance counselor is available for students in grades K-6 to advise them on social/emotional issues and to facilitate preventative programs.

Person Responsible	Timeline for Implementation	Resources
Richard X. McDonald	Ongoing	$0.00

Activity	Description
Counseling (High School)	Students in grades 9 through 12 are assigned to a guidance counselor for their high school career. This counselor meets with students on their case load at least once through each school year for continuous monitoring and planning. In addition, students can be referred for additional supports with guidance or can seek the support of their counselor on an as needed basis.

Person Responsible	Timeline for Implementation	Resources
Richard X. McDonald	Start:1/7/2008 Finish: N/A	$0.00

Activity	Description
Counseling (Middle School)	The middle school guidance counselor is available to assist students with social/emotional issues and to advise students on choosing high school academic tracks aimed at their career choices.

Person Responsible	Timeline for Implementation	Resources
Richard X. McDonald	Ongoing	$0.00

Goal: **MATHEMATICS**
Description: At least 56% of all students will be proficient in Mathematics, as measured by the annual state-wide PSSA assessments.

Strategy: **Curriculum**
Description: Curriculum will be written and followed as aligned with PA State Standards, Assessment Anchors for Mathematics, and Eligible Content for PSSA testing.
Activities:

Activity	Description
Curriculum Mapping/Scope & Sequence Meetings	Teachers will meet in inter- and intra-grade teams for mathematics curriculum-mapping and scope and sequence planning.

Person Responsible	Timeline for Implementation	Resources
Richard McDonald	Ongoing	$0.00

Activity	Description
Lesson Design with Anchors	Teacher lesson plans will be written and followed as aligned with PA State Standards, Assessment Anchors for Mathematics, and Eligible Content for PSSA testing.

Person Responsible	Timeline for Implementation	Resources
Richard McDonald	Ongoing	$0.00

Activity	Description
Optimize Instructional Opportunities	Teachers will use standards- and research-based instructional materials, including math manipulatives to optimize learning.

Person Responsible	Timeline for Implementation	Resources
Richard McDonald	Ongoing	$152,500.00

Strategy: **Professional Development**
Description: Teachers will participate in a variety of professional development activities to meet the needs of diverse learners and to keep abreast of current research-based teaching and learning techniques.
Activities:

Activity	Description
Math Academy	K-12 Teachers participate in a math academy to develop enhanced content knowledge and teaching strategies.

Person Responsible	Timeline for Implementation	Resources
Richard X. McDonald	Start:9/17/2008 Finish: 2/17/2009	$0.00

Professional Development Activity Information		
Number of Hours Per Session	**Total Number of Sessions Per School Year**	**Estimated Number of Participants Per Year**
5	4	5
Organization or Institution Name	**Type of Provider**	**Provider's Department of Education Approval Status**
NEIU#19	• Intermediate Unit	Approved
Knowledge and Skills	**Research and Best Practices**	**Designed to Accomplish**
Math Academies will be held Bi-Weekly for Elementary and Secondary Mathematics Teachers. Knowledge and Skills Include: Improved Teaching/Learning Strategies, Improved Content Knowledge, Improved Knowledge of Standards and Assessment Anchors/Eligible Content	Research states that student achievement is highly correlated with effective instruction and teacher content knowledge.	*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. *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**
• Classroom teachers • Principals / asst. principals • Other educational specialists	• Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades 9-12)	• Science and Technology • Kindergarten Early Learning Standards • Mathematics • Economics • Family and Consumer Sciences

Follow-up Activities	**Evaluation Methods**
• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussions	• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Classroom student assessment data

Activity	Description
PSSA Item Analysis	Representative teachers from grades 3 - 8 and 11 will attend the PSSA Item Analysis for Mathematics at the NEIU # 19.

Person Responsible	Timeline for Implementation	Resources
Richard X. McDonald	Start:9/26/2008 Finish: 9/26/2013	$0.00

Strategy: **Remediation for Struggling Students**
Description: Students in need of remediation will be identified through analysis of standardized testing results and curriculum-based assessments. These students will be provided support in a variety of ways.
Activities:

Activity	Description
4Sight	Teachers of grades 3 - 11 will utilize 4Sight as a tool to identify students' remedial needs for meeting Pennsylvania Mathematics Academic Standards and to monitor progress with interventions.

Person Responsible	Timeline for Implementation	Resources
Richard X. McDonald	Ongoing	$75,000.00

Activity	Description
Increased Instructional Opportunities/Time	Students in grades 5-8 may attend after-school Math tutoring as identified by classroom teachers and students' needs. Students in grades 3 - 11 identified through PSSA testing and Terra Nova (3rd Grade only) may attend after-school Math tutoring specific to PSSA eligible content and response methods.

Person Responsible	Timeline for Implementation	Resources
Richard X. McDonald	Start:10/1/2007 Finish: 10/1/2007	$105,000.00

Activity	Description
Study Island	Teachers of grades 3 - 11 will utilize 4Sight as a tool to identify students' remedial needs for meeting Pennsylvania Mathematics Academic Standards and to monitor progress with interventions.

Person Responsible	Timeline for Implementation	Resources
Richard X. McDonald	Ongoing	$52,500.00

Activity	Description
Title I Math	Title I Remedial Math services are offered to students in grades 3 - 6 based on

Person Responsible	Timeline for Implementation	Resources
scores on standardized assessments and classroom performance. This program is facilitated in small groups and through team-teaching.		
Richard X. McDonald	Ongoing	$300,000.00

Goal: **READING**
Description: At least 63% of all students will be proficient in Reading, as measured by the annual state-wide PSSA assessments.

Strategy: **Curriculum**
Description: Curriculum will be written and followed as aligned with PA State Standards, Assessment Anchors for Reading, and Eligible Content for PSSA testing.
Activities:

Activity	Description
Curriculum Mapping/Scope & Sequence Meetings	Teachers of all content areas will meet in inter- and intra-grade teams for Reading curriculum-mapping and scope and sequence planning.
Person Responsible	**Timeline for Implementation**	**Resources**
Richard X. McDonald	Ongoing	$0.00

Activity	Description
Lesson Design with Anchors	Teacher lesson plans in all content areas will be written and followed as aligned with PA State Standards, Assessment Anchors for Reading, and Eligible Content for PSSA testing.

Person Responsible	Timeline for Implementation	Resources
Richard X. McDonald	Start:9/17/2008 Finish: 5/21/2014	$4,500.00

Professional Development Activity Information		
Number of Hours Per Session	**Total Number of Sessions Per School Year**	**Estimated Number of Participants Per Year**
3	15	110
Organization or Institution Name	**Type of Provider**	**Provider's Department of Education Approval Status**
NEIU 19 and Dunmore School District	• School Entity • Intermediate Unit	Approved
Knowledge and Skills	**Research and Best Practices**	**Designed to Accomplish**
NEIU and Dunmore School District will sponsor and facilitate teacher trainings for creating		*For classroom teachers, school counselors and education specialists:*

| lesson plans incorporating Reading assessment anchors. | | Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. Empowers educators to work effectively with <u>parents and community partners</u>. *For school and district administrators, and other educators seeking leadership roles:* Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making. Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning. Instructs the leader in <u>managing resources</u> for effective results. |
| | | |

Educator Groups Which Will Participate in this Activity		
Role	**Grade Level**	**Subject Area**
- Classroom teachers - Principals / asst. principals - Superintendent / asst. superintendents - School counselors - Other educational specialists	- Early childhood (preK-grade 3) - Middle (grades 6-8) - Elementary (grades 2-5) - High school	Reading, Writing, Speaking & Listening

	(grades 9-12)

Follow-up Activities	Evaluation Methods
• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussions • Lesson modeling with mentoring	• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Standardized student assessment data other than the PSSA • Classroom student assessment data • Participant survey • Review of participant lesson plans

Activity	Description	
Optimize Instructional Opportunities	Teachers will use standards- and research-based instructional materials, including leveled readers and other supplemental materials to ensure all students' are performing to the best of their abilities in all reading-based curricular subject areas.	
Person Responsible	**Timeline for Implementation**	**Resources**
Richard X. McDonald	Ongoing	$0.00

Strategy: **Early Identification of Students At-Risk**
Description: Various standardized and curriculum-based assessments will be used for early identification of students at-risk for Reading failure to better increase their chances for remediation.
Activities:

Activity	Description	
Curriculum-Based Assessments	Teachers in grades K-6 administer curriculum-based skills and benchmark tests bi-monthly and individual and group-administered informal assessments are on-going.	
Person Responsible	**Timeline for Implementation**	**Resources**
Richard X. McDonald	Ongoing	$0.00

Activity	Description
DIBELS	The DIBELS individualized testing and data will be used in grades K-3 for early identification of students at-risk for Reading failure.

Person Responsible	Timeline for Implementation	Resources
Richard X. McDonald	Ongoing	$0.00

Strategy: **Professional Development**
Description: Teachers will participate in a variety of professional development activities to meet the needs of diverse learners and to keep abreast of current research-based teaching and learning techniques.
Activities:

Activity	Description
PSSA Item Analysis	Teachers of grades 3 - 8 and 11 will be trained on PSSA Item Analysis for Reading and Writing so they may incorporate similar items in their classroom practices.

Person Responsible	Timeline for Implementation	Resources
Richard X. McDonald	Start:9/26/2008 Finish: 2/20/2014	$4,500.00

Professional Development Activity Information		
Number of Hours Per Session	**Total Number of Sessions Per School Year**	**Estimated Number of Participants Per Year**
3	5	45
Organization or Institution Name	**Type of Provider**	**Provider's Department of Education Approval Status**
NEIU and Dunmore School District	• School Entity • Intermediate Unit	Approved
Knowledge and Skills	**Research and Best Practices**	**Designed to Accomplish**
Teachers will be trained on the types of questions used in the PSSA assessments and how to teach children to respond to them.	Research shows that teachers who keep abreast of current research-based methods/practices and utilize such in their classroom show higher achievement gains with the students they teach.	*For classroom teachers, school counselors and education specialists:* • Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. • Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. • Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. • Empowers educators to work

effectively with <u>parents and community partners</u>.

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

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

Educator Groups Which Will Participate in this Activity		
Role	**Grade Level**	**Subject Area**
- Classroom teachers - Principals / asst. principals - Other educational specialists	- Middle (grades 6-8) - Elementary (grades 2-5) - High school (grades 9-12)	- Reading, Writing, Speaking & Listening - Science and Technology - Arts & Humanities - Civics and Government - Environment and Ecology - Health, Safety and Physical Education - World Languages - Kindergarten Early Learning Standards - History - Career Education and Work - Economics - Family and Consumer Sciences - Geography

Follow-up Activities	Evaluation Methods
Team development and sharing of	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and

content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussions	professionalism. • Student PSSA data • Standardized student assessment data other than the PSSA • Classroom student assessment data

Activity	Description
Socratic Seminar	Teachers in intermediate and high school grades will be trained on the Socratic method of teaching Reading at NEIU#19.

Person Responsible	Timeline for Implementation	Resources
Richard X. McDonald	Start:11/6/2008 Finish: 2/4/2009	$0.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
6	3	5

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
NEIU #19 and Dunmore School District	• School Entity • Intermediate Unit	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Teachers will learn the Socratic method of teaching and learning and will complete a teaching segment using this method with students they teach.		*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 <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making.
- Empowers educators to work effectively with <u>parents and community partners</u>.

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

- Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.

Educator Groups Which Will Participate in this Activity		
Role	**Grade Level**	**Subject Area**
• Classroom teachers • Other educational specialists	• Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades 9-12)	• Reading, Writing, Speaking & Listening • Science and Technology • Arts & Humanities • Civics and Government • Environment and Ecology • Health, Safety and Physical Education • World Languages • Kindergarten Early Learning Standards • Mathematics • History • Career Education and Work • Economics • Family and Consumer Sciences • Geography
Follow-up Activities	**Evaluation Methods**	
• Team development and sharing of content-area lesson implementation outcomes, with	• Standardized student assessment data other than the PSSA • Review of participant lesson plans	

- involvement of administrator and/or peers
- Analysis of student work, with administrator and/or peers
- Creating lessons to meet varied student learning styles
- Peer-to-peer lesson discussions

Strategy: **Remediation for Struggling Students**
Description: Students in need of remediation will be identified through analysis of standardized testing results and curriculum-based assessments. These students will be provided support in a variety of ways.
Activities:

Activity	Description
4Sight	Teachers of grades 3 - 11 will utilize 4Sight as a tool to identify students' remedial needs for meeting Pennsylvania Reading Academic Standards and to monitor progress with interventions.
Person Responsible	**Timeline for Implementation**	**Resources**
Richard X. McDonald	Ongoing	$75,000.00

Activity	Description
Increased Instructional Opportunities	Students in grades 5-8 may attend after-school Reading tutoring as identified by classroom teachers and students' needs. Students in grades 3 - 11 identified through PSSA testing and Terra Nova (3rd Grade only) may attend after-school Reading tutoring specific to PSSA eligible content and response methods.
Person Responsible	**Timeline for Implementation**	**Resources**
Richard X. McDonald	Ongoing	$105,000.00

Activity	Description
Study Island	Study Island is an online data system for students in grades 3 - 11 which assesses students' individual strengths and weaknesses in Reading and provides remedial practice in those areas.
Person Responsible	**Timeline for Implementation**	**Resources**
Richard X. McDonald	Ongoing	$52,500.00

Activity	Description
Title I Reading	Title I Remedial Reading services are offered to students in grades 1 - 3 based on scores on standardized assessments and classroom performance. This program is facilitated in small groups and through team-teaching.

Person Responsible	Timeline for Implementation	Resources
Richard X. McDonald	Ongoing	$300,000.00

Goal: STUDENT ATTENDANCE (any school that does not graduate seniors)
Description: Student attendance will meet a 90% threshold and/or show growth.

Strategy: **Attendance Policy**
Description: Dunmore School District has an attendance policy requiring all student absences to be excused and limited to 10% or less per school year.
Activities:

Activity	Description
Attendance Monitoring	Attendance is monitored at least every 20 days. Parents of students with excessive, unexcused absences receive letters warning of a possible magistrate hearing with continued absences.

Person Responsible	Timeline for Implementation	Resources
Richard McDonald	Ongoing	$0.00

Activity	Description
Parent Communication	Parent/Student handbooks for all schools in the district communicate attendance policies and procedures for student absences.

Person Responsible	Timeline for Implementation	Resources
Richard McDonald	Ongoing	$30,200.00

Strategy: **Student Support Services**
Description: Dunmore School District has a variety of student services to aid students with academic, physical health/wellness, and socio-emotional needs to encourage school attendance.
Activities:

Activity	Description
Counseling	Students may meet with their assigned guidance counselor and/or the SAP team moderator for assistance with social and/or emotional concerns, which may or may not require other inter- or intra-agency referrals.

Person Responsible	Timeline for Implementation	Resources
Richard McDonald	Ongoing	$0.00

Activity	Description
Increased Instructional Opportunities/Time	Title I remedial Reading and Math services are provided to students in grades K-6. After school tutoring for Reading and Math is offered in grades 3-11.

Person Responsible	Timeline for Implementation	Resources
Richard McDonald	Ongoing	$2,055,000.00

Goal: STUDENT PARTICIPATION IN STATE ASSESSMENTS
Description: At least 95% of eligible students will participate in required state-wide assessments.

Strategy: Communication
Description: Dunmore School District makes parents and students aware of the PSSA testing schedule and importance of student attendance throughout the school year.
Activities:

Activity	Description
Parent Notification	Parents are notified repeatedly of PSSA testing dates via various meetings, newsletters, Global Connect phone calls, the district website, and a specific mailing two weeks before testing.

Person Responsible	Timeline for Implementation	Resources
Richard X. McDonald	Ongoing	$0.00

Activity	Description
Student Meetings	Administrators and teachers communicate the importance of attendance for PSSA testing to students on an ongoing basis and at assemblies held close to the dates of testing. Incentives are provided to some grade levels.

Person Responsible	Timeline for Implementation	Resources
Richard X. McDonald	Ongoing	$0.00

Strategy: Mandated Health Screenings
Description: The district provides mandated health screenings to all students (vision, hearing, scoliosis, body mass index, dental and physical exams).
Activities:

Activity	Description
Educate Students and Faculty	When necessary and/or required, medical professionals are solicited or district nurses educate students and or faculty regarding health concerns.

Person Responsible	Timeline for Implementation	Resources
Richard X. McDonald	Start:8/26/2008 Finish: 8/27/2013	$0.00

Professional Development Activity Information		
Number of Hours Per Session	**Total Number of Sessions Per School Year**	**Estimated Number of Participants Per Year**
3	2	110
Organization or Institution Name	**Type of Provider**	**Provider's Department of Education Approval Status**
Dunmore School District Certified Staff and Various other accredited organizations.	• School Entity • College • Non-profit organization • Intermediate Unit • Association	Approved
Knowledge and Skills	**Research and Best Practices**	**Designed to Accomplish**
Educations will learn to recognize various health conditions in students which may prevent the spread of disease and/or help students to maintain health and healthy lifestyles.	Research shows that prevention and/or early detection of disease or health concerns allows humans to live more healthy lives and/or allows for more effective treatment of illness.	*For classroom teachers, school counselors and education specialists:* • Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. • Empowers educators to work effectively with <u>parents and community partners</u>. *For school and district administrators, and other educators seeking leadership roles:* • Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.
Educator Groups Which Will Participate in this Activity		
Role	**Grade Level**	
• Classroom teachers • Principals / asst. principals • Superintendent / asst. superintendents • School counselors	• Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5)	

Other educational specialists	High school (grades 9-12)	

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

Activity	Description	
Identification of Students At-Risk	The district monitors and assesses student health issues by identifying those at risk and notifying parents and/or outside agencies for treatment and/or prevention.	
Person Responsible	Timeline for Implementation	Resources
Richard X. McDonald	Ongoing	$0.00

Goal: **TECHNOLOGY INTEGRATION**
Description: The district administration will support all teachers K-12 with equipment and training so that all teachers will integrate technology by using technology as an essential part of their instructional practices.

Strategy: **21st Century School District**
Description: Leading by example, the teachers of the district will work toward increased technology use in lesson delivery and will strive to make every classroom a technology-rich environment by the end of the five year plan.
Activities:

Activity	Description	
Implement 21st Century Skills	The district will research, develop and adopt a set of 21st century faculty and student skills sets and place them into practice.	
Person Responsible	Timeline for Implementation	Resources
Stacie Telnock	Ongoing	$25,000.00

Measurable Annual Improvement Targets

Student achievement, as measured by the mastery of academic standards, will be continuously monitored by the Data Analysis Team, Multi-Disciplinary Team, and Curriculum Planning Committees. Individual results will be examined for identification of individual students at-risk. Students identified as being at-risk will continually be monitored by the teams/committees, which will include all teachers and specialists involved. Reports of the aforementioned, and conclusions drawn, will be provided to all professional stakeholders, i.e., teachers, parents, administrators,

specialists, counselors, psychologist, ESL teachers, etc. Recommendations will be made for enhancing student achievement. Professional development for the delivery of such instruction will be provided on an as-needed basis.

Our plan for improving student achievement will involve monitoring and efforts to increase the percentages of student achievement as measured in the following sets of data:

- Graduation Rates
- Students Attendance Rates
- PSSA Reading and Math Results
- Terra Nova Results
- DIBELS Results
- Curriculum-Based Assessments

Curriculum, Instruction and Instructional Materials

Dunmore School District aligns all areas of curriculum, instructional methods, and materials with Pennsylvania Academic Standards to ensure all students are given access to a high-quality, rigorous education program. To continue in meeting this high standard for teaching and learning, the following will be strived toward over the next six years:

- Revise curriculum as required at the state level.
- Revise/Update curriculum as deemed necessary by our Data Analysis and Multi-Disciplinary Teams and/or Curriculum committees.
- Teachers will use the Academic Standards for Reading, Writing, Math, and Science as a curriculum guide.
- Teachers will use assessment anchors and eligible content to direct instruction more specifically at each grade level.
- Teachers/Specialists and the Data Analysis and Multi-Disciplinary Teams will use assessment results from 4Sight, Study Island, DIBELS, Terra Nova, and curriculum-based assessments to monitor students' attainment of the standards and make recommendations for instruction/remediation.
- Conclusions drawn from above will allow teachers to employ remedial techniques and provide additional practice and materials to enable all students to meet state academic standards.
- Additional opportunities for learning will be provided during the school day for diverse learners not meeting state standards and/or benchmarks for state standards, i.e., ESL students, students with academic and physical disabilities, and students who qualify for Title I remedial reading and math services.
- Extended school time will be provided after school and during the summer to allow extra learning time for all students, including diverse learners, not meeting benchmarks/academic standards.
- Curriculum for students identified as academically gifted under Chapter 16 will be provided additional instructional opportunities specific to each student's GIEP as follows:
  - Instruction will be adapted within the classroom to include challenges beyond the scope of the general curriculum. Topics and/or activities will be created through collaboration with each student's gifted teacher, classroom teacher, and other applicable specialists/teachers.
  - The Gifted Teacher(s) will provide 100 hours additional instructional time per school year with gifted students.
  - The Gifted Teacher(s) will collaborate with classroom teachers and other specialists/teachers to facilitate additional programs outside of the classroom and/or school to accelerate and enrich learning. This may include, but will not be limited to:
    - Software for advancement in any given subject matter or skill.
    - Summer programs sponsored by local colleges will be offered to gifted students in grades 7 - 12.

- Instructional materials are updated on an on-going, as-needed basis depending on the changing needs of our diverse student population. Textbooks/Workbooks and commercially produced assessments will be research-based and aligned with PA Academic Standards.
- Curriculum Mapping - we will map the scope and sequence of each subject curriculum area to streamline the curriculum and ensure a successful transition from grade to grade.
- Professional development of teachers will be provided to all staff on an as-needed basis based on the conclusions drawn from student achievement data, academic standards requirements, demographics, and changing needs of our school district and society.

Assessments and Public Reporting

LOCAL ASSESSMENT SYSTEM

Our Data Analysis Team and various Curriculum Committees will examine a variety of district assessments, including classroom performance, to determine the progress of all students, as well as significant subgroups and individual students, in meeting the planned course objectives and, ultimately, the Pennsylvania Academic Standards. Conclusions drawn will influence curriculum and instruction and individual student interventions/assistance necessary for meeting the standards.

Assessments and Analysis Methods:

Pennsylvania System of School Assessments (PSSA) in Reading, Writing, Math, and Science: These assessments allow our district to examine performance results and monitor progress in each of the assessment anchors/eligible content areas for all groups, subgroups, and individual students. Conclusions drawn from the data will allow our district data team and curriculum committees to make informed decisions to improve the general curriculum and monitor the progress of subgroups and individual students. The latter will enable the data and multidisciplinary teams to make recommendations for accommodations and interventions within the curriculum to meet the needs of diverse learners in our district.

Otis Lennon School Ability Test: This IQ test is administered in grades 2, 7, and 9 to gauge students' intelligence levels in an effort to identify exceptionalities, whether they are deficiencies or extraordinary abilities. This test can also be used to determine if there is a discrepancy among students performance on assessments and their intelligence capabilities.

Stanford Achievement Tests (SAT): This standardized test is administered in 11th and 12th grades and is used to determine the readiness of individual students for college. Our data team will also note our group, subgroup, and individual strengths and weaknesses to make informed curriculum decisions to better prepare our students for higher education.

Preliminary Scholastic Aptitude Test (PSAT): This standardized test is administered in grades 10 and 11 to help students prepare for the SAT test. Results also will be examined by our data team to note group, subgroup, and individual strengths and weaknesses to make informed curriculum decisions to better prepare our students for higher education.

Advanced Placement Tests: College Board tests are administered to high school seniors enrolled in the honors program. Students earning the required scores may earn college credits by taking courses on an AP level in their senior year. Results will be examined by the data team and various curriculum committees to determine how we can improve our curriculum, particularly on the secondary level, to better prepare our students for earning AP level credits and/or being successful in college.

