
Pennsylvania Department of Education



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

Academic Standards and Assessment Midpoint Review

Sunday, August 16, 2009

Entity: Donegal SD
Address: 1051 Koser Rd
Mount Joy, PA 17552

Educational Community

eStrategic Plan Mid-Point Review

The Donegal School District is a rural district with a student population of slightly over 2800 students. Our economically disadvantaged population lies between 12% and 36% depending on the specific school entity. The special education population is approximately 15% of the population. Our ESL population is holding somewhat steady with between 80-90 students throughout the district.

We are the fastest growing school district in Lancaster County; however, our district's resources are not growing. We have cramped classrooms and multiple buildings that are in need of repair. The district recently went to a referendum vote seeking the opportunity to borrow approximately 113 million dollars to use to build a new high school and a new elementary school. In addition, a portion of the money was to have been spent to repair other existing buildings. The referendum was defeated. A second referendum, seeking a much smaller amount of money, is scheduled to take place this fall. If approved, the money will be used to build a new high school. The district continues to investigate ways to support the other district facilities that are in need of repair and improvement.

A revised organizational chart has been prepared by the Donegal School District. An assistant director of curriculum and instruction has been added; this assistant director focuses primarily on elementary education. The position of administrative assistant for data management and special programs was eliminated. In addition, there has been a turnover of personnel. The following is an updated list:

Superintendent - Dr. Shelly Riedel

Director of Curriculum and Instruction - Susan Ursprung

Assistant Director of Curriculum and Instruction - Dr. Winnie Younkin

Director of Special Education and Pupil Services - Ellen Castagneto

Business Manager - Amy Swartz

Assistant Business - Kristine Stoppard

High School Principal - John Felix

High School Assistant Principals - Ed Frick and Chris Miller

Middle School Principal - Judy Haugh

Middle School Assistant Principal - Andrew Sparmblack

DSE Principal - Deb Ault

DSE Assistant Principal - Ross Hopple

Maytown and Kindergarten Center Principal - Sharon Hagenberger

Riverview Principal - Dana Blair

Please reference the following URL for the Donegal School District organizational description:

<http://www.donegal.k12.pa.us/stratplan/chain-cm.pdf>

Mission

Developing each learner as a productive citizen who thoughtfully meets personal, community, and global challenges.

Vision

The Donegal School District will actively engage all segments of the community to provide a well-articulated, child-centered curriculum that results in high achievement for all students from early childhood through secondary. The curriculum will be facilitated by a highly qualified professional staff that supports effective instruction with a strong focus on reading and math literacy. Quality facilities and learning resources, that include professional learning communities and a continuous learning ethic, will be supported while maintaining fiscal soundness and promoting positive morale.

Shared Values

We believe that:

- all students can learn.
- decision-making must be student-centered.
- reading literacy and math literacy are key components of learning.
- responsibility for a quality educational system is shared by student, family, school, and community.
- data-informed decision-making and research-based practices must guide instruction.
- the learning process requires a highly qualified professional staff.
- programs and facilities need to support effective instruction.
- a professional learning community and a continuous learning ethic are integral to student achievement.

Academic Standards

eStrategic Plan Mid-Point Review

The Donegal School District's curriculum is standards-based. Curriculum is regularly reviewed and revised. To this end, within the last two years, the district has included FOSS and Everyday Mathematics programs/materials. In addition, the secondary mathematics curriculum has been reviewed and revised. Furthermore, a language arts audit was conducted, and revisions have been implemented. A district goal is to increase the rigor of both the content and the instruction. The district has begun to work with the Learning Focused School framework which is closely aligned with the format noted on the PDE SAS site. The district uses the SAS site on a regular

basis. In addition, the district works closely with our local intermediate unit, Lancaster-Lebanon IU 13.