Terra Nova: This standardized test measures students' acquisition of basic skills in various language arts and mathematics skills for grades K — 2 and 10. It is aligned with state academic

standards and provides norm-referenced/standardized results. The results allow us to examine group, subgroup, and individual strengths and weaknesses in mastering the state standards so they may be proficient at the next benchmark level assessed by PSSA.

Dynamic Indicators of Basic Early Literacy Skills (DIBELS): This test is administered at least three times per school year to students in grades K — 2, more for progress-monitoring. Testing takes place in a one-on-one setting to measure individual early literacy skills acquisition. Students at-risk are identified through standardized benchmarks based on grade level and time of testing. Our data team and curriculum committees examine the individual, group, and subgroup results as they correlate to mastery of the Academic Standards for Reading.

4Sight: This test measures students' mastery of assessment anchors and eligible content of the Academic Standards in Reading and Math. We will administer 4Sight four times per school year in each subject area to monitor progress and adjust our curriculum content and teaching techniques accordingly. The results allow our data teams and curriculum committees to examine specific group, subgroup, and individual strengths and weaknesses in mastering the state standards.

Study Island: This program is an entirely web-based product that helps prepare students for PSSA and other standardized assessments. It measures students' acquisition of assessment anchor content and offers individualized remediation practice/reinforcement. Students can work on this program independently at school or at home. The results will allow our data teams and curriculum committees to examine specific group, subgroup, and individual strengths and weaknesses in mastering the state standards.

Gates MacGinitie Reading and Slossan Math: These norm-referenced tests are used by Title I staff as a screener to determine students' Title I program eligibility/placement. They are also used mid- and end- year to measure and individual students' progress.

Curriculum-Based Assessments: Teachers administer commercially produced skills and benchmark tests and other teacher-made curriculum-based assessments to measure student achievement in specific areas of the curriculum. These assessments will be used by the data team and curriculum committees to identify specific strengths and weaknesses of individuals, groups, and subgroups of students.

PVASS (Pennsylvania Value-Added Assessment System): Our district would like to increase our use of value-added assessment data through the PVASS system so our data team, multi-disciplinary team, curriculum committees, administrators, and teachers may examine group and individual students' progress over time and make curriculum and instructional changes accordingly.

Public Reporting:

- School Report: Dunmore School District prepares an annual school report featuring demographic, financial, and assessment information. The report provides our AYP status with statistical results in all four categories: attendance; graduation rate; meeting PSSA AYP targets in Reading and Math; and participation rate for PSSA testing. This report is on our district website and is available in hard-copy in each of our school offices.
- The Pennsylvania State Assessment and other Standardized Test results will be presented at public School Board Meetings.
- PSSA and SAT results are published annually in our local newspaper, along with the other three AYP indicators.
- Individual results of <u>ALL</u> PSSA, commercial tests, and curriculum-based assessments will be sent home to parents.
- Portfolios and student projects will be made available to parents at the November parent conferences and as requested.

- Report cards and progress reports will be sent home quarterly as scheduled.
- Deficiencies in each subject area will be mailed mid-quarter to inform parents if their child is in danger of failure for the quarter.
- Reports will be made at P.T.A. meetings about district assessment results.

Targeted Assistance for Struggling Students

As mentioned in other sections of this report, our Data Analysis and Multidisciplinary teams will examine various group and individual assessments to make informed changes and adaptations to the curriculum. The evaluation process is as follows:

Data Analysis and Multidisciplinary Teams of each school will gather and chart group and individual data at each grade level for each state assessment anchor in Reading and Math. Students and groups of students will be categorized in each anchor according to their individual and group performance levels--*advanced, proficient, basic, or below basic*.

Other standardized and curriculum-based assessments will be examined and compared to the results of the state assessments.

Results of standardized assessments, i.e. DIBELS and Terra Nova, and curriculum-based assessments will be examined for students in grades K-2.

District support staff, specialists, and coaches will assist teachers in finding support materials and research-based instructional techniques and interventions to assist students identified as at-risk from the aforementioned steps.

District support staff and subject area curriculum staff will offer professional development courses and will acquire resources and/or classroom tools to assist teachers in monitoring student progress toward the instructional goal areas and benchmarks.

Additional instructional opportunities will be offered to students who are having difficulty achieving proficiency with the state standards.

The Dunmore School District has a number of resources available to assist students who are identified as being at-risk for not meeting the requirements of each planned course and/or the Pennsylvania Academic Standards for any subject area. These services may include but are not limited to:

--District Planned Courses with differentiated instruction, including accommodations and adaptations to the curriculum

--All teachers should continue to learn strategies and other teaching methods to assist at-risk, diverse learners in the regular classroom.

--Multi Disciplinary Teams comprised of the school psychologist, guidance counselors, administrators, and various specialists, meet at each school level, elementary, middle, and high schools, to monitor individual student progress on assessments and socio-emotional issues.

--Title I Reading and Math services are available in the elementary center in grades one through six. Students will be identified using a combination of screening methods and measures, including teacher and/or parent recommendation, scores on grade level standardized testing (PSSA or Terra Nova), and results on a Title I standardized test.

--Peer Tutoring Programs are available in the middle and high schools in various subject/curriculum areas based on student needs.

--After-School PSSA Reading and Math Tutoring Programs are available for students in grades 3 — 11 who scored "Basic" and "Below Basic" on the PSSA Reading and/or Math Assessments. This program runs continuously for extended periods of time. Daily attendance is mandatory once parents elect to enroll their children in the program.

--After-School Reading and Math Tutoring Programs are available for any student who feels he/she needs assistance in either subject area. Teachers, parents, and/or students themselves may refer or self-refer to attend on a daily, as-needed basis.

--Extended School Year is a program we would like to initiate beginning with the summer of 2009. Students in grades 3 — 11 who score basic and below basic in Reading and Math would be eligible to attend the extended program during the summer.

The District will provide the following assistance to ELL students and other diverse learners with an IEP or 504 Plan to prepare them for attainment of academic standards and to meet graduation requirements.

- Students will be scheduled in content area classes with the understanding that they may not be able to comprehend and/or meet the standard requirements.
- Content area instruction will be aligned with the corresponding standards and adapted to meet the needs of the students
- Teachers will adapt courses of study to meet individual students' needs as indicate in their IEP and/or 504 Plan.
- Regular education teachers and ESL instructors and/or Special Education Teachers will collaborate on course and instructional adaptations and individual accommodations and/or interventions, including classroom assignments/requirements.

Support for Struggling Schools

No school in the Dunmore School District has ever been cited for any level of school improvement. This pertains to all four AYP targets in any group or subgroup of our schools. We continually strive for high levels of academic excellence in each of our schools. The Data Analysis Team, comprised of the school counselor, psychologist, various specialists, and administrators, will examine all groups, subgroups, and individual scores in all areas of the academic standards--reporting categories, assessments anchors, and eligible content. Particular groups and/or subgroups may be analyzed in depth when the team sees significant deficiencies. This may be conducted with the Multidisciplinary Team and/or through a more intensive "data retreat" facilitated by NEIU #19 or the data team. The team will utilize its findings to make recommendations and assist staff members in making changes and/or additions to: teaching strategies, including remedial techniques/differentiated instruction; various aspects of our curriculum; students' enrollment in one or more of the targeted assistance services for struggling students, etc. Further training, if necessary, will be provided to classroom teachers and/or specialists for adapting the curriculum to enable the targeted groups to better meet proficiency in the academic standards.

Qualified, Effective Teachers and Capable Instructional Leaders

The Dunmore School District currently employs 115 Professional Staff, including Administration, for grades K — 12. All employees are appropriately certified and 100% are considered "highly qualified" according to the Pennsylvania Department of Education guidelines for the subject and/or specialty areas they teach. All subcontracted service providers are employed by organizations accredited with the state of Pennsylvania and thereby are held to the same standards for hiring highly qualified individuals at our district.

The Dunmore School District has a policy of only hiring "highly qualified" educators in order to provide students with high quality instruction. All first year teachers with the district are provided with a mentor and participate in a New Teacher Induction program. They also receive training facilitated by the district and NEIU #19. The district will engage all new and veteran educators and administrators in planned professional development on current research-based methods for teaching and assessing academic standards to all types of learners. Training shall include skills and content necessary for students' successful attainment of the academic standards, including, but not limited to: classroom management; research-based teaching strategies; academic standards; assessment; meeting the needs of diverse learners; data-driven instruction; etc.

The breakdown of support staff and professional teaching and administrative staff and their educational qualifications follows:

Number of Professional Staff: (School Year 2006-07)		Number of Support Staff: (School Year 2006-07)	
Professional Staff	**Full-Time**	**Support Staff**	**Full-Time**
Administrative/Supervisory	8	Instructional Aides	10
Classroom Teachers	98	Administrative Support	6
Counselors	4	Central Administrative Support	4
Librarians	2		
School Nurses	2		
Part-Time School Nurse	1	Maintenance/Custodial	15
Teacher/Supervisory	1	District Staff Accountant	1
Attendance Officer	1		

Level of Teacher Education (School Year 2006-07)			Teacher Years of Experience (School Year 2006 -07)		
Degree	**Administrators**	**Teachers**	**Years of Experience**	**Administrators**	**Teachers**
Less than Bachelor's Degree	0	0	1	0	5
Bachelor's Degree	1	64	2 — 10	0	57
Master's Degree	6	44	11 — 20	1	24
Doctorate	0	0	21 — 30	2	10
			Over 30	5	11

Parent and Community Participation

The Dunmore School District makes every effort to involve parents in their child's education and extra-curricular activities. We have a strong home/school connection for learning. Teachers communicate homework and study requirements in an assignment book purchased by the PTA and/or on our district website. Parents are also required to sign all tests and return them to school as proof of receipt. Progress reports are distributed quarterly and deficiencies are sent home mid-quarter to inform parents of their children's progress or lack thereof. Teachers, administrators, counselors, and specialists are available for conferences to discuss student progress and/or socio-emotional concerns at parents' request.

We have PTAs in both school buildings. The PTA is most active in attending and facilitating educational events of a social nature at the school, i.e., field trips, holiday parties, book faires, book distributions, track and field day, etc. Elementary PTA parents read to their child's class on a weekly basis. Community volunteers are enlisted to read to 2nd grade annually in April.

The district and PTA communicate opportunities for parents and other community members to participate in educational and social events through a variety of media, including the following:

-The Dunmore School District Website
-Parent/Student Handbooks
-School and Community Newsletters
-Local Newspaper, Scranton Times and the Dunmorean
-Global Connect
-Direct Mailings

Dunmore School District provides ample opportunities for parents and community members to participate in and support school activities. Representatives serve on various school committees, such as the Strategic Planning Committee and curriculum committees. Representatives are also active in volunteering their time and resources for athletics and the arts sponsored by the school. Many serve as moderators for clubs or social gatherings and coaches when a staff member is unavailable or not qualified.

The high school guidance department works closely with various community members who provide memorial scholarships/awards to seniors. Counselors also assist high school seniors to acquire a mentor from the community in a field of his/her interest. The mentor devotes his/her time, knowledge, and resources to assist the student in completing the culminating project. Local community representatives also volunteer to allow students, some of which are academically challenged, to participate in a Co-op program at their place of business. This program is coordinated by our district and/or the CTC (Career Technology Center).

Community members are recruited to share their area of expertise or experiences with students and professional staff members. Volunteers present and offer resources and materials to students and professional staff. Presenters are sought based on an on-going assessment of our academic, health/safety, social/emotional, and diversity awareness needs.

We have a mutual relationship with local colleges. Teachers at all grade levels and in all subject areas accept student-teachers and observers from local colleges and other colleges if the participant resides in a local community. Student-teachers and the district professional teaching and administrative staff provide input to the colleges as to the strengths and weaknesses of teacher-training programs. Local colleges enlist our struggling students to receive free tutoring and/or attend free clinical practicums with services provided by their trained undergraduate and graduate students.

Pre-Kindergarten Transition
No Pre-K Offered

Utilization of Resources and Coordination of Services

Service or Resource	Comment or Reflection
Scranton Counseling Center	This resource agency provides individual and family counseling at their facility and in school settings. They also coordinate DSP (Direct Service Providers) services as an accomodation for students to remain in regular education settings and provide therapists who meet with students at school.
MHMR Tri-County	This facility provides mental health and partial hospitalization services on an in- and out-patient basis to students who are mentally challenged.
Early Intervention	NEIU provides services at an off-site facility for preschool-age children who have severe developmental delays. This program is designed to provide intensive instruction so these children will be ready for Kindergarten.
Multi-Handicap Instruction	NEIU provides intensive physical and academic instruction off-site for students identified as multi-handicapped who reside in our district.

First Hospital	This facility offers short- and long-term admittance for children with mental health issues. Once the child's condition is stabilized, they will be transferred to other facilities.
Friendship House	This facility offers full-time instructional services, after-school support services, and on-site therapy for emotionally disturbed students.
St. Michael's School for Boys	Male students identified with severe emotional/behavioral issues attend this school full-time to receive their academic education, along with emotional support services and behavioral counseling.
Lourdesmont	Female students identified with severe emotional/behavioral issues attend this school full-time to receive their academic education, along with emotional support services and behavioral counseling.
Clearbrook	This facility offers full- and part-time drug and alcohol treatment programs for adolescents.
DATS (Drug & Alcohol Treatment Service)	This facility offers full- and part-time drug and alcohol treatment programs for adolescents.
Children and Youth of Lackawanna County	This organization monitors and enforces laws/legal mandates protecting children.
United Neighborhood Services of Lackawanna County	This organization works together with local residents to provide services and create opportunities to for individuals to attain self-sufficiency.
CTC (Career Technology Center)	This facility prepares students for hands-on, skill-related careers. Such training may or may not require higher education or further skill development.
Child Study Team/Multidisciplinary Team	Students in grades K-12 who have physical, social, emotional/behavioral, and academic deficiencies are referred to our in-house child study team by teachers. The team is comprised of various specialists/teachers in the district who meet regularly to analyze the students' issues, collect information on the referred students, and make further recommendations for services.
SAP (Student Assistance Program)	Students may make self- or peer- referrals for assistance with various social and emotional issues. The SAP and/or Guidance counselor enables students to develop skills necessary for dealing with such issues. The SAP counselor may seek in-house and other community organizational resources to assist students.
SAP Support Group	If the SAP and/or Guidance Counselors can identify a common need/issue among students, they may form a support group for students to share their concerns/commonalities
Anti-Bullying Program	The school district adopted an anti-bullying policy in grades K-12. The guidance counselor in grades K-6 gives pro-active presentations to students, including role-playing demonstrations. Our school-based resource officer enforces this in all grades and gives presentations to parents and students.
Peer Mediation	Teachers and Guidance Counselor choose students to be trained as mediators to assist other students/peers with social issues in grades 4 - 6.
ELF (Elementary Lessons in Feelings)	This program in an on-site, itinerant program provided by Lackawanna County to provide emotional support to students in grades 4 - 6 who have been exposed to adults who abuse drugs and alcohol.
D.A.R.E. (Drug Abuse Resistance Education)	Our school-based resource officer conducts a comprehensive training program with students in 5th grade for resisting drug use. Students pledge not to use drugs. They are awarded prizes for their

	participation and a community graduation from the program is held.
T.A.T.U. (Teens Against Corporate Tobacco Use)	Students in grades 9 - 12 receive instruction and complete projects in this program. TATU is proactive and reactive to preventing students from any type of tobacco use.
SADD (Students Against Destructive Decisions)	Students are made aware of the harmful effects of drinking and driving through media and other materials. Students sign a contract pledging not to drive under the influence of alcohol.
Peer Tutoring	Students in grades 9 - 12 volunteer and/or are referred to tutor their peers in various academic subjects during study or rotational periods.
Psychological Testing	The district employs a school psychologist who conducts psychological testing for students in grades K-12 based on the findings/recommendations of the Child Study Team.
After-School Tutoring	Students in grades 3 - 11 are offered after-school tutoring in Reading/Language Arts and Math based on the results of standardized testing.
Title I Remedial Reading & Math Programs	Students in grades 1-6 are offered remedial Reading/Language Arts and Math based on the results of standardized testing.
Homebound Instruction	The Board shall provide, pursuant to rules of the State Board of Education, individual instruction to student confined to home or hospital for physical disability, illness or injury; or when such confinement is recommended for psychological or psychiatric reasons.
Mandated Health Screenings	The district provides mandated health screenings to all students (vision, hearing, scoliosis, body mass index, dental and physical exams.)
Occupational Therapy (services provided by NEIU)	Students having difficulty with fine and gross motor skills are given in-school therapy on an itinerant basis.
Physical Therapy (services provided by NEIU)	Students with gross mobility difficulties are given in-school therapy on an itinerant basis.
DSP (Direct Service Providers) (services provided by outside organizations)	Scranton Counseling Center (SCC), Family Enrichment Center, and Youth Advocated Program, Inc. coordinate our DSP services as an accomodation for students with behavioral/emotional problems to remain in regular education settings. SCC also provides on-site therapy.
Speech/Hearing Therapy (services provided by the district and NEIU)	Dunmore School District employees a speech therapist and utilizes the services of the NEIU for additional speech, language, and hearing services provided on an itinerant basis.
ESL (English as a Second Language) Services (consortium with NEIU)	We participate in a consortium with NEIU to provide on-site English Language instruction to students whose first language is not English and are not proficient with the language.
Autism Support Class (services provided by district)	Students identified with Autism attend the Autism Support Class varying percentages of the school day, based on their individual needs and abilities.
Vision Therapy (services provided by district)	Students with severe vision impairments are given itinerant support with a vision therapist on-site.
Friendship House	In addition to offering services off-site, this organization offers on-site/in-school therapy for emotionally disturbed students.
Hearing-Impaired Services	Our district utilizes hearing-impaired support services from NEIU. Therapists provide itinerant services to students and make recommendations to classroom teachers. Interpreters are provided on an as-needed basis.

Learning Support Classrooms	Students with cognitive learning disabilities attend learning support classrooms for individualized academic instruction.
Itinerant Learning Support	Students with mild cognitive learning disabilities remain in the regular education classroom, but receive learning support on an itinerant basis.
Gifted Education	Students with exceptional academic abilities in a specific subject area receive enrichment for such within the regular classroom setting.

Signatures

Date Submitted to PDE ____July 8, 2008___ _____

School District/AVTS/Charter School

Name: ___Dunmore School District_____

Address: _300 W. Warren Street_____

_____

____Dunmore, PA 18512_____ Zip Code: ___18512_____

IU#: ____19_____

Chief School Administrator: Richard X. McDonald_____

Telephone (area code):____(570)___ # _____207-9572_____

We affirm that this Academic Standards and Assessment report was developed in accordance with State Board of Education Chapter 4 Regulations. We also affirm that the contents are true and correct and that the report was placed for public inspection in the school district/AVTS offices and in the nearest public library until the next regularly scheduled meeting of the board or a minimum or 28 days whichever comes first.

_____ _____
Signature   Date
School Board Secretary

_____ _____
Signature   Date
School Board President

_____ _____
Signature   Date
Chief School Administrator

Pennsylvania Department of Education

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

Educational Technology Report
Monday, August 25, 2008

Entity: Dunmore SD
Address: 300 W Warren St
Dunmore, PA 18512-1992
Phone: (570) 343-2110
Contact Name: Richard McDonald

Core Purpose

Mission

The mission of the Dunmore School District is to provide every student equal opportunity to acquire knowledge and develop skills necessary to become well-rounded, productive members of an ever-changing society.

Vision

The vision of the Dunmore School District is to foster a safe learning environment conducive to the development of students' individual academic, social/emotional, cultural, and physical needs. This will be achieved through the following: professional development; a rigorous curriculum; collaboration with local business and community members; parental involvement for learning; and responsible fiscal management.

The administration, teaching, and support staff will keep abreast of current effective, research-based educational methods and resources, state and federal mandates, and the latest educational technology through on-going professional development/training. School administrators and teaching staff will form an alliance with parents for a home/school connection to further reinforce concepts and skills students learn at school.

Students will experience a wide variety of courses, teaching/learning techniques and integrated technology aligned with state academic standards, extracurricular activities, and support services to address their individual needs. Students will be afforded opportunities to independently and cooperatively solve problems to develop critical thinking skills, mutual respect for others, and the confidence necessary for being competitive in an ever-changing, global society.

The Dunmore School District will work in conjunction with local business and community members and colleges to stay current on technological advances and the types of knowledge and skills students will need to be competitive in higher education and/or the workplace. Healthcare and public service professionals will advise staff and students on personal health and safety issues and school security.

Shared Values

- All children are capable of learning.
- Children learn at varying degrees of time and achievement levels.
- Each student is a special person and deserves to be treated with respect and a sense of worth.
- Parents are students first and most important teachers they have and will ever have in their lifetime.
- Partnerships with parents will allow for optimal academic and personal development of children.
- Business and Community members are an invaluable resource for providing input on instructional content and selection of resources.

Needs Assessment

The technology needs of the Dunmore School District have been assessed by using data gathered by student and teacher technology attitude surveys, analysis of data gathered through student achievement such as PSSA scores, and technology inventories within the district. District AYP data indicates that our student achievement is above required level, but the district is not going to rest on its laurels in the area of technology use to increase student achievement.

The district has become very active in incorporating available technology for the improvement of the educational system. The district has instituted a district-wide applications system that includes: employee e-mail accounts, class Web sites, a chat system, and personal and group/class calendars. Starting April 1, 2008, all paper memos ceased from the district office and the e-mail system is used to deliver district announcements. This system provides a much-needed, unified way to increase electronic communication in the district, for the benefit of both students and faculty, and to encourage faculty to meet the needs of 21st Century Learners through the use of the Internet. Over one third of the district's employees are using this new system on a regular basis. Administrative adoption so late in the school year is the suspected reason for more people not participating yet.

This past year, the district implemented an emergency notification system that allows administrators to call all employees and students and any combination within those demographics. Now the district has the means of notifying employees and students of school delays, medical emergencies (outbreaks of MRSA or Hepatitis for instance), or other non-emergent school related announcements.

The addition of personnel and equipment brought about by the district's receipt of the Classrooms for the Future grant has created a tremendous leap in technology usage by both faculty and students in the district. Over 200 laptops for the high school students and a computer for every grant-included faculty member has fostered electronic learning in every grade level, 9-12. A full-time coach and an IT Manager have handled the increased technology very well by providing both technical support and faculty training.

A SmartBoard is in-place at every grade level in the district's elementary school and, after this summer, will be ready to use with computers moved from the computer lab to the various 'pods' of classrooms. Training will need to take place once the systems are completely set-up and ready to use.

A district-wide security camera system has provided the district with the ability to improve the level of security in the district buildings.

The North East PA WAN is functional and the district is connected. More training needs to be done to assure that the WAN is being utilized by all faculty, not just the CFF (Classrooms for the Future) faculty in the high school.

Parents in the district have expressed the desire to have online grading and online homework sites for all grade levels. Some faculty in the district utilize a district-provided online learning environment so homework and grades are online, but the majority of faculty view this as a choice since it is not a directive from the administration, and they do not utilize the tool.

Potentially useful new technologies are identified by our school board, IT Manager, technology coordinator and tech-forward teachers. The district-to-district networking with peers thanks to CFF has been great. The district CFF coach converses with other coaches on a regular basis, attends many training sessions/conferences and shares ideas with faculty, the IT manager and the technology coordinator.

Goals and Strategies
Goal: EFFECTIVE USE OF NEPA WAN
Description: The district is connected to the NEPA WAN (100 Mbps-per district with bulk Internet2 delivery), but it must commit to effectively utilize this service. The district's goal is to not only utilize the NEPA WAN for student content delivery through MAGPI programs and other program vendors, but also to use the NEPA WAN for administrative content.

Strategy: Administrative Applications
Description: Identify, develop, and support administrative use of the NEPA WAN district-wide.
Activities:

Activity	Description
Administrative Equipment Usage	Implement the use of appropriate equipment to support educational and administrative applications which may include: VoIP, Student Information Systems and videoconferencing.

Person Responsible	Timeline for Implementation	Resources
Stacie Telnock	Start:10/7/2008 Finish: 6/2/2009	$90,000.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1	10	36

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Northeastern Intermediate Unit #19 Dunmore School District	• School Entity • Intermediate Unit	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
School Leaders and other educators will learn to use appropriate technology/equipment to support educational and administrative applications.	Use of a WAN is an effective teaching/learning tool. Teachers and administrators can access student records and other resources efficiently. It allows for more coordination and collaboration among educators within the school building and with the outside world. Students are exposed to a wide variety of teaching materials and resources as a result.	*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.
• Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making.
• Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.
• Instructs the leader in <u>managing resources</u> for effective results. |

Educator Groups Which Will Participate in this Activity

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

Follow-up Activities	Evaluation Methods
• Team development and sharing of content-area lesson implementation outcomes, with involvement of	• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Standardized student assessment data other than the PSSA

administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussions • Lesson modeling with mentoring • Journaling and reflecting	• Classroom student assessment data • Participant survey • Review of participant lesson plans • Review of written reports summarizing instructional activity • Portfolio

Strategy: **Educational Applications**
Description: Identify, develop and support educational WAN applications for district use.
Activities:

Activity	Description	
Educational Equipment Usage	Usage of appropriate equipment to support educational applications such as video streaming, Internet2 and Videoconferencing	
Person Responsible	**Timeline for Implementation**	**Resources**
Stacie Telnock	Start:10/8/2008 Finish: 5/14/2014	$19,500.00

Professional Development Activity Information		
Number of Hours Per Session	**Total Number of Sessions Per School Year**	**Estimated Number of Participants Per Year**
1	10	15
Organization or Institution Name	**Type of Provider**	**Provider's Department of Education Approval Status**
Northeastern Intermediate Unit #19, Dunmore School District Certified Staff Members	• School Entity • Intermediate Unit	Approved
Knowledge and Skills	**Research and Best Practices**	**Designed to Accomplish**
Teachers will learn how to use appropriate technological equipment to effectively support educational applications such as video streaming, Internet2 and Videoconferencing.	Use of technology in the teaching/learning process has been found to produce more efficient, effective student learning outcomes.	*For classroom teachers, school counselors and education specialists:* • Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. • Increases the educator's <u>teaching skills</u> based on research on effective

practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making.

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

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

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

Follow-up Activities	Evaluation Methods
• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussions • Lesson modeling with mentoring • Journaling and reflecting	• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Standardized student assessment data other than the PSSA • Classroom student assessment data • Participant survey • Review of participant lesson plans • Review of written reports summarizing instructional activity • Portfolio

Goal: **TECHNOLOGY INTEGRATION**
Description: The district administration will support all teachers K-12 with equipment and training so that all teachers will integrate technology by using technology as an essential part of their instructional practices.

Strategy: **21st Century School District**
Description: Leading by example, the teachers of the district will work toward increased technology use in lesson delivery and will strive to make every classroom a technology-rich environment by the end of the five year plan.
Activities:

Activity	Description
Implement 21st Century Skills	The district will research, develop and adopt a set of 21st century faculty and student skills sets and place them into practice.

Person Responsible	Timeline for Implementation	Resources
Stacie Telnock	Ongoing	$25,000.00

Staff Development

The technology-related staff development for the Dunmore School District is integral in the success if it's strategic plan. The Continuing Professional Education portion of the plan needs to be administration led and administration supported to encourage faculty participation in the training sessions of large group, small group and individualized instruction. Staff development will focus on specified needs and district initiatives and will be based on action plans that are developed after the bi-annual technology strategic plan evaluations.

As technology staff development unrolls in the district, a natural support system of teachers-helping-teachers will emerge, allowing staff development instructors more time for individualized

instruction. As more teachers utilize the provided technologies, a snowball effect will help all goals be met within the five year plan.

Budget
Summary: Potential Funding Distribution

Funding Source	2009-2010	2010-2011	2011-2012	Total
010 - ADMINISTRATIVE BUDGET	$17,000.00	$19,500.00	$22,000.00	$58,500.00
020 - CURRICULUM DEVELOPMENT AND INSTRUCTIONAL IMPROVEMENT SERVICES	$5,000.00	$5,000.00	$5,000.00	$15,000.00
TOTAL	$22,000.00	$24,500.00	$27,000.00	$73,500.00

Goal: EFFECTIVE USE OF NEPA WAN
The district is connected to the NEPA WAN (100 Mbps-per district with bulk Internet2 delivery), but it must commit to effectively utilize this service. The district's goal is to not only utilize the NEPA WAN for student content delivery through MAGPI programs and other program vendors, but also to use the NEPA WAN for administrative content.

Administrative Applications	2009-2010	2010-2011	2011-2012	Total	Funding Source
Administrative Equipment Usage	$14,000.00	$16,000.00	$18,000.00	$48,000.00	010 - ADMINISTRATIVE BUDGET

Educational Applications	2009-2010	2010-2011	2011-2012	Total	Funding Source
Educational Equipment Usage	$3,000.00	$3,500.00	$4,000.00	$10,500.00	010 - ADMINISTRATIVE BUDGET

TOTAL	$17,000.00	$19,500.00	$22,000.00	$58,500.00	

Goal: TECHNOLOGY INTEGRATION
The district administration will support all teachers K-12 with equipment and training so that all teachers will integrate technology by using technology as an essential part of their instructional practices.

21st Century School District	2009-2010	2010-2011	2011-2012	Total	Funding Source
Implement 21st Century Skills	$5,000.00	$5,000.00	$5,000.00	$15,000.00	020 - CURRICULUM DEVELOPMENT AND INSTRUCTIONAL IMPROVEMENT SERVICES

TOTAL	$5,000.00	$5,000.00	$5,000.00	$15,000.00	

GRAND TOTAL	$22,000.00	$24,500.00	$27,000.00	$73,500.00	

Monitoring

The district technology plan will be overseen by the Technology Committee. This committee consists of the following: District Superintendent, Elementary, Middle and High School principals, technology coordinator, and computer applications teachers. The committee will meet quarterly to share their findings and their results will be reported to the district technology team.

Evaluation

The district technology team (administration, IT manager, technology coordinator) will meet bi-annually to evaluate technology progress of the goals and activities in the district. The goal of the meetings will be to review the report of the Technology Committee to assess the goals and activities of the plan, and to work toward removing any apparent obstacles for administration, faculty, staff and students so that the goals can be met. The bi-annual evaluation results will be shared with the district by means of: school board reports, school newsletters, the district Web site, and department meetings.

Pennsylvania Department of Education

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

Professional Education Report
Wednesday, August 27, 2008

Entity: Dunmore SD
Address: 300 W Warren St
Dunmore, PA 18512-1992
Phone: (570) 343-2110
Contact Name: Richard McDonald

Professional Education Planning Committee

Name	Affiliation	Membership Category	Appointed By
Amy Ferguson	Dunmore Elementary Center	Ed Specialist - School Counselor	Specialists
Frances Loughney	Special Education Teacher	Special Education Teacher	Special Education Teachers
Frank Cali	Business	Business Representative	Board of school directors
Frank O'Neill	Community Representative	Community Representative	Board of school directors
Jack Kelly, Jr.	High School Student	Other	Students/Principal
James Forgione	High School Principal	Administrator	Administration
James McCormick	Elementary Principal	Administrator	Administration
James McHale	School Board Member	Board Member	Board of school directors
Janine Melnick	Dunmore High School	Ed Specialist - School Nurse	Specialists
Jeanne Massaro	Dunmore High School	Ed Specialist - School Counselor	Specialists
John Barrett	Middle School Principal	Administrator	Administration
John Ferguson	Community Representative	Community Representative	Board of school directors
Kim Ahern	Dunmore Middle School	Ed Specialist - School Counselor	Specialists
Larry Hazen	Business	Business Representative	Board of school directors
Margo Aulisio	Dunmore High School	Ed Specialist - School Counselor	Specialists
Maria Eboli	High School Student	Other	Students/Principal
Mary Hurst	Middle School Teacher	Middle School Teacher	Teachers
Mary Jane Cerminaro	Educational Specialist/Supervisor	Other	Specialists
Patty Carr	Middle & High School Parent	Parent	Board of school directors
Regina Garvey	Educational Specialist/Supervisor	Elementary School Teacher	Teachers
Renee Iezzi	Dunmore Elementary Center	Ed Specialist - School Nurse	Specialists
Richard McDonald	Superintendent	Administrator	Board of school directors
Rose Marie Crotti	Special Services Director	Administrator	Administration
Stacie Telnock	Dunmore Middle School	Middle School Teacher	Teachers

Stephen Eboli	Community Representative	Community Representative	Board of school directors
Sunny Weiland	NEIU 19	Other	Education Specialists
Tara Cummings	Elementary Parent and Support Staff/Aide	Parent	Parents and Board of Directors
Timothy Hopkins	High School Teacher	Secondary School Teacher	Teachers

Needs Assessment

In an effort to determine the professional development needs of the Dunmore School District, the Internal Curriculum Committee analyzed the following sets of data.

Student Achievement Data:

- PSSA Reading Results for all Groups and Subgroups, Grades 3 - 8 and 11
- PSSA Math Results for all Groups and Subgroups, Grades 3 - 8 and 11
- PSSA Writing Results for all Groups and Subgroups, Grades 5, 8, and 11
- Terra Nova Basic Skills Testing, Grades K - 2
- DIBELS Data System, Grades K - 3
- SAT Results, Grades 11, 12
- Curriculum-Based Benchmark and Skills Assessments, All Grades
- Attendance Rates, Grades K - 8
- Graduation Rates

Professional Development Data:

- Teacher Professional Development Needs Assessment Survey
- Examination of Teacher Certification Areas
- Induction Plan Participant and Mentor Surveys
- Perceptual Student, Teacher, and Parent Survey Data Results
- Community Demographic/Economic Statistics (based on Census 2000)

Professional Education Action Plan

Goal: EFFECTIVE USE OF NEPA WAN
Description: The district is connected to the NEPA WAN (100 Mbps-per district with bulk Internet2 delivery), but it must commit to effectively utilize this service. The district's goal is to not only utilize the NEPA WAN for student content delivery through MAGPI programs and other program vendors, but also to use the NEPA WAN for administrative content.

Strategy: Administrative Applications
Description: Identify, develop, and support administrative use of the NEPA WAN district-wide.
Activities:

Activity	Description
Administrative Equipment Usage	Implement the use of appropriate equipment to support educational and administrative applications which may include: VoIP, Student Information Systems and videoconferencing.
Person Responsible	**Timeline for Implementation**	**Resources**
Stacie Telnock	Start:10/7/2008 Finish: 6/2/2009	$90,000.00

Professional Development Activity Information		
Number of Hours Per Session	**Total Number of Sessions Per School Year**	**Estimated Number of Participants Per Year**
1	10	36
Organization or Institution Name	**Type of Provider**	**Provider's Department of Education Approval Status**
Northeastern Intermediate Unit #19 Dunmore School District	• School Entity • Intermediate Unit	Approved
Knowledge and Skills	**Research and Best Practices**	**Designed to Accomplish**
School Leaders and other educators will learn to use appropriate technology/equipment to support educational and administrative applications.	Use of a WAN is an effective teaching/learning tool. Teachers and administrators can access student records and other resources efficiently. It allows for more coordination and collaboration among educators within the school building and with the outside world. Students are exposed to a wide variety of teaching materials and resources as a result.	*For classroom teachers, school counselors and education specialists:* • Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. • Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. • Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. • Empowers educators to work effectively with <u>parents and community partners</u>. *For school and district administrators, and other educators seeking leadership roles:* • Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to

		Pennsylvania's academic standards.
		• Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making.
		• Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.
		• Instructs the leader in <u>managing resources</u> for effective results.

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

Follow-up Activities	Evaluation Methods
• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson	• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Standardized student assessment data other than the PSSA • Classroom student assessment data • Participant survey • Review of participant lesson plans • Review of written reports summarizing instructional activity • Portfolio

• discussions • Lesson modeling with mentoring • Journaling and reflecting	

Strategy: **Educational Applications**
Description: Identify, develop and support educational WAN applications for district use.
Activities:

Activity	Description	
Educational Equipment Usage	Usage of appropriate equipment to support educational applications such as videostreaming, Internet2 and Videoconferencing	
Person Responsible	**Timeline for Implementation**	**Resources**
Stacie Telnock	Start:10/8/2008 Finish: 5/14/2014	$19,500.00

Professional Development Activity Information		
Number of Hours Per Session	**Total Number of Sessions Per School Year**	**Estimated Number of Participants Per Year**
1	10	15
Organization or Institution Name	**Type of Provider**	**Provider's Department of Education Approval Status**
Northeastern Intermediate Unit #19, Dunmore School District Certified Staff Members	• School Entity • Intermediate Unit	Approved
Knowledge and Skills	**Research and Best Practices**	**Designed to Accomplish**
Teachers will learn how to use appropriate technological equipment to effectively support educational applications such as videostreaming, Internet2 and Videoconferencing.	Use of technology in the teaching/learning process has been found to produce more efficient, effective student learning outcomes.	*For classroom teachers, school counselors and education specialists:* • Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. • Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. • Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making.

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

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

Follow-up Activities	**Evaluation Methods**
• Team development and sharing of content-area lesson implementation outcomes, with involvement of	• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data

• administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussions • Lesson modeling with mentoring • Journaling and reflecting	• Standardized student assessment data other than the PSSA • Classroom student assessment data • Participant survey • Review of participant lesson plans • Review of written reports summarizing instructional activity • Portfolio

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: **Alternative Education Settings**
Description: The district will provide alternative educational opportunities for students who have difficulty functioning in the regular school setting.
Activities:

Activity	Description
Alternative Education Programs	Students identified with psychological, behavioral, physical, and/or other special needs may attend various alternative education facilities who partner with our district. These students will continue to meet educational requirements while getting their needs met.
Person Responsible	**Timeline for Implementation**	**Resources**
Richard McDonald	Ongoing	$1,137,612.00

Activity	Description
Special Education Services	Students in need of intensive cognitive or emotional support will be provided services in a resource room or on an itinerant basis.
Person Responsible	**Timeline for Implementation**	**Resources**
Richard McDonald	Ongoing	$1,137,612.00

Strategy: **Remedial Instruction for Struggling Students**
Description: Remedial math and reading services are provided to students in grades K-12 who are identified through curriculum-based and standardized assessments.
Activities:

Activity	Description
Increased Instructional Opportunities/Time	Students in grades 5-8 may attend after-school Reading & Math tutoring as identified by classroom teachers and students' needs. Students in grades 3 - 11 identified through PSSA testing and Terra Nova (3rd Grade only) may

Activity	Description
	attend after-school Reading & Math tutoring specific to PSSA eligible content and response methods.
Person Responsible	**Timeline for Implementation**	**Resources**
Richard X. McDonald	Ongoing	$105,000.00

Activity	Description
Title I Reading and Math Programs	Title I Remedial Reading and Math services are offered to students in grades 1 - 6 based on scores on standardized assessments and classroom performance. This program is facilitated in small groups and through team-teaching.
Person Responsible	**Timeline for Implementation**	**Resources**
Richard X. McDonald	Ongoing	$300,000.00

Strategy: Support for Students
Description:
Activities:

Activity	Description
Counseling (Grades K - 6)	A guidance counselor is available for students in grades K-6 to advise them on social/emotional issues and to facilitate preventative programs.
Person Responsible	**Timeline for Implementation**	**Resources**
Richard X. McDonald	Ongoing	$0.00

Activity	Description
Counseling (High School)	Students in grades 9 through 12 are assigned to a guidance counselor for their high school career. This counselor meets with students on their case load at least once through each school year for continuous monitoring and planning. In addition, students can be referred for additional supports with guidance or can seek the support of their counselor on an as needed basis.
Person Responsible	**Timeline for Implementation**	**Resources**
Richard X. McDonald	Start:1/7/2008 Finish: N/A	$0.00

Activity	Description
Counseling (Middle School)	The middle school guidance counselor is available to assist students with social/emotional issues and to advise students on choosing high school academic tracks aimed at their career choices.
Person Responsible	**Timeline for Implementation**	**Resources**

Richard X. McDonald	Ongoing	$0.00

Goal: MATHEMATICS
Description: At least 56% of all students will be proficient in Mathematics, as measured by the annual state-wide PSSA assessments.

Strategy: Curriculum
Description: Curriculum will be written and followed as aligned with PA State Standards, Assessment Anchors for Mathematics, and Eligible Content for PSSA testing.
Activities:

Activity	Description
Curriculum Mapping/Scope & Sequence Meetings	Teachers will meet in inter- and intra-grade teams for mathematics curriculum-mapping and scope and sequence planning.
Person Responsible	**Timeline for Implementation**	**Resources**
Richard McDonald	Ongoing	$0.00

Activity	Description
Lesson Design with Anchors	Teacher lesson plans will be written and followed as aligned with PA State Standards, Assessment Anchors for Mathematics, and Eligible Content for PSSA testing.
Person Responsible	**Timeline for Implementation**	**Resources**
Richard McDonald	Ongoing	$0.00

Activity	Description
Optimize Instructional Opportunities	Teachers will use standards- and research-based instructional materials, including math manipulatives to optimize learning.
Person Responsible	**Timeline for Implementation**	**Resources**
Richard McDonald	Ongoing	$152,500.00

Strategy: Professional Development
Description: Teachers will participate in a variety of professional development activities to meet the needs of diverse learners and to keep abreast of current research-based teaching and learning techniques.
Activities:

Activity	Description
Math Academy	K-12 Teachers participate in a math academy to develop enhanced content knowledge and teaching strategies.
Person Responsible	**Timeline for Implementation**	**Resources**
Richard X. McDonald	Start:9/17/2008 Finish: 2/17/2009	$0.00

Professional Development Activity Information		
Number of Hours Per Session	**Total Number of Sessions Per School Year**	**Estimated Number of Participants Per Year**
5	4	5
Organization or Institution Name	**Type of Provider**	**Provider's Department of Education Approval Status**
NEIU#19	• Intermediate Unit	Approved
Knowledge and Skills	**Research and Best Practices**	**Designed to Accomplish**
Math Academies will be held Bi-Weekly for Elementary and Secondary Mathematics Teachers. Knowledge and Skills Include: Improved Teaching/Learning Strategies, Improved Content Knowledge, Improved Knowledge of Standards and Assessment Anchors/Eligible Content	Research states that student achievement is highly correlated with effective instruction and teacher content knowledge.	*For classroom teachers, school counselors and education specialists:* • Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. • Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. • Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. *For school and district administrators, and other educators seeking leadership roles:* • Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. • Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making. • Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning. • Instructs the leader in <u>managing resources</u> for effective results.

Educator Groups Which Will Participate in this Activity		
Role	**Grade Level**	**Subject Area**
• Classroom teachers • Principals / asst. principals • Other educational specialists	• Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades 9-12)	• Science and Technology • Kindergarten Early Learning Standards • Mathematics • Economics • Family and Consumer Sciences
Follow-up Activities	**Evaluation Methods**	
• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussions	• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Classroom student assessment data	

Activity	Description	
PSSA Item Analysis	Representative teachers from grades 3 - 8 and 11 will attend the PSSA Item Analysis for Mathematics at the NEIU # 19.	
Person Responsible	**Timeline for Implementation**	**Resources**
Richard X. McDonald	Start:9/26/2008 Finish: 9/26/2013	$0.00

Strategy: **Remediation for Struggling Students**
Description: Students in need of remediation will be identified through analysis of standardized testing results and curriculum-based assessments. These students will be provided support in a variety of ways.
Activities:

Activity	Description
4Sight	Teachers of grades 3 - 11 will utilize 4Sight as a tool to identify students' remedial needs for meeting Pennsylvania Mathematics Academic Standards and to monitor progress with interventions.

Person Responsible	Timeline for Implementation	Resources
Richard X. McDonald	Ongoing	$75,000.00

Activity	Description
Increased Instructional Opportunities/Time	Students in grades 5-8 may attend after-school Math tutoring as identified by classroom teachers and students' needs. Students in grades 3 - 11 identified through PSSA testing and Terra Nova (3rd Grade only) may attend after-school Math tutoring specific to PSSA eligible content and response methods.
Person Responsible	**Timeline for Implementation**	**Resources**
Richard X. McDonald	Start:10/1/2007 Finish: 10/1/2007	$105,000.00

Activity	Description
Study Island	Teachers of grades 3 - 11 will utilize 4Sight as a tool to identify students' remedial needs for meeting Pennsylvania Mathematics Academic Standards and to monitor progress with interventions.
Person Responsible	**Timeline for Implementation**	**Resources**
Richard X. McDonald	Ongoing	$52,500.00

Activity	Description
Title I Math	Title I Remedial Math services are offered to students in grades 3 - 6 based on scores on standardized assessments and classroom performance. This program is facilitated in small groups and through team-teaching.
Person Responsible	**Timeline for Implementation**	**Resources**
Richard X. McDonald	Ongoing	$300,000.00

Goal: **READING**
Description: At least 63% of all students will be proficient in Reading, as measured by the annual state-wide PSSA assessments.

Strategy: **Curriculum**
Description: Curriculum will be written and followed as aligned with PA State Standards, Assessment Anchors for Reading, and Eligible Content for PSSA testing.
Activities:

Activity	Description
Curriculum Mapping/Scope	Teachers of all content areas will meet in inter- and intra-grade

& Sequence Meetings	teams for Reading curriculum-mapping and scope and sequence planning.	
Person Responsible	**Timeline for Implementation**	**Resources**
Richard X. McDonald	Ongoing	$0.00

Activity	Description	
Lesson Design with Anchors	Teacher lesson plans in all content areas will be written and followed as aligned with PA State Standards, Assessment Anchors for Reading, and Eligible Content for PSSA testing.	
Person Responsible	**Timeline for Implementation**	**Resources**
Richard X. McDonald	Start:9/17/2008 Finish: 5/21/2014	$4,500.00

Professional Development Activity Information		
Number of Hours Per Session	**Total Number of Sessions Per School Year**	**Estimated Number of Participants Per Year**
3	15	110
Organization or Institution Name	**Type of Provider**	**Provider's Department of Education Approval Status**
NEIU 19 and Dunmore School District	• School Entity • Intermediate Unit	Approved
Knowledge and Skills	**Research and Best Practices**	**Designed to Accomplish**
NEIU and Dunmore School District will sponsor and facilitate teacher trainings for creating lesson plans incorporating Reading assessment anchors.		*For classroom teachers, school counselors and education specialists:* • Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. • Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. • Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. • Empowers educators to work effectively with <u>parents and community partners</u>. *For school and district administrators,*

and other educators seeking leadership roles:

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

Educator Groups Which Will Participate in this Activity

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

Follow-up Activities	Evaluation Methods
- Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers - Analysis of student work, with administrator and/or peers - Creating lessons to meet varied student learning styles - Peer-to-peer lesson discussions - Lesson modeling with mentoring	- Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. - Student PSSA data - Standardized student assessment data other than the PSSA - Classroom student assessment data - Participant survey - Review of participant lesson plans

Activity	Description
Optimize Instructional Opportunities	Teachers will use standards- and research-based instructional materials, including leveled readers and other supplemental materials to ensure all students' are performing to the best of their abilities in all reading-based curricular subject areas.

Person Responsible	Timeline for Implementation	Resources
Richard X. McDonald	Ongoing	$0.00

Strategy: **Early Identification of Students At-Risk**
Description: Various standardized and curriculum-based assessments will be used for early identification of students at-risk for Reading failure to better increase their chances for remediation.
Activities:

Activity	Description
Curriculum-Based Assessments	Teachers in grades K-6 administer curriculum-based skills and benchmark tests bi-monthly and individual and group-administered informal assessments are on-going.

Person Responsible	Timeline for Implementation	Resources
Richard X. McDonald	Ongoing	$0.00

Activity	Description
DIBELS	The DIBELS individualized testing and data will be used in grades K-3 for early identification of students at-risk for Reading failure.

Person Responsible	Timeline for Implementation	Resources
Richard X. McDonald	Ongoing	$0.00

Strategy: **Professional Development**
Description: Teachers will participate in a variety of professional development activities to meet the needs of diverse learners and to keep abreast of current research-based teaching and learning techniques.
Activities:

Activity	Description
PSSA Item Analysis	Teachers of grades 3 - 8 and 11 will be trained on PSSA Item Analysis for Reading and Writing so they may incorporate similar items in their classroom practices.

Person Responsible	Timeline for Implementation	Resources
Richard X. McDonald	Start:9/26/2008 Finish: 2/20/2014	$4,500.00

Professional Development Activity Information		
Number of Hours Per Session	**Total Number of Sessions Per School Year**	**Estimated Number of Participants Per Year**
3	5	45
Organization or Institution Name	**Type of Provider**	**Provider's Department of Education Approval Status**
NEIU and Dunmore School District	• School Entity • Intermediate Unit	Approved
Knowledge and Skills	**Research and Best Practices**	**Designed to Accomplish**
Teachers will be trained on the types of questions used in the PSSA assessments and how to teach children to respond to them.	Research shows that teachers who keep abreast of current research-based methods/practices and utilize such in their classroom show higher achievement gains with the students they teach.	*For classroom teachers, school counselors and education specialists:* • Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. • Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. • Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. • Empowers educators to work effectively with <u>parents and community partners</u>. *For school and district administrators, and other educators seeking leadership roles:* • Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. • Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making. • Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on

| | | • learning. |
| | | • Instructs the leader in <u>managing resources</u> for effective results. |

Educator Groups Which Will Participate in this Activity		
Role	**Grade Level**	**Subject Area**
• Classroom teachers • Principals / asst. principals • Other educational specialists	• Elementary (grades 2-5) • Middle (grades 6-8) • High school (grades 9-12)	• Reading, Writing, Speaking & Listening • Science and Technology • Arts & Humanities • Civics and Government • Environment and Ecology • Health, Safety and Physical Education • World Languages • Kindergarten Early Learning Standards • History • Career Education and Work • Economics • Family and Consumer Sciences • Geography
Follow-up Activities	**Evaluation Methods**	
• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussions	• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Standardized student assessment data other than the PSSA • Classroom student assessment data	

Activity	Description
Socratic Seminar	Teachers in intermediate and high school grades will be trained on

	the Socratic method of teaching Reading at NEIU#19.	
Person Responsible	**Timeline for Implementation**	**Resources**
Richard X. McDonald	Start:11/6/2008 Finish: 2/4/2009	$0.00

Professional Development Activity Information

Number of Hours Per Session	**Total Number of Sessions Per School Year**	**Estimated Number of Participants Per Year**
6	3	5
Organization or Institution Name	**Type of Provider**	**Provider's Department of Education Approval Status**
NEIU #19 and Dunmore School District	• School Entity • Intermediate Unit	Approved

Knowledge and Skills	**Research and Best Practices**	**Designed to Accomplish**
Teachers will learn the Socratic method of teaching and learning and will complete a teaching segment using this method with students they teach.		*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. • Empowers leaders to create a

		culture of teaching and learning, with an emphasis on learning.

Educator Groups Which Will Participate in this Activity		
Role	**Grade Level**	**Subject Area**
• Classroom teachers • Other educational specialists	• Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades 9-12)	• Reading, Writing, Speaking & Listening • Science and Technology • Arts & Humanities • Civics and Government • Environment and Ecology • Health, Safety and Physical Education • World Languages • Kindergarten Early Learning Standards • Mathematics • History • Career Education and Work • Economics • Family and Consumer Sciences • Geography
Follow-up Activities	**Evaluation Methods**	
• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussions	• Standardized student assessment data other than the PSSA • Review of participant lesson plans	

Strategy: **Remediation for Struggling Students**
Description: Students in need of remediation will be identified through analysis of standardized testing results and curriculum-based assessments. These students will be provided support in a variety of ways.
Activities:

Activity	Description
4Sight	Teachers of grades 3 - 11 will utilize 4Sight as a tool to identify students' remedial needs for meeting Pennsylvania Reading Academic Standards and to monitor progress with interventions.

Person Responsible	Timeline for Implementation	Resources
Richard X. McDonald	Ongoing	$75,000.00

Activity	Description
Increased Instructional Opportunities	Students in grades 5-8 may attend after-school Reading tutoring as identified by classroom teachers and students' needs. Students in grades 3 - 11 identified through PSSA testing and Terra Nova (3rd Grade only) may attend after-school Reading tutoring specific to PSSA eligible content and response methods.

Person Responsible	Timeline for Implementation	Resources
Richard X. McDonald	Ongoing	$105,000.00

Activity	Description
Study Island	Study Island is an online data system for students in grades 3 - 11 which assesses students' individual strengths and weaknesses in Reading and provides remedial practice in those areas.

Person Responsible	Timeline for Implementation	Resources
Richard X. McDonald	Ongoing	$52,500.00

Activity	Description
Title I Reading	Title I Remedial Reading services are offered to students in grades 1 - 3 based on scores on standardized assessments and classroom performance. This program is facilitated in small groups and through team-teaching.

Person Responsible	Timeline for Implementation	Resources
Richard X. McDonald	Ongoing	$300,000.00

Goal: **STUDENT ATTENDANCE (any school that does not graduate seniors)**
Description: Student attendance will meet a 90% threshold and/or show growth.

Strategy: **Attendance Policy**
Description: Dunmore School District has an attendance policy requiring all student absences to be excused and limited to 10% or less per school year.
Activities:

Activity	Description
Attendance Monitoring	Attendance is monitored at least every 20 days. Parents of students with excessive, unexcused absences receive letters warning of a possible magistrate hearing with continued absences.

Person Responsible	Timeline for Implementation	Resources
Richard McDonald	Ongoing	$0.00

Activity	Description
Parent Communication	Parent/Student handbooks for all schools in the district communicate attendance policies and procedures for student absences.

Person Responsible	Timeline for Implementation	Resources
Richard McDonald	Ongoing	$30,200.00

Strategy: **Student Support Services**
Description: Dunmore School District has a variety of student services to aid students with academic, physical health/wellness, and socio-emotional needs to encourage school attendance.
Activities:

Activity	Description
Counseling	Students may meet with their assigned guidance counselor and/or the SAP team moderator for assistance with social and/or emotional concerns, which may or may not require other inter- or intra-agency referrals.

Person Responsible	Timeline for Implementation	Resources
Richard McDonald	Ongoing	$0.00

Activity	Description
Increased Instructional Opportunities/Time	Title I remedial Reading and Math services are provided to students in grades K-6. After school tutoring for Reading and Math is offered in grades 3-11.

Person Responsible	Timeline for Implementation	Resources
Richard McDonald	Ongoing	$2,055,000.00

Goal: STUDENT PARTICIPATION IN STATE ASSESSMENTS
Description: At least 95% of eligible students will participate in required state-wide assessments.

Strategy: **Communication**
Description: Dunmore School District makes parents and students aware of the PSSA testing schedule and importance of student attendance throughout the school year.
Activities:

Activity	Description
Parent Notification	Parents are notified repeatedly of PSSA testing dates via various meetings, newsletters, Global Connect phone calls, the district website, and a specific mailing two weeks before testing.

Person Responsible	Timeline for Implementation	Resources
Richard X. McDonald	Ongoing	$0.00

Activity	Description
Student Meetings	Administrators and teachers communicate the importance of attendance for PSSA testing to students on an ongoing basis and at assemblies held close to the dates of testing. Incentives are provided to some grade levels.

Person Responsible	Timeline for Implementation	Resources
Richard X. McDonald	Ongoing	$0.00

Strategy: **Mandated Health Screenings**
Description: The district provides mandated health screenings to all students (vision, hearing, scoliosis, body mass index, dental and physical exams).
Activities:

Activity	Description
CPR Training	All staff will receive CPR training so they may assist students in need of emergency medical treatment until appropriate nursing staff and/or medical personnel can be on-site.

Person Responsible	Timeline for Implementation	Resources
Richard X. McDonald	Start:8/8/2008 Finish: N/A	$0.00

Professional Development Activity Information		
Number of Hours Per Session	**Total Number of Sessions Per School Year**	**Estimated Number of Participants Per Year**
3	3	50
Organization or Institution Name	**Type of Provider**	**Provider's Department of Education Approval Status**
Marywood University	• School Entity • College	Approved
Knowledge and Skills	**Research and Best Practices**	**Designed to Accomplish**
Teachers will learn basic CPR techniques to provide on-the-spot medical assistance to students until appropriate staff and/or other medical professionals can access		*For classroom teachers, school counselors and education specialists:*

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the student.

		• Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. • Empowers educators to work effectively with <u>parents and community partners</u>. *For school and district administrators, and other educators seeking leadership roles:* • Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.

Educator Groups Which Will Participate in this Activity

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

Follow-up Activities	Evaluation Methods	
• Peer-to-peer lesson discussions • Lesson modeling with mentoring • Refresher Trainings	• Participant survey • Demonstration (Staff will demonstrate their ability to deliver CPR techniques to students.)	

Activity	Description	
Educate Students and Faculty	When necessary and/or required, medical professionals are solicited or district nurses educate students and or faculty regarding health concerns.	
Person Responsible	**Timeline for Implementation**	**Resources**
Richard X. McDonald	Start:8/26/2008 Finish: 8/27/2013	$0.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3	2	110

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Dunmore School District Certified Staff and Various other accredited organizations.	• School Entity • College • Non-profit organization • Intermediate Unit • Association	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Educations will learn to recognize various health conditions in students which may prevent the spread of disease and/or help students to maintain health and healthy lifestyles.	Research shows that prevention and/or early detection of disease or health concerns allows humans to live more healthy lives and/or allows for more effective treatment of illness.	*For classroom teachers, school counselors and education specialists:* • Enhances the educator's content knowledge in the area of the educator's certification or assignment. • Empowers educators to work effectively with parents and community partners. *For school and district administrators, and other educators seeking leadership roles:* • Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Educator Groups Which Will Participate in this Activity		
Role	**Grade Level**	
• Classroom teachers • Principals / asst. principals • Superintendent / asst. superintendents • School counselors • Other educational	• Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades 9-12)	

specialists	

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

Activity	Description
Identification of Students At-Risk	The district monitors and assesses student health issues by identifying those at risk and notifying parents and/or outside agencies for treatment and/or prevention.

Person Responsible	Timeline for Implementation	Resources
Richard X. McDonald	Ongoing	$0.00

Goal: TECHNOLOGY INTEGRATION

Description: The district administration will support all teachers K-12 with equipment and training so that all teachers will integrate technology by using technology as an essential part of their instructional practices.

Strategy: 21st Century School District

Description: Leading by example, the teachers of the district will work toward increased technology use in lesson delivery and will strive to make every classroom a technology-rich environment by the end of the five year plan.
Activities:

Activity	Description
Implement 21st Century Skills	The district will research, develop and adopt a set of 21st century faculty and student skills sets and place them into practice.

Person Responsible	Timeline for Implementation	Resources
Stacie Telnock	Ongoing	$25,000.00

Annual Review Process

Dunmore School District will form a Professional Education Committee, comprised of the Superintendent, building administrators, curriculum coordinator, specialists, and department heads representative of teachers at all levels/curriculum areas. This committee will meet at least three times per school year to plan for in-services and other professional development training needs of various staff members. Mid-year and end-of-year reviews (January & June) will be conducted for the purpose of evaluating continuing Professional education activities for Act 48 requirements in

accordance with the changing needs of educators' certification areas and other local, state, and federal mandates. These reviews will include: monitoring of the continuing professional education plan; determining emerging needs; selection and scheduling of learning activities and providers; and an on-going evaluation of continuing professional education activities.

The committee will evaluate the Professional Education Learning Experience Evaluation Forms, completed by participants, and conduct yearly needs assessments through the examination of data mentioned earlier in the plan. Conclusions will be used to help determine the impact of continuing professional education activities and to suggest follow-up opportunities. Yearly strategic plans will continue to be integrated into the Act 48 plan.

It is our intention to utilize much of the current research, which explains how adults learn and involve our professional staff in active learning situations. This approach necessitates learning structures that introduce not only new theory or methodology, but emphasize participant involvement through discussion groups, problem-solving, guided practice, reflection, application and collegial support. Our overall intent is to integrate changes suggested by current research into daily practice. The criteria of specific offerings will often be determined by the needs of the professional staff involved.

Evidence on meeting the criteria and ensuring balance between and among content, pedagogy and other skills, the Dunmore School District Professional Education Plan shall be conducted and evaluated based on the National Staff Development Council (NSDC) standards for professional development. The NSDC standards encompass the professional education criteria listed in the Act 48 Professional Guidelines on page 2 as follows:

Professional education plans must strike a balance between content, pedagogy and other skills needed and include evidence that they meet the following professional education criteria:

· Is related to attainment of the Pennsylvania academic standards and high-quality

  instruction.

· Is planned to address the needs of a school entity and its professional employees.

· Has clear and concise, written content- and skill-based competencies.

· Includes content and instructional methods that are appropriate for the intended

  competencies to be mastered.

· Is planned and conducted by personnel who have an academic degree or other

  education and experience appropriate to the subject matter being taught

· Is research-based data-driven and contributes to measurable increases in student

  achievement.

· Provides sufficient support and resources to enable individuals to master new skills.

· Contributes to building learning communities and continuous improvement

· Requires that participants demonstrate attainment of the competencies.

· Is evaluated by participants.

APPENDIX B

ENTITY INFORMATION PAGE

Entity: Dunmore SD

Address:
300 W Warren St
Dunmore, PA 18512-1992

Superintendent or Chief Administrative Officer: Richard X. McDonald
  E-mail: mcdonalr@dunmoreschooldistrict.net
  Telephone: (570) 343-2110
  Fax: (570) 343-1458

Professional Education Committee Chairperson: Richard X. McDonald
  E-mail: mcdonalr@dunmoreschooldistrict.net
  Telephone: (570) 343-2110
  Fax: (570) 343-1458

Act 48 Reporting Contact: Joanne Murray
  E-mail: murrayj@dunmoreschooldistrict.net
  Telephone: (570) 343-2110
  Fax: (570) 343-1458

APPENDIX C

PROFESSIONAL EDUCATION REPORT ASSURANCES

We affirm that this Professional Education Report focuses on the learning needs of each staff member to ensure all staff members meet or exceed high academic standards in each of the core subject areas.

_____
Signature   Professional Education Committee Chairperson   Date

I affirm that this Professional Education Report provides staff learning that improves the learning of all students as outlined in the National Staff Development Councils Standards for Staff Learning.

_____
Signature   Superintendent or Chief Administrative Officer   Date

We affirm that his Professional Education Report has been developed in accordance with the laws, regulations and guidelines for the development, implementation and evaluation of the Professional Education Report as designated in Chapter 4 of the Regulations of the Pennsylvania State Board of Education.

_____
Signature   President of the Board of School Directors   Date

Pennsylvania Department of Education

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

Special Education Report
Wednesday, August 27, 2008

Entity: Dunmore SD
Address: 300 W Warren St
Dunmore, PA 18512-1992
Phone: (570) 343-2110
Contact Name: Richard McDonald

School District Demographics

School District	IU #	Superintendent	# of Bldgs	Total Enrollment	Total Unduplicated SES Students
Dunmore SD	Northeastern Educational IU 19	Richard X. McDonald	3	1697	219

District Special Education Contact:

Name	Title	Phone	Fax	Email
Rose Marie Crotti	Special Services Director	(570) 347-6794	(570) 207-6765	crottirm@neiu.org

Special Education Plan Team Members

Name	Affiliation	Membership Category	Appointed By
Amy Ferguson	Dunmore Elementary Center	Ed Specialist - School Counselor	Specialists
Frances Loughney	Special Education Teacher	Special Education Teacher	Special Education Teachers
Frank Cali	Business	Business Representative	Board of school directors
Frank O'Neill	Community Representative	Community Representative	Board of school directors
Jack Kelly, Jr.	High School Student	Other	Students/Principal
James Forgione	High School Principal	Administrator	Administration
James McCormick	Elementary Principal	Administrator	Administration
James McHale	School Board Member	Board Member	Board of school directors
Jeanne Massaro	Dunmore High School	Ed Specialist - School Counselor	Specialists
John Barrett	Middle School Principal	Administrator	Administration
John Ferguson	Community Representative	Community Representative	Board of school directors
Kim Ahern	Dunmore Middle School	Ed Specialist - School Counselor	Specialists
Larry Hazen	Business	Business Representative	Board of school directors
Margo Aulisio	Dunmore High School	Ed Specialist - School Counselor	Specialists
Maria Eboli	High School Student	Other	Students/Principal
Mary Hurst	Middle School Teacher	Middle School Teacher	Teachers
Mary Jane Cerminaro	Educational Specialist/Supervisor	Other	Specialists
Patty Carr	Middle & High School Parent	Parent	Board of school directors

Regina Garvey	Educational Specialist/Supervisor	Elementary School Teacher	Teachers
Richard McDonald	Superintendent	Administrator	Board of school directors
Rose Marie Crotti	Special Services Director	Administrator	Administration
Stacie Telnock	Dunmore Middle School	Middle School Teacher	Teachers
Stephen Eboli	Community Representative	Community Representative	Board of school directors
Sunny Weiland	NEIU 19	Other	Education Specialists
Tara Cummings	Elementary Parent and Support Staff/Aide	Parent	Parents and Board of Directors
Timothy Hopkins	High School Teacher	Secondary School Teacher	Teachers

Program Evaluation (P.L. 105-17, §612(2) and §613(a))

Current Program Strengths and Highlights

The administration at the Dunmore School District continues to be committed to providing necessary services to identified students and blending regular and special education. A higher occurrence of Co-Teaching opportunities, collaboration, a caring and committed staff, and the dedication of district resources to teaming has facilitated this important initiative. Specific attention to individual needs is also a strength of our program. The district contracts with the Northeastern Intermediate Unit (NEIU 19), PaTTan, and Friendship House for various services, including an additional Speech and Language Therapist to meet increased caseloads. This is reflected in the addition of classroom space and the willingness to provide time and resources for in-service and training and the addition of personnel. Some recent examples of this are the employment of a classroom interpreter for a Cochlear Implant student and the addition of a primary itinerant Autistic Support Class and teacher. In-Service training is on-going for all personnel to meet state regulations.

The Administration of Dunmore School District is committed to providing necessary resources to educate identified students in the Least Restrictive Environment. The Learning Support Teachers are viewed as part of the grade level team and work hard to ensure that students are instructed and included in the Least Restrictive Environment. This is reflected in the willingness to provide time and resources in staff development, the addition of new staff and programs, and research-based materials in both special education and general education classrooms . Our teachers have all been receptive to updated training and their classroom programs reflect this. This allows for close collaboration with the general education curriculum, increased direct instruction at skill level for those requiring it, as well as allowing the inclusion of students based on individual needs.

Weekly MDT meetings are held in the Elementary, Middle, and High School with a team of six members and additional staff as needed. The ability of district staff to communicate and work with parents toward positive resolution of concerns is reflected in the low incidence of complaints requiring corrective action, mediations, and due process hearings. This allows more staff time and resources for positive activities.

The Dunmore School District continues to maintain a working relationship for the Community Work Based Program held with many local area businesses.

While we strive to keep our children within their neighborhood schools, specialized services with highly trained staff for our children in need of temporary intensified instruction, Dunmore School

District supports the consortium with NEIU #19 in areas of Autism , Multiple Handicapped, and Partial Hospitalization Programming. While Dunmore School District maintains a continuum of options for all specific needs services, we utilize the consortium classroom for intensive programming for life skills and elementary emotional support.

Assistive Technology: Dunmore School District hired an Instructional Technical Support person to assist staff with ongoing training and support in use of software programs such as: Kurzweil, WriteOut Loud, Intellikeys, Inspiration and Earobics. All Special Education classrooms have a computer and all classes have access to computers in designated Computer Labs and Library. Dunmore School District annually purchases video streaming, virtual field trips from WVIA (PBS) and Study Island to complement Instructional programs.

Dunmore School District utilizes NEIU #19 and PaTTan to provide training for parents and staff on communication devices necessary for our children with hearing and language impairments. Communication devices are borrowed from PaTTan's library prior to purchasing by the district to determine appropriateness.

Autism Spectrum: The majority of our students identified with Autism Spectrum Disorders, receive their programming in the General education environment through the use of supplementary aides and services. Our Itinerant Autistic Support Class located in the Dunmore Elementary Center is a Verbal Behavior Classroom with training through PaTTan and Friendship House. Friendship House training is done by a Board Certified Associate Behavioral Analyst (BCABA). Four paraprofessionals, staff and parents have received continuous training through NEIU #19, PaTTan and Friendship House. Bi-monthly meetings are held with parents, staff, and Friendship House. All students attending the itinerant autistic support classroom are mainstreamed with their non eligible peers to the maximum extent appropriate.

Behavior: Dunmore School District is in partnership with Scranton Counseling Services, Friendship House, Family Enrichment Services, Advocacy Alliance, and Tri-County Human Services. They provide individualized therapeutic services, prepare individualized and classroom behavioral plans and provide professional development to district administrators teachers and paraprofessionals on an ongoing basis.

Curriculum: Dunmore School District utilizes only scientifically based curriculum and instruction for all special needs students. SRA Reading Mastery and SRA Corrective Reading are currently being utilized as appropriate to teach reading fluency and reading comprehension. Saxon Math is implemented in all special education classrooms.

At the Elementary, Middle School, and High School, we have begun a Co-Teaching program in science and social studies. Professional development is being provided through NEIU #19. At all other grade levels children are mainstreamed for science and social studies as deemed appropriate by their IEP team.

Assessments are conducted bimonthly with The Dynamic Indicators of Basic Literacy Skills (DIBELS). Progress monitoring is conducted monthly and reported quarterly on all student goals.

Least Restrictive Environment (LRE): Dunmore School District currently employs eight personal aides to ensure students have full access to the regular education environment and are receiving their outcome in the least restrictive environment. Dunmore School District is dependent on mental health agencies to provide TSS workers for students in need of behavioral & DSP support. Students with physical disabilities, behavioral issues, and those with mild to severe cognitive impairments are typically mainstreamed in regular education classes. Our regular education teachers take great pride in their abilities to adapt and accommodate curriculum and classroom environments for our special education students in the regular education setting. Regular education teachers are active participants in IEP meetings and work well with the special education staff in providing support for all of our students.

Professional Development: Dunmore School District places a high value on the continuous education of our professional and paraprofessional staff.

Transition: Dunmore School District participates in transition programming designed to address independent living and daily life skills. All programming is specially designed to meet the needs of individual students.

Dunmore School District employs four guidance counselors and a transition coordinator to meet the needs of our students. We work closely with the Office of Vocational Rehabilitation and in job coaches to work with our students in preparing for the work place. Post secondary education is encouraged through school visitations and participation in university sponsored programs. The NEIU #19, in collaboration with Penn State University, developed the PAWS program which allows our students to attend a college level English class on the local Penn State campus for the purpose of experiencing college life and learning self-advocacy skills.

Child Find: Through collaboration with district administrators, the Multi-Disciplinary Team (MDT) works diligently to ensure students are receiving scientifically based interventions in their regular education classroom prior to being referred for special education services. We conduct MDT meetings (Child Study) every week in each of our three buildings. The LEA, School psychologist, Building Administrator, Guidance Counselors, and appropriate teachers attend all Child Study meetings.   Any parental request for evaluation is immediately forwarded to the Special Education Department for issuance of a permission to evaluate form.

Independently, and through the NEIU #19, Dunmore School District advertises the availability of special education services in all local newspapers. Dunmore School District also provides informational flyers to private schools within our boundaries. Dunmore School District maintains contact information for the Special Education Department on our website.

Hard to Place Students: Dunmore School District utilizes the Interagency Team through the Northeastern Intermediate Unit whenever necessary. We find this to be a highly successful approach. Dunmore School District works closely with Lackawanna County Mental Health/Mental Retardation agency. Whenever we are concerned with a child's education, health or welfare, we contact the Pennsylvania Child and Adolescent Service System program (CASSP) Coordinator who in turn schedules a meeting with all agencies necessary to assist the child and their family in assessing local services. Agencies typically present at CASSP meetings are: Lackawanna County Children and Youth, private service providers, a representative from Behavioral Health Systems, Youth Advocacy, MH/MR service coordinators and the school district personnel.

Collaboration in Providing Services: Dunmore School District collaborates with Tri-County Human Services to contract for Partial Hospitalization Programs and Outreach Programs to assist families in accessing mental health services. All agencies involved with a student are invited to their IEP meeting. We have an excellent relationship with our families and outside agencies.

Improving Program Capacity: Dunmore School District is a member of the Northeastern Intermediate Unit #19 for Special Education. We do not have any difficulties with program capacity.

Coordination of Available Funds/Resources Usage: Dunmore School District is an active participant in ACCESS billing. Training is provided to staff annually in maintaining proper reporting and billing procedures. Dunmore School District has assigned the Special Services Director as ACCESS Coordinator. We are concerned with the new requirement to have parents give annual permission to bill their child's MA insurance. We have a difficult time with the return of the permission forms and parents' misunderstanding of the request.

Identifying Students with Learning Disabilities

There are procedures to identify children needing special education. These procedures are "screening" and "evaluation". If a disability is suspected, teachers, other school personnel or

parents may refer a child for screening or evaluation. Parents suspecting that a child may have a disability and need special education services can request a screening or an evaluation by contacting the Special Services Director or the building principal.

Screening of children "using immediately available data services such as health records and report cards", is conducted for hearing, vision, motor skills, and speech and language. Screening may lead to intervention by the Multi-Disciplinary Team made up of the building principal, regular classroom teacher, school psychologist, Special Services Director, Guidance Counselor and others as appropriate. The MDT will communicate with parents about the child's needs and the instructional support services that will meet those needs.

Before evaluation, parents are provided the following information: Who referred the child for evaluation; Why the child was referred; How to review the child's school records; What procedures and types of evaluation will be used; That parents involvement in any testing procedure is encouraged; The schedule for the evaluation process; and The rights of the parent regarding consent for evaluation.

Evaluations are conducted by the MDT to determine such things as the child's learning ability, behavior patterns, physical abilities, and communication skills. Methods used in the evaluation include observation, review of records, and group and individual testing. Information is gathered from school personnel, medical personnel, and parents.

Results of the evaluation are reviewed by the team to determine if special education services are needed. If special education placement is recommended, parents are part of the team that determines exceptionality and develops an Individual Education Program (IEP) for the child.

No evaluation may be conducted without written parental permission. Parents who do not consent to an evaluation may be asked to attend a conference with the teacher, principal, psychologist, and possibly other special education staff.

As a child is reevaluated every two years, information is added to his or her file. All records are confidential. Only school personnel are permitted to see the child's file. Anyone else must have written approval of the parent to see the file or to receive copies of information in the file.

Parents can review the child's file and challenge the validity of any record or report, or challenge the maintenance of information on file. Federal regulations give both natural parents access to their child's education records unless there is a court order, state statute, or legally binding document prohibiting access.

Detailed printed information about available special education services and programs and school district policies is available in all school buildings upon request. Any one interested should contact the Special Services Director or the building principal

Information and communications are in English, but will be provided in the native language or other mode of communication used by parents, if appropriate.

Enrollment Differences
Not significantly disproportionate.

Ethnicity Enrollment Differences
Not significantly disproportionate by race or ethnicity.

Exiting Statistics
Dunmore School District has implemented an intervention program to assist students with completing assignments and additional help through tutoring both during school and after hours. An alternative education program was implemented to support those students who are unable to function in a seven hour per day program.

24 P.S., §1306 and §1306.2 Placements

Facilities for Nonresident Students

Facility Name	Provider of Educational Services	# of Students Receiving Services as of Dec 1
St. Joseph's Center	Multi-Handicapped	1

Incarcerated Students Oversight

Dunmore School District does not have a detention center for incarcerated students in our jurisdiction.

Facilities for Incarcerated Students

Facility Name	Provider of Educational Services	# of Students Receiving Services as of Dec 1
No facility located in the Dunmore School District	No facility located in the Dunmore School District	0

Least Restrictive Environment 34 CFR §300.551

Ensuring Maximum Integration

Dunmore School District employs a significant number of paraprofessionals to assist students in the regular education classroom. The IEP team always considers the least restrictive environment as the first option. All special education students are mainstreamed to the maximum extent possible as deemed appropriate by their IEP team.

Supplementary Aids and Services

Service	Comment
Occupational Therapy (services provided by NEIU)	Students having difficulty with fine and gross motor skills are given in-school therapy on an itinerant basis.
Physical Therapy (services provided by NEIU)	Students with gross mobility difficulties are given in-school therapy on an itinerant basis.
DSP (Direct Service Providers) (services provided by outside organizations)	Scranton Counseling Center (SCC), Family Enrichment Center, and Youth Advocated Program, Inc. coordinate our DSP services as an accommodation for students with behavioral/emotional problems to remain in regular education settings. SCC also provides on-site therapy.
Speech/Hearing Therapy (services provided by the district and NEIU)	Dunmore School District employs a speech therapist and utilizes the services of the NEIU for additional speech, language, and hearing services provided on an itinerant basis.
ESL (English as a Second Language) Services (consortium with NEIU)	We participate in a consortium with NEIU to provide on-site English Language instruction to students whose first language is not English and are not proficient with the language.
Autism Support Class (services provided by district)	Students identified with Autism attend the Autism Support Class varying percentages of the school day, based on their individual needs and abilities.
Vision Therapy (services provided by district)	Students with severe vision impairments are given itinerant support with a vision therapist on-site.
Friendship House	In addition to offering services off-site, this organization offers on-

	site/in-school therapy for emotionally disturbed students.
Hearing-Impaired Services	Our district utilizes hearing-impaired support services from NEIU. Therapists provide itinerant services to students and make recommendations to classroom teachers. Interpreters are provided on an as-needed basis.
Learning Support Classrooms	Students with cognitive learning disabilities attend learning support classrooms for individualized academic instruction.
Itinerant Learning Support	Students with mild cognitive learning disabilities remain in the regular education classroom, but receive learning support on an itinerant basis.
Gifted Education	Students with exceptional academic abilities in a specific subject area receive enrichment for such within the regular classroom setting.

LRE Data Analysis

Personnel Development Activities:

Topic	LRE-Students with learning disabilities will demonstrate increased educational results in grades 3 - 8 and participation results in grade 11 as outlined in the Pennsylvania Academic Standards.

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
2008-09	PATTAN Staff, IU Staff, Higher Education Staff	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences, Study Groups, Distance Learning	We anticipate a 2% increase in the number of special education students participating in PSSA testing in 11th grade annually and special education students scoring proficient or above in PSSA testing in grades 3 - 8 annually.
2009-2010	PATTAN Staff, IU Staff, Higher Education Staff	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences, Study Groups, Distance Learning	We anticipate a 2% increase in the number of special education students participating in PSSA testing in 11th grade annually and special education students scoring proficient or above in PSSA testing in grades 3 - 8 annually.
2010-2011	PATTAN Staff, IU Staff, Higher Education Staff	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences, Study Groups,	We anticipate a 2% increase in the number of special education students participating in PSSA testing in 11th grade annually and special education students scoring

2011-2012	PATTAN Staff, IU Staff, Higher Education Staff	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences, Study Groups, Distance Learning	We anticipate a 2% increase in the number of special education students participating in PSSA testing in 11th grade annually and special education students scoring proficient or above in PSSA testing in grades 3 - 8 annually.
			Distance Learning	proficient or above in PSSA testing in grades 3 - 8 annually.

Least Restrictive Environment - Facilities

Facility Name	Type of Facility	Type of Service	# of Students Placed
Abington Heights High School	Neighboring School Districts	Autistic Support	1
Mid-Valley School District	Neighboring School Districts	Emotional Support/Partial Hospitalization	2
Valley View Elementary Center	Neighboring School Districts	Life Skills Support	1
Old Forge Elementary Center	Neighboring School Districts	Life Skills Support	1
Lourdesmont Day Treatment	Other	Emotional Support/Partial Hospitalization	1
Alternative Learning Center	Special Education Centers	Emotional Support	4
Jefferson Center	Special Education Centers	Autistic Support	1
Friendship House	Other	Emotional Support	4
St. Michael's School for Boys	Other	Emotional Support/Partial Hospitalization	1
Bethesda Day Treatment Center	Other	Emotional Support	2
South Scranton Intermediate School	Neighboring School Districts	Autistic Support	1
Carbondale Elementary Center	Neighboring School Districts	Autistic Support	1

Personnel Development for Improved Student Results

Technical Assistance and Training

Personnel Development Activities:

Topic	AYP-Students with learning disabilities will demonstrate increased educational results in grades 3 - 8 and participation results in grade 11 as outlined in the Pennsylvania Academic Standards.

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
2008-09	PATTAN Staff, IU Staff, Higher Education Staff	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences, Study Groups, Distance Learning	We anticipate a 2% increase in the number of special education students participating in PSSA testing in 11th grade annually and special education students scoring proficient or above in PSSA testing in grades 3 - 8 annually.
2009-2010	PATTAN Staff, IU Staff, Higher Education Staff	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences, Study Groups, Distance Learning	We anticipate a 2% increase in the number of special education students participating in PSSA testing in 11th grade annually and special education students scoring proficient or above in PSSA testing in grades 3 - 8 annually.
2010-2011	PATTAN Staff, IU Staff, Higher Education Staff	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences, Study Groups, Distance Learning	We anticipate a 2% increase in the number of special education students participating in PSSA testing in 11th grade annually and special education students scoring proficient or above in PSSA testing in grades 3 - 8 annually.
2011-2012	PATTAN Staff, IU Staff, Higher Education Staff	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences, Study Groups, Distance Learning	We anticipate a 2% increase in the number of special education students participating in PSSA testing in 11th grade annually and special education students scoring proficient or above in PSSA testing in grades 3 - 8 annually.

Topic	Participation-Students with disabilities in 11th grade will demonstrate increased participation results/rates as outlined in the Pennsylvania Academic Standards - AYP Targets.

Anticipated Training	Training Partners	Training Participants and Audience	Training Format	Evidence of Results

Dates				
2008-09	PATTAN Staff, IU Staff, Higher Education Staff	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences, Study Groups, Distance Learning	We anticipate a 2% increase in the number of special education students participating in 11th grade PSSA testing annually.
2009-2010	PATTAN Staff, IU Staff, Higher Education Staff	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences, Study Groups, Distance Learning	We anticipate a 2% increase in the number of special education students participating in 11th grade PSSA testing annually.
2010-2011	PATTAN Staff, IU Staff, Higher Education Staff	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences, Study Groups, Distance Learning	We anticipate a 2% increase in the number of special education students participating in 11th grade PSSA testing annually.
2011-2012	PATTAN Staff, IU Staff, Higher Education Staff	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences, Study Groups, Distance Learning	We anticipate a 2% increase in the number of special education students participating in 11th grade PSSA testing annually.

Topic	Proficiency-Students with learning disabilities will demonstrate increased educational results in academic areas as outlined in the Pennsylvania Academic Standards.

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
2008-2009	PATTAN Staff, IU Staff, Higher Education Staff	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences, Study Groups, Distance Learning	We anticipate a 2% increase in the number of special education students scoring proficient or above on PSSA testing in Reading, Mathematics, Writing, and Science annually.
2009-2010	PATTAN Staff, IU Staff, Higher Education Staff	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences, Study Groups, Distance Learning	We anticipate a 2% increase in the number of special education students scoring proficient or above on PSSA testing in Reading, Mathematics, Writing, and Science annually.

			On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences, Study Groups, Distance Learning	We anticipate a 2% increase in the number of special education students scoring proficient or above on PSSA testing in Reading, Mathematics, Writing, and Science annually.
2010-2011	PATTAN Staff, IU Staff, Higher Education Staff	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences, Study Groups, Distance Learning	We anticipate a 2% increase in the number of special education students scoring proficient or above on PSSA testing in Reading, Mathematics, Writing, and Science annually.
2011-2012	PATTAN Staff, IU Staff	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences, Study Groups, Distance Learning	We anticipate a 2% increase in the number of special education students scoring proficient or above on PSSA testing in Reading, Mathematics, Writing, and Science annually.

Personnel Development - PA NCLB Goal #1

Reflections:

Data View	Reflection Date	Reflection
AYP: Overview AYP: Data Table PSSA - Mathematics by Grade Level - All Students PSSA - Reading by Grade Level - All Students	4/1/2008	All schools and students, including all subgroups, in the Dunmore School District have consistently met all AYP targets on all grade levels since the 2004-05 school year (as depicted on the data charts).
		The AYP targets for PSSA Reading scores in the "Proficient" or higher performance level will increase from 54% to 63%. 5th grade Reading scores for 2007 were 69.9.
		PSSA Math scores for 5th grade increased 21.5% from 2005-06 to 2006-07 school years.
Organizational Resources Special Education Services Student Services	4/1/2008	Dunmore School District provides and/or offers access to a variety of resources to assist students' socio-emotional, developmental, physical/health, and academic needs.
		Student diversity has created the need for new and increased services that our school or the nearby surrounding communities may not offer. Students often have to bussed great distances to meet their special needs.
Dunmore School District 2006-07 School Report Enrollment by Ethnicity (Percentage) Special Education	4/1/2008	Dunmore School District's student race/ethnic population is growing, but does not have enough students at this time to comprise a "subgroup."
		100% of all Dunmore School District professional teaching staff is "highly qualified" as defined by the state of PA and the guidelines of "No Child Left Behind."

Personnel Development Activities:

Topic	Reading - Teachers will use differentiated instruction and scientific, research-based techniques within the classroom and all teachers and specialists will collaborate on such instruction to meet the needs of diverse learners.

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
Trainings will be on-going for the length of this plan.	PATTAN Staff, IU Staff	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences, Study Groups, Distance Learning	As a result of the differentiated instruction and use of research-based teaching learning techniques, we expect the amount of students scoring in the Advanced/Proficient category will increase by 2.5% each school year.

Topic	Math - Teachers will use differentiated instruction and scientific, research-based techniques within the classroom and all teachers and specialists will collaborate on such instruction to meet the needs of diverse learners.

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
Trainings will be on-going for the length of this plan.	PATTAN Staff, IU Staff	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences, Study Groups, Distance Learning	As a result of the differentiated instruction and use of research-based teaching learning techniques, we expect the amount of students scoring in the Advanced/Proficient category will increase by 2.5% each school year.

Personnel Development - PA NCLB Goal #3

Baseline Data:
All teachers and Para educators in the Dunmore School District are highly qualified as defined by the Pennsylvania Department of Education. All Special Education teachers have the appropriate certifications for the grade levels and/or subject areas they teach. Secondary teachers have completed the HOUSSE requirements for the subject area they teach or have passed the appropriate Praxis exam. Para-professionals attend trainings to attain Credential of Competency for Para-educators.

Autism - The elementary Autistic Support classroom offers supports in a language rich and structured environment. Within this room, children are afforded individualized opportunities designed to increase their functional communication. Multiple systems are incorporated to reduce inappropriate behaviors and the classroom is supported by the district's behavior specialist. Students are assessed using the Assessment of Basic Language and Literacy Skills (ABLLS). Programming is implemented using Verbal Behavior techniques. These techniques rely on behavioral principles of instruction. Support in the form of behavior training is available to teachers, paraprofessionals, and parents. Certification in passive restraint according to the CPI method is provided by NEIU 19. NEIU also provides training in Verbal Behavior to professionals working with Autism.   All autistic teachers will be trained in the Competent Learner Model.

Reflections:

Data View	Reflection Date	Reflection
Dunmore School District Staff Perceptual Data	4/14/2008	56% or less of teachers in each of the three district buildings feel teachers in this school communicate with each other to make student learning consistent across grades.
		92% or higher of all teachers surveyed feel learning can be fun.
		47 - 63% of teachers in each of the school buildings feel the vision for their school is clear and 40-63% feel the vision is shared.
		84-100% of teachers in each of the school buildings feel their school has a good public image.
Organizational Resources Special Education Services Student Services	4/1/2008	Dunmore School District provides and/or offers access to a variety of resources to assist students' socio-emotional, developmental, physical/health, and academic needs.
		Student diversity has created the need for new and increased services that our school or the nearby surrounding communities may not offer. Students often have to bussed great distances to meet their special needs.

Personnel Development Activities:

Topic	AUTISM: Students with disabilities will be provided services by an adequate supply of personnel with the knowledge and skills necessary to meet their needs

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
Trainings will be provided on an on-going, as-needed basis.	PATTAN Staff, IU Staff	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences, Study Groups, Distance Learning	As a result of hiring highly qualified staff and with continued professional development, we expect a 5% increase in the SPP targets of SSA scores for the special education subgroup.

Topic	ROLE OF PARAEDUCATOR/HIGHLY QUALIFIED TEACHER: Students with disabilities will be provided services by an adequate supply of personnel with the knowledge and skills necessary to meet their needs

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
Training will be provided on an	PATTAN Staff, IU	Parent, New Staff, Paraprofessional,	On-site Training with Guided	As a result of hiring highly qualified staff

on-going, as-needed basis.	Staff	Instructional Staff, Administrative Staff, Related Service Personnel	Practice, Workshops with Joint Planning Periods, Conferences, Study Groups, Distance Learning	and with continued professional development, we expect a 5% increase in the SPP targets of SSA scores for the special education subgroup.

Personnel Development - PA NCLB Goal #5

Baseline Data:
A team of special educators will attend training provided by NEIU and PaTTan on indicator 13. These educators will then provide turnaround training for the staff who service students of transition age (14-21 years). All members of the IEP teams for these students will be provided professional development on transition issues. Students participate in pre-postsecondary education, employment, and community-based activities, which include pre-college experience at Penn State Worthington Campus (PAWS), job-shadowing experiences at various large local employers (JOSH's Day) and community living programs (Victory Village). Our students who attend the Career Tech Center will be offered a co-op experience in their senior year.

Reflections:

Data View	Reflection Date	Reflection
1st Grade DIBELS Scores 2006-2007 2nd Grade DIBELS 2006-07 3rd Grade DIBELS 2006-07 Kindergarten DIBELS Scores 2006-2007	4/15/2008	At the end of the school year, 84% of Kindergarten Students were "Low Risk" in Letter Naming Fluency; 85% were "Established" in Phoneme Segmentation, and 77% were Low Risk in "Nonsense Word Fluency."
		84% of students in 2nd Grade were "Low Risk" in the middle of the year and only 77% were "Low Risk" at the end of the year.
		At the end of the school year, first grade students had 89% "Established" in Phoneme Segmentation; 75% "Established" in Nonsense Word Fluency; and 88% at "Low Risk" in Oral Reading Fluency.
		64% of third grade students were "Low Risk" in Oral Reading Fluency.
AYP: Overview AYP: Data Table PSSA - Mathematics by Grade Level - All Students PSSA - Reading by Grade Level - All Students	4/1/2008	All schools and students, including all subgroups, in the Dunmore School District have consistently met all AYP targets on all grade levels since the 2004-05 school year (as depicted on the data charts).
		The AYP targets for PSSA Reading scores in the "Proficient" or higher performance level will increase from 54% to 63%. 5th grade Reading scores for 2007 were 69.9.
		PSSA Math scores for 5th grade increased 21.5% from 2005-06 to 2006-07 school years.
Organizational Resources Special Education	4/1/2008	Dunmore School District provides and/or offers access to a variety of resources to assist students' socio-emotional, developmental, physical/health, and academic needs.

Services Student Services		Student diversity has created the need for new and increased services that our school or the nearby surrounding communities may not offer. Students often have to bussed great distances to meet their special needs.
Dunmore School District 2006-07 School Report Enrollment by Ethnicity (Percentage) Special Education	4/1/2008	Dunmore School District's student race/ethnic population is growing, but does not have enough students at this time to comprise a "subgroup."
		100% of all Dunmore School District professional teaching staff is "highly qualified" as defined by the state of PA and the guidelines of "No Child Left Behind."

Personnel Development Activities:

Topic	TRANSITION: Students with disabilities will demonstrate increased ability to successfully make the transitions to school age programs, to work, to post-secondary education and/or adult

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
Training will be provided on an on-going, as-needed basis.	PATTAN Staff, IU Staff	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Conferences	100% of transition-age students will receive a comprehensive transition plan.

Behavior Support Services

Summarized School District Policy:

Special education students are educated within district-operated classrooms in least-restrictive environments. As mandated, we operate following state guidelines and regulations for safe and drug-free schools. We currently employ an SRO funded with grant money as well as a drug and alcohol counselor. We have a crisis manual and conduct drills on a regular basis. We offer off-site emotional support classes to students in all grades. These classes provide various levels and degrees of behavioral support based on students' needs. The district promotes teaching/learning practices in the areas of classroom management by providing on-going training to teachers, administrators, and other support staff. Teachers, paraprofessionals, and administrators in high-risk classrooms are trained in Safe Crisis Management with re-certification at least every two years. The district utilizes the resources of local agencies for services to meet the needs of our students with mental health issues.

Reflections:

Data View	Reflection Date	Reflection
AYP: Overview AYP: Data Table PSSA - Mathematics by Grade Level - All Students PSSA - Reading by Grade Level - All Students	4/1/2008	All schools and students, including all subgroups, in the Dunmore School District have consistently met all AYP targets on all grade levels since the 2004-05 school year (as depicted on the data charts).
		The AYP targets for PSSA Reading scores in the "Proficient" or higher performance level will increase from 54% to 63%. 5th grade Reading scores for 2007 were 69.9.
		PSSA Math scores for 5th grade increased 21.5% from 2005-06 to 2006-07 school years.

		Dunmore School District provides and/or offers access to a variety of resources to assist students' socio-emotional, developmental, physical/health, and academic needs.
Organizational Resources Special Education Services Student Services	4/1/2008	Student diversity has created the need for new and increased services that our school or the nearby surrounding communities may not offer. Students often have to bussed great distances to meet their special needs.
Dunmore School District 2006-07 School Report Enrollment by Ethnicity (Percentage) Special Education	4/1/2008	Dunmore School District's student race/ethnic population is growing, but does not have enough students at this time to comprise a "subgroup."
		100% of all Dunmore School District professional teaching staff are "highly qualified" as defined by the state of PA and the guidelines of "No Child Left Behind."

Personnel Development Activities:

Topic	Positive Behavioral Supports-Students with disabilities will interact with others in school environments in an effective manner so as not to impede their learning or the learning of others.

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
2008-09	PATTAN Staff, IU Staff, Higher Education Staff	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences, Study Groups, Distance Learning	Professional development in the area of utilizing appropriate behavioral interventions will be delivered to staff on an on-going basis. This instruction to staff will also help individuals to maintain certification/highly qualified status. As a result of appropriate behavioral interventions used by staff, we anticipate the suspension and expulsion rate for students with IEPs will decrease by 1% annually. In addition, we anticipate the number of students identified as emotionally disturbed will remain at or below state average.

Topic	School-based Behavioral Health - all teachers, particularly those working with students who act-out, will be trained in behavior management and how to implement a school-wide behavior policy.

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
Training will	PATTAN	Parent, New Staff,	On-site Training	Upon completion and

| be provided on an on-going, as-needed basis. | Staff, IU Staff | Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel | with Guided Practice, Workshops with Joint Planning Periods, Conferences, Study Groups, Distance Learning | implementation of a district-wide behavior policy, the district projects a 2% decrease in discipline referrals and a 2% decrease in referrals for emotional support placement. The district also projects a 2% increase in participation in the general education curriculum as measured by Penndata percentages. |

| Topic | De-escalation Techniques - all staff dealing with autistic children will be trained in de-escalation techniques. |

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
Training will be provided on an on-going and as-needed basis.	PATTAN Staff, IU Staff	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences, Study Groups, Distance Learning	In conjunction with other "Behavior Support Services," Dunmore School District anticipates a 5% decrease in the number of physical restraints necessary to maintain student safety.

Interagency Collaboration (11 P.S. §875.304)

Ensuring FAPE/Hard to Place Students

Dunmore School District utilizes Tri-County Human Services Elementary and Partial Hospitalization Programs to support students with severe emotional disturbances. For those children requiring a center based program, Dunmore School District contracts services with NEIU #19, Friendship House, Bethesda Day Treatment, and St. Michael's School for Boys, and Lourdesmont. Dunmore School District accesses the services of our local Interagency Team whenever we have difficulty in determining an appropriate placement for one of our students. Although used as a last resort, we find this service to be highly effective. Dunmore School District also utilizes an evening Alterative Education program serviced by NEIU #19 for those students not suitable to function in a full-day program. A difficulty that has recently arisen is: Mental health agencies, psychologists, psychiatrists, and medical doctors are wiring prescriptions for students to receive homebound instruction for mental health diagnosis. The District is providing homebound instruction, reporting to PDE, and discussing issues with state and local agencies.

Local Continuum of Supports and Services

The Northeast Educational Intermediate Unit serves as the primary resource in partnership with local education agencies, working to meet students service/program needs. In addition, the NEIU regional consultants collaborate with BSE and DPW, as needed, to provide a free appropriate public education (FAPE) to students with disabilities. Working collaboratively with the Base Service Units, Children and Youth, Juvenile Probation, CCBHO, Friendship House, the Jefferson Center, Alternative Learning, and Lourdesmont, the Dunmore School Districts has a range of

options available for students who may be deemed inappropriate for the neighborhood school. Dunmore School District often convenes Intensive Interagency Teams together to insure appropriate placement

Through the Intensive Interagency progress and the LEA meetings at the NEIU, the Dunmore School District has the opportunity to engage and encourage cross system communication regarding educational placement options.

Professional development services are offered through the Intermediate Unit on site and at our campus for district-wide trainings to facilitate continued educational growth of all staff members in the areas of Leadership, Special Education Law, Progress Monitoring, RTI, and Interagency Collaboration as well as programs based on local need, state initiatives, and strategic planning needs assessments.

The majority of Dunmore School District utilizes the services of the Intensive Interagency progress, which allows interagency collaboration of access programs outside of the Dunmore School District. These include school based mental health programs, center based mental health programs, and center-based programs for low incidence exceptionalities. Dunmore School District is involved in treatment meetings, discharge planning, and interagency collaboration throughout the education of students outside of our district.

Expansion of Continuum of Supports and Services

Through the Intensive Interagency process and the LEA meetings at the IU, the Dunmore School District will continue to engage and encourage cross system communication regarding educational placement options. Professional development services are offered through the Intermediate Unit on site and at our campus for district-wide trainings to facilitate continued educational growth of all staff members in the areas of Leadership, Special Education Law, Progress Monitoring, RTI, and Interagency Collaboration as well as programs based on local need, state initiatives, and strategic planning needs assessments.

The Dunmore School District will continue to utilize the services of the Intensive Interagency process which allows interagency collaboration of access programs outside of the Dunmore School District. These include school-based mental health programs, center-based mental health programs, and center-based programs for low incidence exceptionalities. The Dunmore School District is, and will continue to be, involved in treatment meetings, discharge planning, and interagency collaboration throughout the education of students outside of our district.

Program Profile

ID	OPR	Location / Building Name	Bldg Grade	Bldg Type	Type of Support	Type of Service	Low Age	High Age	Case load	Tchr FTE
N	SD	Dunmore Elementary Center	E	GE	I	AS	5	6	2	1.0
-	SD	Dunmore Elem Center	E	GE	PT	LS	5	7	12	1.0
-	SD	Dunmore Elementary Center	E	GE	I	SLS	5	8	60	1.0
-	SD	Dunmore Elementary Center	E	GE	R	LS	9	12	19	1.0
-	SD	Dunmore Elementary Center	E	GE	I	LS	9	12	31	1.0
-	SD	Dunmore	E	GE	I	LS	10	12	15	1.0

ID	OPR	School								FTE
		Elementary Center								
-	C	Dunmore Middle School	M	GE	I	LS	11	13	7	1.0
-	C	Dunmore Middle School	E	GE	R	LS	11	13	6	1.0
-	C	Dunmore High School	E	GE	R	LS	13	15	19	1.0
-	C	Dunmore High School	E	GE	I	LS	13	15	10	1.0
-	C	Dunmore High School	E	GE	R	LS	16	18	20	1.0
-	C	Dunmore High School	E	GE	I	LS	15	18	35	1.0
-	IU	Dunmore Elementary Center	E	GE	FT	MDS	14	17	7	1.00
-	IU	Dunmore Elementary Center	E	GE	I	DHIS	10	10	1	0.24
-	IU	Dunmore Elementary Center	E	GE	I	BVIS	10	12	1	0.15
-	IU	Dunmore Elementary Center	E	GE	I	SLS	8	10	10	0.35
-	IU	Dunmore All Buildings	E	GE	I	ES	12	14	20	0.15
-	IU	Dunmore Elementary Center	E	GE	FT	MDS	10	12	8	1.0

Support Staff (District)

School District: Dunmore SD

ID	OPR	Title	Location	FTE
-	SD	Speech Therapist	Multiple Sites	1.00
-	SD	Guidance Counselor	Multiple Sites	4.00
-	SD	School Psychologist	Multiple Sites	1.00
-	SD	Supervisor	Multiple Sites	1.00
-	C			0.00
-	C			0.00
-	C			0.00
-	C			0.00

Contracted Support Services

ID	IU / Agency	Title / Service	Amount of Time per Week
-	NEIU #19	Speech Therapy	1 Days
-	NEIU #19	Vision Therapy	17 Hours
-	NEIU #19	Occupational Therapy	1 Days

-	NEIU #19	Hearing Impaired Therapy	17 Hours
-			Minutes

ASSURANCE FOR THE OPERATION OF SPECIAL EDUCATION SERVICES AND PROGRAMS

School Years: 2008 - 2011

The Dunmore SD within Northeastern Educational IU 19 assures that the school district will comply with the requirements of 22 PA Code Chapter 14 and with the policies and procedures of PDE. PDE will specify, in writing, policies and procedures to be followed. Requests for any deviations from these regulations, standards, policies, and procedures must be made in writing to PDE. The school district understands that special education reports will be approved by PDE in accordance with the following criteria as set forth in 22 Pa. School Code Â§14.104:

1. There are a full range of services, programs and alternative placements available to the school district for placement and implementation of the special education programs in the school district.
2. The school district has adopted a child find system to locate, identify and evaluate young children and children who are thought to be a child with a disability eligible for special education residing within the school district's jurisdiction. Child find data is collected, maintained, and used in decision-making. Child find process and procedures are evaluated for its effectiveness. The school district implements mechanisms to disseminate child find information to the public, organizations, agencies, and individuals on at least an annual basis.
3. The school district has adopted policies and procedures that assure that students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.
4. The school district will comply with the PA Department of Education, Bureau of Special Education's report revision notice process.
5. The school district follows the state and federal guidelines for participation of students with disabilities in state and district-wide assessments including the determination of participation, the need for accommodations, and the methods of assessing students for whom regular assessment is not appropriate.
6. The school district assures the Pennsylvania Department of Education that funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

This assurance must be signed by the School Board President and the Superintendent for the school district to operate services and programs.

_____ _____   _____ _____
Board President   **Date**   **Superintendent**   **Date**

Pennsylvania Department of Education

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

Student Services Report
Wednesday, August 27, 2008

Entity: Dunmore SD
Address: 300 W Warren St
Dunmore, PA 18512-1992
Phone: (570) 343-2110
Contact Name: Richard McDonald

Organization Description

The Dunmore School District organizational structure is comprised of two school buildings - the Dunmore Elementary Center and the Dunmore Junior-Senior High School, which also houses a separate Middle School Program. The total school enrollment is 1703 students.

The Dunmore Elementary Center provides instruction for students in grades Kindergarten through Sixth Grade. The Center has 53 Faculty Members and 835 Students, with one Principal and one Assistant to the Principal, who also serves as the District's Special Education Director. One full-time Certified School Nurse serves the Elementary Center. The Building is fully equipped and provides for a full range of educational opportunities. In addition to traditional classrooms, the Elementary Center provides Special Subject Teachers that include Library, Physical Education, Music, Art, Technology Education, Instructional Support, Reading Specialists, Gifted, Adapted Physical Education, and Guidance support.

The Middle School located in the Dunmore Junior-Senior High School has 235 Students with one Principal, 16 Faculty members, and one full time Guidance Counselor. A Certified School Nurse serves both the Middle School and the High School. Special subject area teachers include: Library Science, Health and Physical Education, Art, Music, Computer and Technology Education, Consumer Science, Psychology and Sociology, and Instructional Support.

The Dunmore High School has 41 faculty members that provide instruction to 603 students. The school has one Principal and one Assistant Principal, two full time Guidance Counselors, and a Certified School Nurse who serves both the Middle School and the High School. In addition to the core curriculum subjects, the High School also offers numerous special subject area classes as well as selective electives.

The Planned Courses of Instruction and Assessment are coordinated with the requirements of Chapter 4. The District benchmarks and assessments have been aligned with the Pennsylvania Academic Standards and Assessment Anchors. Monitoring of Programs is done at each level as part of an on-going Curriculum and Instruction Review Cycle.

The District has maintained a plan of continuous upgrading and modernizing of facilities. This includes the complete renovation of the Junior-Senior High School in 2001 as well as complete renovation of outdoor recreational and athletic facilities in 2004.

Core Purpose
Mission

The mission of the Dunmore School District is to provide every student equal opportunity to acquire knowledge and develop skills necessary to become well-rounded, productive members of an ever-changing society.

Vision

The vision of the Dunmore School District is to foster a safe learning environment conducive to the development of students' individual academic, social/emotional, cultural, and physical needs. This will be achieved through the following: professional development; a rigorous curriculum; collaboration with local business and community members; parental involvement for learning; and responsible fiscal management.

 The administration, teaching, and support staff will keep abreast of current effective, research-based educational methods and resources, state and federal mandates, and the latest educational technology through on-going professional development/training. School administrators and teaching staff will form an alliance with parents for a home/school connection to further reinforce concepts and skills students learn at school.

Students will experience a wide variety of courses, teaching/learning techniques and integrated technology aligned with state academic standards, extracurricular activities, and support services to address their individual needs. Students will be afforded opportunities to independently and cooperatively solve problems to develop critical thinking skills, mutual respect for others, and the confidence necessary for being competitive in an ever-changing, global society.

The Dunmore School District will work in conjunction with local business and community members and colleges to stay current on technological advances and the types of knowledge and skills students will need to be competitive in higher education and/or the workplace.   Healthcare and public service professionals will advise staff and students on personal health and safety issues and school security.

Shared Values

- All children are capable of learning.
- Children learn at varying degrees of time and achievement levels.
- Each student is a special person and deserves to be treated with respect and a sense of worth.
- Parents are students first and most important teachers they have and will ever have in their lifetime.
- Partnerships with parents will allow for optimal academic and personal development of children.
- Business and Community members are an invaluable resource for providing input on instructional content and selection of resources.

Current Student Services

Service	Comment
Child Study Team	Students in grades K-12 who have physical, social, emotional/behavioral, and academic deficiencies are referred to our in-house child study team by teachers. The team is comprised of various specialists/teachers in the district who meet regularly to analyze the students' issues, collect information on the referred students, and make further recommendations for services.
SAP (Student Assistance Program)	Students may make self- or peer- referrals for assistance with various social and emotional issues. The SAP and/or Guidance counselor enables students to develop skills necessary for dealing with such issues. The SAP counselor may seek in-house and other community organizational resources to assist students.
SAP Support Group	If the SAP and/or Guidance Counselors can identify a common need/issue among students, they may form a support group for students to share their concerns/commonalities
Anti-Bullying Program	The school district adopted an anti-bullying policy in grades K-12. The guidance counselor in grades K-6 gives pro-active presentations to students, including role-playing demonstrations. Our school-based resource officer enforces this in all grades and gives presentations to parents and students.
Peer Mediation	Teachers and Guidance Counselor choose students to be trained as mediators to assist other students/peers with social issues in grades 4 - 6.
ELF (Elementary Lessons in Feelings)	This program in an on-site, itinerant program provided by Lackawanna County to provide emotional support to students in grades 4 - 6 who have been exposed to adults who abuse drugs and alcohol.
D.A.R.E. (Drug Abuse Resistance Education)	Our school-based resource officer conducts a comprehensive training program with students in 5th grade for resisting drug use. Students pledge not to use drugs. They are awarded prizes for their participation and a

	community graduation from the program is held.
T.A.T.U. (Teens Against Corporate Tobacco Use)	Students in grades 9 - 12 receive instruction and complete projects in this program. TATU is proactive and reactive to preventing students from any type of tobacco use.
SADD (Students Against Destructive Decisions)	Students are made aware of the harmful effects of drinking and driving through media and other materials. Students sign a contract pledging not to drive under the influence of alcohol.
Peer Tutoring	Students in grades 9 - 12 volunteer and/or are referred to tutor their peers in various academic subjects during study or rotational periods.
Psychological Testing	The district employs a school psychologist who conducts psychological testing for students in grades K-12 based on the findings/recommendations of the Child Study Team.
After-School Tutoring	Students in grades 3 - 11 are offered after-school tutoring in Reading/Language Arts and Math based on the results of standardized testing.
Title I Remedial Reading & Math Programs	Students in grades 1-6 are offered remedial Reading/Language Arts and Math based on the results of standardized testing.
Homebound Instruction	The Board shall provide, pursuant to rules of the State Board of Education, individual instruction to student confined to home or hospital for physical disability, illness or injury; or when such confinement is recommended for psychological or psychiatric reasons.
Mandated Health Screenings	The district provides mandated health screenings to all students (vision, hearing, scoliosis, body mass index, dental, and physical exams.)

Needs Assessment

Guidance Services Needs Assessment:

1. Transportation is an ongoing issue for our district's E.S.L. population, specifically in the elementary level. Grades 7-12 students currently utilize the same school bus as a means of their transportation. Lack of separate busing for younger students presents a concern due to the inappropriateness of having elementary children riding a bus with high school students. The E.S.L. population has been growing exponentially with indication that this trend will continue.

2. Funding for school-based services is strained on the side of the agency providing the service and also on the school district side. Continued funding and upgrading of services and the addition of more services would be well served in this school community.

3. Student Assistance Program training is needed at the elementary level. Currently the Multi-Disciplinary Team utilized at the elementary center works in a similar system as the SAP program.

4. Response-To-Intervention training is needed at a district-wide level to better prepare and educate teachers in the pre-referral process for psycho-educational testing. Providing teachers with additional knowledge regarding R.T.I. would allow for better collaboration and insight.
- Intervention and Recommendations: Scientifically-based intervention is recommended based on student need, the interventions are implemented, and progress monitoring data are collected and reviewed to evaluate student progress. If a student does not demonstrate growth, a referral for more intensive intervention is made either within the district through a special education or 504 accommodation referral or through community-based partnerships.

5. There is need for a 504 plan and Gifted Coordinator to specifically be assigned to overview cases of 504 and Gifted students in the district. 504 plan responsibilities are drawing direct service time away

from students serviced by guidance counselors.

School Psychologist Needs Assessment:

Psychology needs for the district are as follows:

1. screening of all incoming kindergarten students to identify those at-risk for academic difficulty and/or speech and language issues;

2. universal screening of all students' oral reading fluency skills in kindergarten through grade 8;

3. a school-wide behavior management plan, a policy for 504 referral and evaluation;

4. in-depth training for all staff in the Response to Intervention model, along with a plan for implementation of RtI;

5. a more comprehensive system for the delivery of gifted education.

Student Needs Assessment in the Health Program:

1. There is a need for health teaching across the curriculum that addresses of health promotion and disease prevention.

2. Nutrition classes should be provided to assist students in learning how to make healthy food choices when they are not in school.

3. Increase in intramural activities and physical activities to promote health and decrease adolescent obesity.

4. There is a great need for supplementary on site school counselors. Many young students bring to school anxiety and emotional issues which affect their ability to learn in the classroom.

5. School-Based Health Clinic-would be very beneficial as children are frequently sent to school with illness that should be seen by a health care professional. Hence the school becomes a medium for many communicable diseases that are left untreated due to parents working or financially strained.

6. HIV/AIDS education has ended due to funding. This program provided instruction and education on the risks and prevention of acquiring HIV.

7. Education for boys to address puberty and life changes and general hygiene and wellness education.

8. An introduction to sex education to students to prevent the spread of sexually transmitted diseases and pregnancy.

9. Additional health care professionals are needed i.e. LPN, /RN, or CSN to assist the school nurse with the vast amount of students needing health care in the school setting.

Action Plan - Narratives
Developmental Services

Guidance:

The mission of the Dunmore Guidance Department is to foster the physical well-being, personal/social development, as well as to promote the educational and career development of all students. The relationships among counselors, parents, teachers, administrators, students and the community are vitally important to this mission.

The guidance curriculum aligns itself with the Academic Standards for Career Education and Work (PA Department of Education 22 PA Code Chapter 4 — Appendix E -#006-296). To meet the individual needs of all students, we provide a wide range of programs to meet the needs of students on all levels of development. We prepare students to work successfully and cooperatively with others and appreciate diversity. Additionally, we establish programs which support ethical and caring attitudes. We train administrators and teachers to update their skills for a changing population. We use existing community programs to avoid duplication of services and to maximize resources. We provide comprehensive and innovative class scheduling options to improve accessibility and timely program and degree completion. We identify key skills necessary for employment and incorporate them across the curriculum.

School Psychologist:

 The school psychologist at the Dunmore School District is devoted to promoting the success of all students. The school psychologist participates on administrative and building-level teams evaluating learning environment and school climate. The teams work to develop educational and intervention services. The school psychologist is committed to prevention, thus recognizing the importance of implementing school-wide behavior management plans, social skills education, and pre-referral interventions for those at risk for academic failure. The school psychologist helps to evaluate the effectiveness of academic progress, behavior management systems, and other services.

Nursing:

   --Health Curriculum and Wellness Programs

Health Curriculum is addressed in grade K-12.

   --**Wellness Programs**

The Dunmore School District follows the wellness policy approved by the Department of Education and the school board. The goal of this policy is to increase physical activity on all grade levels and to monitor healthy eating within the school setting.

Health-promoting programs are provided to high school students. The students are involved in heart saving classes —CPR, physical fitness competitions, and programs which promote healthy behavior decision making, such as the Teenagers Against Corporate Tobacco and Teenagers Against Tobacco Use (TACT-TATU) programs.

Programs for behavior modification include Students Against Destructive Decisions (SADD) and the Save Our Students program (SOS).

Elementary students are involved in a drug resistance program (DARE), HIV/AID'S education and other educational presentations on an as needed basis.

Community agencies provide wellness presentations to the students on all grade levels, such as

diabetic education with intramural walking and physical activities before school. National Night Out is a program, sponsored by the Dunmore Police and Fire Departments, which disseminates important safety information to students and parents.

--Monitor/Ensure Health of Students and Staff

Each building has one certified school nurse to provide health services.

The district monitors and assesses student health issues by identifying those at risk. When necessary, medical professionals are solicited to educate students and/or faculty regarding health concerns, i.e., health concerns of faculty regarding students with Community Acquired Methicillin Resistant Staph Infections (CAMRSA).

Nursing services are provided to all staff on an as needed basis and through referrals, as necessary. The school district is in compliance with the department of health and continues to monitor students' health progress with mandatory health physical exams in grades one, six, and eleven.

The school district works closely with the department of health and pediatric physicians to help identify current health concerns in the community and school district.

--Disaster and Emergency Preparedness

All school nurses are CPR —BLS certified and each school houses two Automatic External Defibrillators (AEDs)

The school district provides the mandated amount of fire drills.

The school district has a crisis management plan, weather disaster, and bus evacuation drills. Each of the plans/drills are practiced annually with students. Ongoing education is provided to nursing and faculty with regard to Emergency Preparedness.

--Compliance with Health Requirements

The district provides mandated health screenings to all students (vision, hearing, scoliosis, body mass index, dental, and physical exams).

The school district complies with the regulation and reporting of communicable diseases as the need arises. All students are monitored for state immunization requirements.

Diagnostic, Intervention and Referral Services
Guidance:

--**Responsive Services**
The Dunmore School District's comprehensive school counseling program addresses the immediate needs and concerns of students. Responsive services are available to all students and incorporate both direct and indirect services. They may range from early intervention to crisis response to meet student needs. Responsive services are planned and goal-focused.

Counselors have special training to respond to the needs and concerns of students. The cooperation and support of the entire staff are necessary to address student needs. Students may self-refer or be referred for counseling services by peers, parents or school staff. There are four methods of service delivery in responsive services. Those methods are: (1) consultation, (2) individual and group counseling, (3) crisis counseling, (4) referrals.

Conferences with students receive first consideration of the counselor's time and are scheduled

whenever necessary. Individual counseling is a direct service in which a counselor sees a student on a one-on-one basis. Students may seek counseling or the counselor may choose to identify students to serve who are considered high priority due to personal or academic issues. If a student is in need of more intensive counseling, then a referral is made to the appropriate agency. A release of information will be obtained so the school counselor and the agency counselor can work collaboratively for the benefit of the student. The school counselor will continue to monitor the student in collaboration with the referred service provider.

--Group Counseling
Small group counseling is conducted primarily as a remedial means of addressing specific issues. The need for a counseling group is determined by collaboration between the counselor(s), administrators, teachers and parents. The counselor selects group members whose needs and goals are compatible with the goals of the group.
Small groups may consist of 6-12 students meeting for 8-12 sessions, as needed. Counselors work with teachers in scheduling the group so the students' removal from the classroom is kept to a minimum. Counselors follow the ethical and legal guidelines in providing group counseling services.

Small group counseling allows students to develop insight into themselves as well as others. It provides an effective and efficient way to deal with developmental and situational issues. The groups created by the counselor deal with personal and interpersonal concerns. There are three types of group approaches, which are: (1) Crisis-Centered Groups; (2) Problem-Centered Groups; and (3) Growth-Centered Groups.

The types of groups that could be formed under any of these approaches are, but not limited to, the following:
 1) Social skills
 2) Problem solving/ decision making
 3) Study skills
 4) Anger management
 5) Grief and loss
 6) Divorce
 7) Teen/Parent Support System
 8) Healthy Relationships
 9) Illness
10) Self Esteem
11) Stress Management
12) Conflict Resolution
13) Drug/Alcohol Insight
14) Drug/Alcohol Aftercare
15) Tobacco Cessation
16) Children Coping with Chemical Abuse in their Families

Crisis Counseling is usually temporary in nature and is provided to students and families who are facing emergency situations. Counseling in a time of emergency includes prevention, intervention and follow-up. Referrals to community agencies are made when appropriate. School counselors are important members of a school district's crisis intervention team.

School Psychologist:

The school psychologist is a member of each building's Child Study Team, a.k.a. Multi-disciplinary Team (MDT). The team discusses students who demonstrate academic, emotional, and/or behavioral needs and attempts to guide staff in implementation of scientifically-based academic and behavioral interventions during the pre-referral process. When pre-referral interventions are unsuccessful, a referral is made to the school psychologist for further diagnostic assessment. The multidisciplinary team is asked to provide input to the school psychologist during this process, including background information and current classroom performance. The school psychologist provides a variety of assessment services including evaluation of cognitive, academic, behavioral,

and emotional strengths and needs. Upon completion of the evaluation, recommendations are made regarding eligibility for special education services, other support services, and/or classroom accommodations. The student's educational team and parents review the ER and, when needed, an IEP is developed and implemented. The school psychologist is available to provide teachers and related service providers with consultation and training regarding the development of individual goals and progress monitoring data collection and review.

Nursing:

The school district provides nursing care for actual or potential health problems, such as injuries and acute and chronic illnesses. Students with diabetes, asthma, allergies, and other health problems are monitored and referred for additional health care as needed.

The school district provides emergency care to students and faculty and works closely with the ambulance and local hospital personnel.

Medication is administered following approved school board protocol. Over-the-counter and prescription medications require a primary care provider order and parent signature.

Safety measures on medications include storing medication in a locked cabinet. Students with permission are allowed to carry inhalers and self-administer when needed. A certified school nurse dispenses administrations of medications.

Consultation and Coordination Services

Guidance:

System Support

System support consists of all the management activities that establish, maintain and enhance the total school counseling program. Counselors use their leadership and advocacy skills to promote: (1) professional development; (2) consultation, collaboration and teaming; and (3) program management and operation.

Professional Development is on-going for the purpose of updating and sharing the counselor's professional knowledge and skills. Responsibility under this area includes:
(1) In-service training for counselors to promote professional development, as well as update skills in curriculum development, developmental issues, effective teacher training, trauma issues, technology and data analysis, etc. Counselors provide instruction on school counseling curriculum or other concerns to the school staff or community.
(2) Professional association membership assists counselors in maintaining their level of competence. (American School Counselor Association, etc.)
(3) Post-graduate education helps to maintain and improve levels of competence by attending courses, conferences and meetings related to the counseling field.

Consultation, collaboration, and teaming provide opportunities for counselors to receive information on the emerging needs of students and to provide important contributions to the school system which are in the best interest of our students. Relative activities include, but are not limited to:
(1) Consultation with parent(s)/guardian(s), teachers, administrators, and community experts -- Activities would include Parent/teacher conferences, open house, Student Assistance Team, Junior Parent's Night , Financial Aid Night, and other meetings, etc.
(2) Partnering with staff, parent(s)/guardian(s) and community relations -- Counselors orient staff, parents and community businesses and organizations to the varying needs of the school population, as well as the school counseling program itself. They share information and opportunities through partnerships, newsletters, local media, presentations, training, etc.

(3) Community outreach -- Counselors are knowledgeable of community resources for referral agencies, employment opportunities and labor market information.

Program management and operations include the planning and management tasks that are necessary to support activities conducted in the school counseling program.
(1) Management activities include creating and utilizing a budget, accessing facilities, assessment, and recommendation of services
(2) Data analysis, such as student achievement, counseling program-related data, activity outcomes, testing scores, and gaps in services, etc.

All system support service activities support other programs, and possess an accountability component for measuring the success or further needs of the district. It also provides us vital information to be able to write grants for funding to meet the needs of students in our school district.

School Psychologist:

The district's school psychologist is available to provide a variety of consultation and coordination to support the Dunmore School District's instructional goals. Realizing that it is important to help others understand child development and how it affects learning and behavior, the school psychologist is able to give healthy and effective alternatives to teachers, parents, and administrators about problems in learning and behavior. The school psychologist works collaboratively with parents, teachers, guidance counselors, and administrators to coordinate intensive intervention both within and outside of the district. Intensive intervention services may include referral to alternative district placements, outside educational placement, or community health care professionals.

Nursing Services:

-Care and Case Management for children with chronic health problems

Students' health needs are assessed through health surveys completed by parents.

Yearly health information is obtained from parents via letters and completion of emergency cards.

Communication is ongoing with parents of students with health concerns. Written care plans are developed for interventions that may be needed during the school day.

-Identification of health needs

Individual letters are mailed each school year to update students' vital information. Faculty monitor students and address health concerns with school nurse.

Parent handbooks are distributed addressing the health services provided and parent responsibility of reporting health concerns, to better meet the needs of each child.

The school nurse is in frequent contact with parents of students that have chronic health conditions and provides education and referrals to community agencies and/or physicians.

Student Assistance Program

Developmental Services

In collaboration with administration, guidance, and faculty, the Dunmore School District provides developmental pre-arranged services to students who have issues regarding academics, emotional, social and environmental needs that exceed beyond everyday occurrence.

A few of these problems noted are: truancy issues, environmental issues, mental health/behavioral issues, parenting/pregnancy issues, self-advocacy/self-esteem issues, peer relationships, and anger management.

Intervention, Referral, and Diagnostics

In the event that a teacher notices atypical behavior(s) in a student, that exceed beyond the students usual behavior, the teacher will bring it to the attention of administration, guidance or The Student Assistance Team.

Depending on the needs of the student, and the severity of the problem, the following course of action will take place:

--Collaboration with the teacher to identify the behaviors of concern

* Develop a data collection plan that will determine when and how

frequently these behaviors occur and whether or not the behaviors

impede academic success

--Collect the data

--Compile the results

--Decide on an action plan that best suits students' needs.

--Parental Involvement is discussed and implemented.

--Intervention is in place

--Follow through on a collaborated plan

--Modify the plan as needed

--Provide a "follow up" plan

Parental/Guardian permission is requested if the student is referred to mental health services, drug and alcohol prevention services, or small group support services. Assessment and intake screenings are completed. Recommendations to the team are discussed.

If abuse or neglect is obvious and the student is at impending risk, the child is referred without parental consent. **CONFIDENTIALITY IS DISCUSSED AND STRICTLY ENFORCED**.

Interagency Services

If treatment is determined to be ongoing the following services are recommended:

--Private counseling

--Referral to the school district's Base Service Unit-(Scranton Counseling Center)

--Referral to Lackawanna County Commission on Drug and Alcohol Services

--Recommendation to the Drug and Alcohol Treatment Center

--DARE Program

--Children and Youth of Lackawanna County

--United Neighborhood Services of Lackawanna County

--Lackawanna County Mental Health/Mental Retardation

--Advocacy Alliance

--NEIU (Northeastern Intermediate Unit) #19 —Behavioral Specialists

Communication

District-Wide/All Schools:

Parent/Student Handbooks — Handbooks are distributed annually to students in each of the three schools. Each of the Parent/Student handbooks addresses the health, academic, socio-emotional, special needs, and education services provided to students/parents in each of the schools. School policies and procedures are also indicated. Parents must sign an acknowledgement form indicating they have read and understand the content of the handbook/school.

Individual Contact - Personal one-on-one contact with a parent is done by phone, e-mail, or mail when a situation calls for a more individualized approach. Deficiency reports are mailed to parents mid-quarterly informing them of students' potential failure of one or more subjects. Disciplinary referrals are sent on an as-needed basis and parents are contacted via phone and/or letter.

Global Connect — Our district can contact all parents/students and staff with late-breaking news in a matter of minutes.

District Website — Our website has a web page for each of the three schools and a general area for the entire district. Parents can get information on district-wide events, resources to enhance their child's learning, and staffing details. At the middle and high school levels, this includes academic requirements and daily homework assignments (for participating teachers).

Health — Each school nurse informs parents of student needs on an as-needed basis by phone or letter. Individual letters are mailed each school year to update student's vital information. The school nurse is in frequent contact with parents of students that have chronic health conditions and provides education and referrals to community agencies and/or physicians. Faculty informally monitor students and address health concerns with school nurse.

Elementary Center:

Evening Parent Programs — Parents of new and returning students are invited to attend an open-house toward the end of each school year to become familiar and/or to update themselves with the programs and activities at the Dunmore Elementary Center. We also invite parents, with and without their children, to the school for awareness programs on various health, social, and academic issues and activities.

Meet the Teacher Night - PTA-Sponsored evening program is held within the first few weeks of school to acquaint parents to the school policies and procedures and to update them on current

programs and activities. After the general assembly, parents are invited back to their child's classroom or pod area to become familiar with the same on the class and/or pod level.

Buckaneer Newsletter — Guidance, Nursing Department, other departments, and Administration are in regular contact with the PTA with regard to what's happening at the school. We publish issues re: children & education, dangers facing children, such as video games, the internet, violence & bullying (etc.) and what parents can do to protect their children from these dangers, etc. The newsletter also features a school calendar of events, including breakfast and lunch menus.

Guidance - Student and Parent Correspondence - Surveys re: bullying are mailed out to parents to complete with their children and return to school anonymously. The survey information is used to determine the need and depth of presentations given. Outcomes of the surveys are communicated to administration, teachers, and parents through memos, parent letters, and/or Buckaneer newsletter distribution.
-Guidance communicates messages/lessons to students with the presentation of a bully play and to parents/PTA through evening presentations with open discussion about their concerns.

Middle/High School:

School Calendar — A calendar is mailed home at the beginning of the year with all scheduled dates and other pertinent information.

Middle School Newsletter — This monthly newsletter highlights the guidance program, academic offerings of the school and social issues and events.

Mailings - Any educational opportunities we offer are announced to students in school and are also mailed to the parents of all students.

Career Counseling —
--Surveys — High School Guidance administers the STRONG Interest Inventory (for career aptitude) to all juniors and returns the results to each student.

--Student Meetings — High School Guidance meets one on one with students to discuss future plans. Students are instructed how to use various resources, such as The College Handbook, Book of Majors, and the Occupational Outlook Handbook.

--Career Software — Middle School students are allowed to explore career opportunities through the use of a computerized program of the Occupational Outlook Handbook. This program is highlighted in a brochure created by the guidance department for students' career guidance.

Surveys - If we are required to participate in a survey, such as Drug & Alcohol through the NEIU, all students participate. However, if a student or parent chooses not to participate, parents could send in a note requesting this and it will be honored.

Back-to-School Night — Middle School Parents are invited to the school, via a mass mailing, for an introductory program. At this time the role of guidance as a counselor is presented, as well as the academic requirements of the middle school. Policies and procedures are also presented.

Open-House — At the end of each school year, an open-house/orientation is held for students newly registered for the following school year. Presentations are given by the principal, guidance, and a SAP team representative. Students are given a placement test and a tour of the building following.

Parent/Teacher Night — At the end of the first quarter, parents are invited, through a letter, to an introductory meeting at each school for parents of students in grades 7 and 8 and 9 — 12 to meet

with teachers regarding their child's progress. A general presentation is given by the principal, guidance, and a SAP team representative.

Junior Meeting — An evening October presentation is given to juniors and their parents by local college representatives. The representatives meet with students and parents collectively and individually to distribute handbooks with general and specific course offerings and other resources. Resources are available from several colleges who may or may not have representatives in attendance.

Financial Aid Meeting — An in-depth evening presentation is given to seniors and their parents in January regarding the financial aid process for college. Guidance and resources are provided.

Action Plan
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: **Alternative Education Settings**
Description: The district will provide alternative educational opportunities for students who have difficulty functioning in the regular school setting.
Activities:

Activity	Description
Alternative Education Programs	Students identified with psychological, behavioral, physical, and/or other special needs may attend various alternative education facilities who partner with our district. These students will continue to meet educational requirements while getting their needs met.

Person Responsible	Timeline for Implementation	Resources
Richard McDonald	Ongoing	$1,137,612.00

Activity	Description
Special Education Services	Students in need of intensive cognitive or emotional support will be provided services in a resource room or on an itinerant basis.

Person Responsible	Timeline for Implementation	Resources
Richard McDonald	Ongoing	$1,137,612.00

Strategy: **Remedial Instruction for Struggling Students**
Description: Remedial math and reading services are provided to students in grades K-12 who are identified through curriculum-based and standardized assessments.
Activities:

Activity	Description
Increased Instructional Opportunities/Time	Students in grades 5-8 may attend after-school Reading & Math tutoring as identified by classroom teachers and students' needs. Students in grades 3 - 11 identified through PSSA testing and Terra Nova (3rd Grade only) may attend after-school Reading & Math tutoring specific to PSSA eligible content and response methods.
Person Responsible	**Timeline for Implementation**	**Resources**

Richard X. McDonald	Ongoing	$105,000.00

Activity	Description
Title I Reading and Math Programs	Title I Remedial Reading and Math services are offered to students in grades 1 - 6 based on scores on standardized assessments and classroom performance. This program is facilitated in small groups and through team-teaching.

Person Responsible	Timeline for Implementation	Resources
Richard X. McDonald	Ongoing	$300,000.00

Strategy: **Support for Students**
Description:
Activities:

Activity	Description
Counseling (Grades K - 6)	A guidance counselor is available for students in grades K-6 to advise them on social/emotional issues and to facilitate preventative programs.

Person Responsible	Timeline for Implementation	Resources
Richard X. McDonald	Ongoing	$0.00

Activity	Description
Counseling (High School)	Students in grades 9 through 12 are assigned to a guidance counselor for their high school career. This counselor meets with students on their case load at least once through each school year for continuous monitoring and planning. In addition, students can be referred for additional supports with guidance or can seek the support of their counselor on an as needed basis.

Person Responsible	Timeline for Implementation	Resources
Richard X. McDonald	Start:1/7/2008 Finish: N/A	$0.00

Activity	Description
Counseling (Middle School)	The middle school guidance counselor is available to assist students with social/emotional issues and to advise students on choosing high school academic tracks aimed at their career choices.

Person Responsible	Timeline for Implementation	Resources
Richard X. McDonald	Ongoing	$0.00

Goal: **MATHEMATICS**
Description: At least 56% of all students will be proficient in Mathematics, as measured by the annual state-wide PSSA assessments.

Strategy: **Remediation for Struggling Students**
Description: Students in need of remediation will be identified through analysis of standardized testing results and curriculum-based assessments. These students will be provided support in a variety of ways.
Activities:

Activity	Description
Increased Instructional Opportunities/Time	Students in grades 5-8 may attend after-school Math tutoring as identified by classroom teachers and students' needs. Students in grades 3 - 11 identified through PSSA testing and Terra Nova (3rd Grade only) may attend after-school Math tutoring specific to PSSA eligible content and response methods.
Person Responsible	**Timeline for Implementation**	**Resources**
Richard X. McDonald	Start:10/1/2007 Finish: 10/1/2007	$105,000.00

Activity	Description
Title I Math	Title I Remedial Math services are offered to students in grades 3 - 6 based on scores on standardized assessments and classroom performance. This program is facilitated in small groups and through team-teaching.
Person Responsible	**Timeline for Implementation**	**Resources**
Richard X. McDonald	Ongoing	$300,000.00

Goal: **READING**
Description: At least 63% of all students will be proficient in Reading, as measured by the annual state-wide PSSA assessments.

Strategy: **Remediation for Struggling Students**
Description: Students in need of remediation will be identified through analysis of standardized testing results and curriculum-based assessments. These students will be provided support in a variety of ways.
Activities:

Activity	Description
Increased Instructional Opportunities	Students in grades 5-8 may attend after-school Reading tutoring as identified by classroom teachers and students' needs. Students in grades 3 - 11 identified through PSSA testing and Terra Nova (3rd Grade only) may attend after-school Reading tutoring specific to PSSA eligible content and response methods.
Person Responsible	**Timeline for Implementation**	**Resources**
Richard X. McDonald	Ongoing	$105,000.00

Activity	Description
Title I Reading	Title I Remedial Reading services are offered to students in grades 1 - 3 based on scores on standardized assessments and classroom performance. This program

Person Responsible	Timeline for Implementation	Resources
Richard X. McDonald	Ongoing	$300,000.00

Goal: STUDENT ATTENDANCE (any school that does not graduate seniors)
Description: Student attendance will meet a 90% threshold and/or show growth.

Strategy: Attendance Policy
Description: Dunmore School District has an attendance policy requiring all student absences to be excused and limited to 10% or less per school year.
Activities:

Activity	Description
Attendance Monitoring	Attendance is monitored at least every 20 days. Parents of students with excessive, unexcused absences receive letters warning of a possible magistrate hearing with continued absences.

Person Responsible	Timeline for Implementation	Resources
Richard McDonald	Ongoing	$0.00

Activity	Description
Parent Communication	Parent/Student handbooks for all schools in the district communicate attendance policies and procedures for student absences.

Person Responsible	Timeline for Implementation	Resources
Richard McDonald	Ongoing	$30,200.00

Strategy: Student Support Services
Description: Dunmore School District has a variety of student services to aid students with academic, physical health/wellness, and socio-emotional needs to encourage school attendance.
Activities:

Activity	Description
Counseling	Students may meet with their assigned guidance counselor and/or the SAP team moderator for assistance with social and/or emotional concerns, which may or may not require other inter- or intra-agency referrals.

Person Responsible	Timeline for Implementation	Resources
Richard McDonald	Ongoing	$0.00

Activity	Description
Increased Instructional	Title I remedial Reading and Math services are provided to students in

Opportunities/Time	grades K-6. After school tutoring for Reading and Math is offered in grades 3-11.	
Person Responsible	**Timeline for Implementation**	**Resources**
Richard McDonald	Ongoing	$2,055,000.00

Goal: STUDENT PARTICIPATION IN STATE ASSESSMENTS
Description: At least 95% of eligible students will participate in required state-wide assessments.

Strategy: Communication
Description: Dunmore School District makes parents and students aware of the PSSA testing schedule and importance of student attendance throughout the school year.
Activities:

Activity	Description	
Parent Notification	Parents are notified repeatedly of PSSA testing dates via various meetings, newsletters, Global Connect phone calls, the district website, and a specific mailing two weeks before testing.	
Person Responsible	**Timeline for Implementation**	**Resources**
Richard X. McDonald	Ongoing	$0.00

Activity	Description	
Student Meetings	Administrators and teachers communicate the importance of attendance for PSSA testing to students on an ongoing basis and at assemblies held close to the dates of testing. Incentives are provided to some grade levels.	
Person Responsible	**Timeline for Implementation**	**Resources**
Richard X. McDonald	Ongoing	$0.00

Strategy: Mandated Health Screenings
Description: The district provides mandated health screenings to all students (vision, hearing, scoliosis, body mass index, dental and physical exams).
Activities:

Activity	Description	
Educate Students and Faculty	When necessary and/or required, medical professionals are solicited or district nurses educate students and or faculty regarding health concerns.	
Person Responsible	**Timeline for Implementation**	**Resources**
Richard X. McDonald	Start:8/26/2008 Finish: 8/27/2013	$0.00

Professional Development Activity Information		
Number of Hours Per Session	**Total Number of Sessions Per School Year**	**Estimated Number of Participants Per Year**
3	2	110

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Dunmore School District Certified Staff and Various other accredited organizations.	• School Entity • College • Non-profit organization • Intermediate Unit • Association	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Educations will learn to recognize various health conditions in students which may prevent the spread of disease and/or help students to maintain health and healthy lifestyles.	Research shows that prevention and/or early detection of disease or health concerns allows humans to live more healthy lives and/or allows for more effective treatment of illness.	*For classroom teachers, school counselors and education specialists:* • Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. • Empowers educators to work effectively with <u>parents and community partners</u>. *For school and district administrators, and other educators seeking leadership roles:* • Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.

Educator Groups Which Will Participate in this Activity		
Role	**Grade Level**	
• Classroom teachers • Principals / asst. principals • Superintendent / asst. superintendents • School counselors • Other educational specialists	• Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades 9-12)	
Follow-up Activities	**Evaluation Methods**	

Activity		Description
• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Peer-to-peer lesson discussions • Health Referrals		• Participant survey

Activity	Description	
Identification of Students At-Risk	The district monitors and assesses student health issues by identifying those at risk and notifying parents and/or outside agencies for treatment and/or prevention.	
Person Responsible	**Timeline for Implementation**	**Resources**
Richard X. McDonald	Ongoing	$0.00

Strategic Planning Process

Dunmore School District is a Phase III district that completed the Strategic Planning process in conjunction with the Northeastern Intermediate Unit #19. We formed an Executive Internal Committee, several Internal Committees, and a Community Committee to collaborate in the completion of each of the reports.

The Executive Internal Committee was comprised of the Superintendent, Richard X. McDonald, Curriculum Coordinator/Middle School Principal, John C. Barrett, and Reading Supervisor/Title I Coordinator/PSSA Coordinator, Richard X. McDonald. Members of this committee attended all meetings at the NEIU#19 and communicated requirements to other staff/members of the Internal Committee. The Special Education Coordinator, Rose Crotti, and the Technology Coordinator, Stacie Telnock, attended meetings at the NEIU, along with the Executive Internal Committee, when their subject-area section of the plan was presented. The Executive Internal Committee met at least bi-weekly to complete sections of the plan, discuss progress, and to coordinate meetings with other staff/Internal Committees. The Executive Committee met with each of the Internal Committees on an as-needed basis to assign content sections of a report to complete based on their area of expertise and/or position with the district.

The Internal Committees were composed of all principals, various subject-area teachers, specialists, nurses, guidance counselors, school psychologists, and coordinators of programs. Internal Committees met independently to complete the assignments for each of their specialty areas. All required information compiled by the committees was emailed to the eStratplan administrator, Richard X. McDonald, who proofread and entered the data into each of the reports and submitted them to PDE.

The Community Committee consisted of members/representatives from various community groups as follows: business owners; community members; parents (all school levels); teachers; educational specialists; all building principals; students; school board members; and the Superintendent. The purpose of this committee was to provide input and approval of each of the reports (and their sub-sections) and the plan as a whole.

We held our first meeting with the Community Committee on October 24, 2007 to introduce them to the Strategic Planning Process. We did a PowerPoint presentation to discuss the guiding principles and requirements for the Strategic Planning process and the underlying state mandates and goals. We gave each member a copy of our Mission, Vision, and Shared Values statements. Members provided input and approval for each.

Our second committee meeting was held April 16, 2008. We presented a draft of the Student

Services plan to members. The PSSA Coordinator presented the 2006 School Report and discussed our scores in relation to the Pennsylvania Accountability System. The Superintendent provided an overview of policies we adopted relative to student services. Representatives of each of the Internal Committees for subsections of this report gave brief presentations on the programs and services they provide to our students.

The third Community Committee meeting was May 21, 2008. This meeting included information on technology in the district, in relation to completion of the technology portion of the Strategic Plan, and a demonstration of items purchased with the "Classrooms of the Future" grant. Each committee member received a copy of the Teacher Induction and Special Education Reports. A brief description of each was given and members were advised to review the plans in full detail and provide input.

The fourth Community Committee meeting was June 18, 2008. Members were presented with the Academic Standards and Professional Development Reports of the plan. All completed reports comprising the Strategic Plan for Dunmore School District, 2008-2014, were presented to the committee. The committee was given the opportunity to provide input and the plan was unanimously approved.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Amy Ferguson	Dunmore Elementary Center	Ed Specialist - School Counselor	Specialists
Frances Loughney	Special Education Teacher	Special Education Teacher	Special Education Teachers
Frank Cali	Business	Business Representative	Board of school directors
Frank O'Neill	Community Representative	Community Representative	Board of school directors
Jack Kelly, Jr.	High School Student	Other	Students/Principal
James Forgione	High School Principal	Administrator	Administration
James McCormick	Elementary Principal	Administrator	Administration
James McHale	School Board Member	Board Member	Board of school directors
Janine Melnick	Dunmore High School	Ed Specialist - School Nurse	Specialists
Jeanne Massaro	Dunmore High School	Ed Specialist - School Counselor	Specialists
John Barrett	Middle School Principal	Administrator	Administration
John Ferguson	Community Representative	Community Representative	Board of school directors
Kim Ahern	Dunmore Middle School	Ed Specialist - School Counselor	Specialists
Larry Hazen	Business	Business Representative	Board of school directors
Margo Aulisio	Dunmore High School	Ed Specialist - School Counselor	Specialists
Maria Eboli	High School Student	Other	Students/Principal
Mary Hurst	Middle School Teacher	Middle School Teacher	Teachers

Mary Jane Cerminaro	Educational Specialist/Supervisor	Other	Specialists
Patty Carr	Middle & High School Parent	Parent	Board of school directors
Regina Garvey	Educational Specialist/Supervisor	Elementary School Teacher	Teachers
Renee Iezzi	Dunmore Elementary Center	Ed Specialist - School Nurse	Specialists
Richard McDonald	Superintendent	Administrator	Board of school directors
Rose Marie Crotti	Special Services Director	Administrator	Administration
Stacie Telnock	Dunmore Middle School	Middle School Teacher	Teachers
Stephen Eboli	Community Representative	Community Representative	Board of school directors
Sunny Weiland	NEIU 19	Other	Education Specialists
Tara Cummings	Elementary Parent and Support Staff/Aide	Parent	Parents and Board of Directors
Timothy Hopkins	High School Teacher	Secondary School Teacher	Teachers

Assurance for the Collection, Maintenance, and Dissemination of Student Records

By checking each of the boxes below, the local education agency assures compliance with the requirements of 22 PA Code Chapter 12 and with the policies and procedures of Pennsylvania Department of Education (PDE). PDE will specify, in writing, policies and procedures to be followed. Requests for any deviations from these regulations, policies, and procedures must be made in writing to PDE (electronic mail may be directed to ra-chapter12@state.pa.us).

The Local Education Agency (LEA) assures the following:

- ☑ The LEA has a local plan, including policies and procedures, in place for the collection, maintenance, and dissemination of student records in compliance with §12.31(a) and §12.32

- ☑ The plan shall be maintained in compliance with §12.31(b) and made available to PDE in compliance with §12.31(c)

Assurance for the Operation of Student Services and Programs

By checking each of the boxes below, the local education agency assures compliance with the requirements of 22 PA Code Chapter 12 and with the policies and procedures of Pennsylvania Department of Education (PDE). PDE will specify, in writing, policies and procedures to be followed. Requests for any deviations from these regulations, policies, and procedures must be made in writing to PDE (electronic mail may be directed to ra-chapter12@state.pa.us).

The Local Education Agency (LEA) assures that there are local policies and procedures in place that address:

- ☑ Free Education and Attendance (in compliance with §12.1)

- ☑ School Rules (in compliance with §12.3)

- ☑ Discrimination (in compliance with §12.4)

- ☑ Corporal Punishment (in compliance with §12.5)

- ☑ Exclusion from School, Classes, Hearings (in compliance with §12.6, §12.7, §12.8)

- ☑ Freedom of Expression (in compliance with §12.9)

- ☑ Flag Salute and Pledge of Allegiance (in compliance with §12.10)

- ☑ Hair and Dress (in compliance with §12.11)

- ☑ Confidential Communications (in compliance with §12.12)

- ☑ Searches (in compliance with §12.14)

- ☑ Emergency Care and Administration of Medication and Treatment (in compliance with 35 P.S. §§ 780-101 - 780-144)

The LEA acknowledges that the above policies shall be maintained locally and be made available to the public upon request. The policies are not to be submitted to the Commonwealth except upon specific request by PDE.

In addition, the LEA assures the following:

- ☑ The Student Services Report complies with §12.41(b), §12.41(c), and §12.42 (consistent with the Early Intervention Services System Act (11 P.S. §§875-101 - 875-503)

- ☑ Consistent with §445 of the General Education Provisions Act (20 U.S.C.A. §1232h), parents or guardians are informed regarding individual survey student assessments and provided a process for refusal to participate (in compliance with §12.41(d))

- ☑ Persons delivering student services shall be specifically licensed or certified as required by statute or regulation (in compliance with §12.41(e))

Supporting Documents - Attachment
· Dunmore School District's Wellness Policy

Pennsylvania Department of Education

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

Teacher Induction Report
Wednesday, August 27, 2008

Entity: Dunmore SD
Address: 300 W Warren St
Dunmore, PA 18512-1992
Phone: (570) 343-2110
Contact Name: Richard McDonald

Teacher Induction Planning Participants

Name	Affiliation	Membership Category	Appointed By
Amy Ferguson	Dunmore Elementary Center	Ed Specialist - School Counselor	Specialists
Frances Loughney	Special Education Teacher	Special Education Teacher	Special Education Teachers
Frank Cali	Business	Business Representative	Board of school directors
Frank O'Neill	Community Representative	Community Representative	Board of school directors
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Stephen Eboli	Community Representative	Community Representative	Board of school directors
Sunny Weiland	NEIU 19	Other	Education Specialists

Tara Cummings	Elementary Parent and Support Staff/Aide	Parent	Parents and Board of Directors
Timothy Hopkins	High School Teacher	Secondary School Teacher	Teachers

Goals and Competencies

Dunmore School District strives to facilitate a smooth transition into the education profession for first year teachers entering our school district. In accordance with Title 22, Chapter 49, Section 49.16 and 49.83 of the Pennsylvania Code, Dunmore School District adopted a state-approved teacher induction plan in 1987, which is reviewed yearly and revised as needed by the District and Building Induction Councils.

The District Induction Council is comprised of the Superintendent, Principals of all Buildings, and Representative Teachers. Its purpose is: to identify training needs of new teachers and set goals accordingly; select mentor teachers; and monitor/review the program on a yearly basis. The Building Induction Councils are composed of the Principal of the building/school, Support Teachers (Mentors), and Inductees. Its purpose is to assist in meeting the objectives set forth by the District Induction Council and to plan and evaluate programs for the inductees at the building level.

In order to ensure an orderly and successful passage for that teacher through his/her initial teaching period, our District Induction Council adopted the following goals and competencies for first year teachers:

* To provide peer support and the model of a successful and experienced professional for the new teacher.

*To provide a series of planned experiences, activities and studies designed to address the needs of a first year teacher.

* To provide a structure through which the new teacher can objectively analyze the effectiveness of his/her teaching and have resources for self-improvement readily available.

* To provide a framework for imparting the operating procedures and educational philosophies of the Dunmore School District.

* To provide staff development for instructing and assessing students of all ability levels, including the following student subgroups: ESL; Gifted; IEP; Economically Disadvantaged.

Assessment Processes

Our teacher induction program, in conjunction with the Northeastern Intermediate Unit #19 (NEIU), provides a supportive environment for beginning teachers as they experience their first year of teaching in the district. Needs of inductees will be assessed/addressed in the following ways:

- The needs of inductees in the "New Teacher Induction Plan" will be addressed in the areas of planning and organization, evaluation/assessment of students' work, motivation of students, and adjustment to the teaching profession.
- Building Administrators will meet bi-weekly with support teachers (mentors) and inductees for the purpose of monitoring inductee progress and providing assistance as needed.
- Mentors and inductees will meet to discuss classroom problems and brainstorm possible teaching strategies and/or solutions.
- Inductees from Dunmore School District will meet outside the district periodically to network with other new teachers in supervised sessions with mentors and NEIU personnel

to review their progress and plan various stages for their development. Skills and teaching techniques for these new teachers will be stressed.

- Inductees will complete "Evaluation of Program-Inductee" forms following the completion of the each of the programs sponsored by the NEIU as a means of monitoring on-going progress and needs.
- Support Teachers/Administrators will complete "Evaluation of Program-Support-Teacher/Administrator" following the completion of each of the programs as a means of gauging his/her perception of how the inductee's needs are being met through each of the programs and through the induction program overall.
- The inductee will also complete the "Inductee Final Evaluation" to assist the District and Building Induction Councils in determining strengths and weaknesses of our "New Teacher Induction Plan" so they may better plan induction programs for future inductees.

Mentor Selection

Selection Criteria

- Five years of successful teaching experience

- Instructional II certificate

- Demonstrated competence in instruction, planning and classroom management.

- Positive attitude toward the teaching profession.

- Knowledge of subject area and/or grade level appropriate to inductee.

- Knowledge of climate, rules, and norms of the school.

- Willingness to attend all after-school meetings and a meeting preceding the first day of the new school year.

Selection Procedure

1. The Superintendent will inform the Dunmore Federation of Teachers that Mentor Teacher positions are available and the district will post as per contract.

2. All district teachers will be asked to submit names based upon selection criteria to the superintendent.

3. The Superintendent will select the Mentor Teacher from those teachers who apply.

4. Guidance from the building principals and other district administrators will be solicited.

5. Appointment of the Mentor Teacher will be made by the Board of Education based upon selection criteria and background and needs of inductee.

Role/Responsibilities of Mentor Teacher

1. Initiate and guide the inductee through the checklist portion of the Induction Program and to sign off on its completion.

2. Utilize before, during, and after school time to meet.

3. Provide interpersonal support to the inductee by offering help, advice, and assistance on all matters relating to the educational process.

4. Assist the inductee in implementing district curriculum.

5. Clarify district and school policies and operations for the inductee.

6. Improve the inductee's instructional and organizational skills through participating in in-service programs with the inductee, cross-observations with the inductee, and providing feedback, conferring with, and coaching the inductee.

7. Advise the inductee in preparing teacher-parent conferences.

8. Recommend that department chairpersons and other resource people work with the inductee.

9. Meet with the inductee a minimum of two hours per month.

10. Certify to the Superintendent that the inductee has completed the requirements of the program.

11. The Mentor Teacher's role relationship with the inductee includes the following:

-The Mentor is not involved in the rating or evaluation process.

-The Mentor does not report results of observations or conferences to the principal unless the inductee requests such transmission.

-The Mentor's immediate supervisor is the building principal.

-The Mentor and the inductee should maintain a supportive relationship. The administration will work to provide such a relationship.

-If the Mentor or inductee believes that the relationship is not satisfactory, they will request a conference to include the principal, the mentor, and the inductee to resolve any problem(s).

Activities and Topics

Activities and Time Line

A. In-service prior to opening of school (late August) to include the following topics/activities:

- Business office forms, benefits, procedures.

- Review of Policies and Procedures Handbook.

- Review of Faculty Handbook, grade book, plan book, attendance procedures,

  grading procedures, discipline policies, building duties and responsibilities, and

  teacher evaluation.

- Secure all curriculum materials.

- Meeting with support teacher (mentor) in inductee's classroom.

B. Building meetings (after school meetings during first month of school) to include the following topics/activities:

- Explanation of the use of the following staff and resources.

- Pupil personnel services - guardian, counselor, nurse, school psychologist, and child study team.

- Remedial services - Special Ed. teachers, Title I, Learning Disabilities.

- Instructional Materials Services

- Curriculum materials and services.

C. District In-Services:

- Inductee will attend four mandatory in-service days sponsored by the Dunmore School District. Topics will depend on district and/or job-specific needs.

- Inductee will attend district- and job-specific in-services/trainings on an as needed basis.

INDUCTEE CONSORTIUM

The Dunmore School District participates in a consortium with the Northeast Intermediate Unit to provide teacher induction in-service workshops. N.E. I.U. personnel conduct supervised sessions to review inductee's progress and to stress teaching skills and techniques.

Topics covered:
1. Classroom management
   --Behavior Management
   --Behavior/Instruction Link
   --Positive Behavior Support

2. Portfolios and Authentic Assessment

3. Integrating Technology with Teaching and Learning

4. Effective Instructional Techniques
   --Differentiated Instruction
   --Guided Reading
   --Enhancing Learning Through Creative Resources

5. Curriculum Development
   --Academic Standards for Reading, Writing, Math, and Science

6. Classroom Assessments
   --Progress Monitoring
   --Formal and Informal Measures
   --Methods of Measuring Students' Mastery of Academic Standards.

Evaluation and Monitoring

The Building Administrator Role:

➢ Provide orientation session for inductee and support teachers (mentors) in building.
➢ Meet bi-weekly with support teachers (mentors) and inductees for purpose of monitoring inductee process and providing assistance as needed.
➢ Coordinate building induction council and develop in-service programs dealing with support personnel and services available to the inductee.
➢ Observe two 45 minute teaching sessions.
➢ Complete form PDE 426, Employee Evaluation Form for Instructional II Teachers, twice per school year. Results will be reviewed and signed by inductee and placed in inductee's permanent file.
➢ Monitor completion of each of the checklists and logs, both of which will serve as an evaluation and monitoring guide for the inductees progress. Address any concerns of the inductee expressed or as evidenced in either.
➢ Maintain documentation of each beginning teacher's induction program, including a letter of completion from the teacher induction program at NEIU #19, completed logs and checklists, and PDE 426 evaluation forms.
➢ Certify successful completion of each inductee's plan to district Superintendent.
➢ In the event of a personality conflict between the support teacher (mentor) and the inductee, the principal shall be responsible to recommend to the Superintendent that a replacement be assigned.

Mentor/Inductee Roles:

The Checklist of Topics / Activities serves as a format to ensure that each inductee will become familiar with basic school district policies and procedures. The checklists should serve as evaluation and monitoring guides to ensure that related topics are not overlooked during the induction process.

Mentor may observe inductee, at inductee's request, and mentor and inductee may collaborate on instructional techniques and procedures. However, the mentor will not be responsible for evaluation of inductee.

As part of the Pennsylvania State Certification requirements, the mentor and inductee have the responsibility to review each area completely.

Following is a list of checklist (s) containing activities and topics needed to be completed by the mentor and inductee in each of the department areas:

(1) Athletic Director
(2) Attendance Secretary
(3) Business Manager
(4) Cafeteria Manager
(5) Curriculum Coordinator
(6) Custodian (Maintenance II)
(7) D.F.T. Building Representative
(8) Guidance Counselor
(9) Librarian
(10) Mentor Teacher
(11) Nurse
(12) Principal
(13) Public Relations
(14) SAP Team Representative
(15) Secretary
(16) Special Ed. Director

(17) Superintendent
(18) Technical Coordinator
(19) Transportation Director

COMPETENCY CHECKLISTS

 *Please Note: The following lists are those contained on competency checklists. Official checklists for submission by inductees and mentors must be obtained from building principals or the business office.

ATHLETIC ACTIVITIES:

_____ Review all sports programs.
_____ Review coaches' handbook.
_____ Review student athletic policy.
_____ Explain bussing and dismissal times for extra-curricular events.
_____ Review student eligibility requirements.

ATTENDANCE RESPONSIBILITIES:

_____ Review faculty responsibility for homeroom attendance and distribution of excuse cards.

_____ Review late to school policy.

_____ Review early dismissal policy.

_____ Review parent contacts concerning student attendance or general well being.

_____ Review excuses-due lists.

_____ Review policy on fining parents for unexcused absences.

_____ Review parent-requested educational field trip policy.

_____ Review attendance policy for students leaving building with faculty on field trips.

BUSINESS ACTIVITIES:

_____ Explain W-4 forms.

_____ Explain health insurance form.

_____ Explain dental insurance form.

_____ Explain life insurance form.

_____ Explain use of PSERS forms.

_____ Explain income protection.

_____ Explain mandated payroll deductions: federal withholding,

social security, state tax, PSERS, wage tax.

_____ Review the use of purchase orders.

_____ Review the use of requisitions.

_____ Review payroll optional deductions: annuity plans,

savings bonds, credit union.

_____ Review Worker's Compensation procedure.

_____ Review reporting days of absence (form use).

_____ Explain paycheck distribution.

_____ Review payment for extra-curricular duties.

_____ Review payment for homebound instruction.

_____ Review expense voucher and requirements.

CAFETERIA PROCEDURES:

_____ Review lunch line procedure.

_____ Review adult lunch policy.

_____ Review lunch forms.

CURRICULUM ACTIVITIES:

_____ Ensure that inductee has a copy of his/her curriculum.

_____ Review appropriate district curriculum guide(s) / planned

courses.

_____ Review various instructional techniques.

_____ Explain Chapter 4.

_____ Explain Pennsylvania System of School Assessment

(PSSA) testing.

_____ Explain state standards.

_____ Explain the Elementary and Secondary Education Act

(SESA, or Title I).

_____ Review teacher resources on the Internet and World Wide Web.

CUSTODIAN / MAINTENANCE:

_____ Review location and use of fire extinguishers.

_____ Review reporting procedure for items that need repair.

_____ Review cleaning procedures.

_____ Review short and long-term cleaning/maintenance goals.

_____ Review procedure for requesting repairs.

DUNMORE FEDERATION OF TEACHERS (D.F.T.)PROCEDURES:

_____ Review membership benefits and dues.

_____ Review D.F.T. contract.

_____ Review D.F.T. meetings.

_____ Review D.F.T. grievance procedures.

_____ Provide D.F.T. contract.

GUIDANCE SERVICES:

_____ Explain scheduling parent/teacher conferences.

_____ Explain grading and retention policies.

_____ Explain completing progress or deficiency reports.

_____ Explain procedure for independent study (high school).

_____ Explain homebound procedure.

_____ Explain 504 procedure.

_____ Explain summer school procedure.

_____ Explain tutoring program.

_____ Explain career education resources (high school).

_____ Explain referrals for counseling.

_____ Explain peer mediation.

_____ Explain organization of guidance services and procedure for use.

_____ Explain student cumulative folder and permanent record

(collection, maintenance, and dissemination of information).

_____ Explain student scheduling for next school year (high school).

_____ Explain procedure for reporting child abuse.

_____ Explain procedure for standardized testing.

LIBRARY USES / PROCEDURES:

_____ Explain procedure for audio-visual use by students and by teachers.

_____ Explain sign up sheets for equipment.

_____ Explain the procedure for damaged audio-visual equipment.

_____ Review Internet Acceptable Use Policy.

_____ Explain Internet access for students.

_____ Review NEIU #19 audio-visual services.

_____ Review library program.

_____ Review resources and services available to students, faculty,

and staff.

_____ Explain student use of library.

_____ Review procedures for faculty use of library.

_____ Explain procedure for class use of library with teacher.

_____ Explain faculty and staff of ACCESS PA.

_____ Review procedure for students to go to the library

(library pass, etc.).

_____ Review content area resources in the library.

_____ Explain request procedure for library material.

MENTOR:

_____ Review some methods for motivating students.

_____ Review dealing with individual student differences.

_____ Review lesson planning.

_____ Review lesson presentations.

_____ Review how to individualize lesson planning.

_____ Review effective grouping techniques.

_____ Review methods for the refinement of teaching skills.

_____ Review methods for dealing with problems/individual students.

_____ Review methods for the organization of class work.

_____ Review general orientation and housekeeping needs.

_____ Review expectations for class atmosphere.

_____ Review methods for the management of paperwork.

_____ Review procedure for assessing student work.

_____ Review procedure for the evaluation of students (tests, quizzes, homework, attendance, reports, term papers, etc.).

_____ Review grading/report card procedure.

_____ Review teacher-kept student health information.

_____ Review grade book.

_____ Review lunch money and ticket procedure.

_____ Review academic freedom.

_____ Review expectations for relationships with parents.

_____ Visit inductee's classroom and discuss progress of growth objectives.

_____ Review time on task techniques.

_____ Review problem solving techniques.

_____ Review decision-making skills.

_____ Explain room preparation.

_____ Review lesson plans.

_____ Prepare for opening day of school.

_____ Review needs for first day of school.

NURSE PROCEDURES:

_____ Review filing student/employee accident reports.

_____ Review procedure for viewing student health records.

_____ Explain confidential list of student medical problems.

_____ Review mandated screening and procedures for follow up.

_____ Review procedure for handling student illness.

_____ Review procedure for dealing with emergencies.

_____ Review criteria and procedure for reporting suspected

abuse cases.

_____ Review procedure for dispensing medication.

_____ Review blood born pathogens procedure.

_____ Review HIV/AIDS/Hepatitis precautions.

_____ Review procedure for student athletic physicals.

PRINCIPAL PROCEDURES:

_____ Review classroom discipline codes and standards.

_____ Review conference request procedure.

_____ Review procedure for parent/teacher conferences.

_____ Review procedures for recess (elementary).

_____ Review procedure for chorus/band rehearsal.

_____ Review typical end-of-year schedule.

_____ Review procedure for request of personal day.

_____ Review procedure for requesting a substitute.

_____ Review procedure for requesting to leave the building early.

_____ Coordinate visits to other classrooms with the area of certification.

_____ Coordinate visits to other classrooms outside of area of

certification.

_____ Review problems new staff members might face.

_____ Review building and district corporal punishment policy.

_____ Review procedure for discipline referrals and follow-up to

discipline referrals.

_____ Review procedures for building fire drills.

_____ Explain the availability and use of computers and software.

_____ Explain graduation project.

_____ Review student clubs and organizations within the school.

_____ Review Parent/Teacher Organization.

_____ Review budget preparation.

_____ Review procedure for ordering.

_____ Review how work done in detention is supervised and returned.

_____ Review how faculty will be advised when a student is placed in

the in-school room or is suspended out-of-school.

_____ Review policy for coordinating events, field trips, fund raising,

etc. with the master calendar.

_____ Review guidelines for student fund-raising projects.

_____ Advise inductee about legal requirements for suspensions/expulsion.

_____ Review report card and grade reporting.

_____ Review use of facilities request.

_____ Tour building.

_____ Explain textbook location.

_____ Explain textbook cover policy.

_____ Review expectations for beginning teachers.

_____ Discuss confidentiality.

_____ Review professional demeanor/modeling behavior.

_____ Review teacher observation procedure.

_____ Review sales of items in school.

_____ Review parent/teacher relationship.

_____ Review teacher handbook.

_____ Review student handbook.

_____ Review procedure for field trip request.

_____ Review budget preparation.

_____ Review procedure for ordering budgeted items.

_____ Review faculty meeting schedule and attendance.

_____ Review club/advisor/coach responsibilities.

_____ Review special building regulations.

_____ Review participation as a coach, club advisor, class advisor, etc.

_____ Review teaching schedule.

_____ Review emergency school closing procedures.

_____ Review procedure for late school start.

_____ Review "Global Connect".

_____ Review faculty parking area.

_____ Review policy for key distribution.

_____ Review fire drill policy.

_____ Review substitute folder and procedure.

_____ Review procedure for obtaining a substitute.

_____ Review school calendar.

_____ Explain procedure for computer center use.

_____ Explain use of computer software.

PUBLIC RELATIONS PROCEDURES:

_____ Review procedure for submission of pictures and/or articles

for publication.

_____ Review role of the Public Relations Manager.

SAP ACTIVITIES:

_____ Review SAP goals/activities.

SECRETARIAL PROCEDURES:

_____ Explain location of forms.

_____ Review procedure for requesting classroom supplies.

_____ Explain procedure for phone use.

_____ Review the use of purchase orders.

SPECIAL EDUCATION PROCEDURES:

_____ Explain psychological services.

_____ Give an overview of Child Study procedures.

_____ Explain referral and testing procedures for special education

classes.

_____ Explain referral and testing procedures for gifted classes.

_____ Explain procedure for requesting psychological evaluation of

students.

_____ Explain procedure for home-schooling.

_____ Explain procedure for inclusion of learning support students.

_____ Review district-operated special education services.

_____ Review special education services of NEW, Dunmore, and

other contracted providers.

_____ Review services for gifted.

SUPERINTENDENT ACTIVITIES/PROCEDURES:

_____ Explain Act 48 guidelines and activities.

_____ Introduce new staff at first in-service day.

_____ Review NEIU organization and operation.

_____ Review Strategic Plan.

_____ Review district mission, goals, beliefs and philosophy.

_____ Review Instructional I, II, master's level, master's equivalency

procedures/requirements (any certification laws).

_____ Review tenure procedure.

_____ Review board policy manual.

_____ Review certificate and renewal procedure.

_____ Review Code of Professional Practice and Conduct for

Educators.

TECHNICAL COORDINATOR SERVICES:

_____ Review role of the technical coordinator.

TRANSPORTATION DIRECTOR PROCEDURES:

_____ Review procedure for a student requesting to ride a different bus.

_____ Review role of the Transportation Director.

Participation and Completion

The role of the inductee/mentor:

1. Maintain binder
2. Maintain Checklists
3. Fulfill requirements of the checklists
4. Complete all necessary paperwork, including Teacher Induction Plan Log.
5. Mentor teacher will oversee and assist inductee with all of the above.

The role of the building principal:

1. Maintain documentation of each beginning teacher's induction program.
2. Meet bi-weekly with support teachers (mentors) and inductees for the purpose of monitoring inductee progress and providing assistance as needed.
3. The Northeastern Intermediate Unit (NEIU) #19 issues a letter of Completion, which will be submitted to the building principal and then placed in the inductee's permanent file.
4. Certify successful completion of each inductee's plan to district Superintendent.
5. Observe two 45 minute teaching sessions.
6. Complete form PDE 426, Employee Evaluation Form for Instructional II Teachers, twice per school year. Results will be reviewed and signed by inductee and placed in inductee's permanent file.