A link to State standards can be found on our district web site: www.donegal.k12.pa.us

The following URL will provide a description of the standards that are incorporated into the Donegal School District curriculum:

http://www.pde.state.pa.us/stateboard_ed/cwp/view.asp?a=3&Q=76716

Strategic Planning Process

eStrategic Planning Process & Timeline Mid Point Revision

1. Assign Function: May, 2009

eSP Administrator - John Bear/Susan Ursprung

Academic Standards and Assessment Plan administrator - Sue Ursprung

Academic Standards and Assessment Plan authors - Sue Ursprung and Winnie Younkin

Teacher Induction Plan administrator - Winnie Younkin

Teacher Induction Plan authors - Winnie Younkin and Sue Ursprung

Professional Education Plan administrator - Winnie Younkin

Professional Education Plan authors - Winnie Younkin and Sue Ursprung

Technology Education Plan administrator - John Bear

Technology Education Plan author - John Bear

Special Education Plan administrator - Ellen Castagneto

Special Education Plan author - Ellen Castagneto

Pupil Services Plan administrator - Ellen Castagneto

Pupil Services Plan author - Ellen Castagneto

2. Committee members were organized and are membership is noted in the committee of the strategic plan.

3. Committees met on June 17, 2009 to review the specific plans and to begin the review and the revision process. Individual committees met as/if needed with the next 2-3 weeks. All committees met again on July 7, 2009 to finish the review and the revision process.

4. Plan authors and administrators will complete the eStrategic plan process.

5. The mid-point plan will be shared with the Donegal Board of School Directors by August 17, 2009 and will be formally presented at the second board meeting on August 20, 2009.

The eStrategic Plan will be available for review in both the school district office and the local library. The public will be able to make comments. The mid-point eStrategic plan will be approved by the Donegal Board of School Directors at the regularly scheduled board meeting on September 17, 2009.

6. Continued monitoring will take place during the final three years of the eStrategic plan.

eStrategic Planning Process & Timeline

1. Assign Functions: on October 24

eSP administrator - John Bear / Linda Abele

Chapter 4 administrator - Ed Frick

Chapter 4 author - Ed Frick

Teacher Induction Plan administrator - Sue Ursprung

Teacher Induction Plan author - Sue Ursprung

Professional Ed. Plan administrator - Sue Ursprung

Professional Ed. Plan author - Sue Ursprung

Special Education Plan administrator - Paul Barr

Special Education Plan author - Paul Barr

Education Tech. Plan administrator - John Bear

Education Tech. Plan author - John Bear

2. Create and disperse perception surveys: by November 14

The

Surveys can be done online, mailed, completed in homeroom (students), etc.

Need student, faculty and parent perception information included in plan

3. Collect, sort, and select data to be included in plan: by December 19

Achievement data

Perceptions data (from surveys)

Contextual data (district programs/processes)

Demographic data

4. Reflections, Research, and Action Plans: by April 28

All of three of these need to be included in the plan (vehicles for including them are on the web tool) and will be addressed on an individual basis with the steering committee. The data collected

needs to support the established goals, mission, vision, etc. and actual research studies need to support the elements of the plan.

5. Plan Review (District and Public): by June 30

Should be completed by the end of July and placed in the public library and district office for 28 days prior to board approval — then provided to the Board during the first meeting in September and then approved during the second meeting.

6. The eStrategic Plan will be submitted to the State upon its approval by the local Board.

7. Continual monitoring of plan success: Ongoing

September 30, 2006 through September 30, 2012

Committee Meeting Schedule

05-05-05 - Strategic Plan Overview/Intro and general organizational meeting

05-23-05 - Strategic Goals determined and Action / Planning or Sub-committees selected

Initial sub-committee meetings occur and minutes turned in prior to end of meeting

08-05 to 06-06- Steering committee work time (ongoing development to be shared with leadership and committee members)

08-16-05 - Steering committee meeting at 1:00 pm in the district office conference room

10-12-05 - Steering committee meeting at 1:00 pm in the district office conference room

01-09-06 - Steering committee meeting at 1:00 pm in the district office conference room

02-13-06 - Steering committee meeting at 1:00 pm in the district office conference room

03-13-06 - Steering committee meeting at 1:00 pm in the district office conference room

04-11-06 - Steering committee meeting at 1:00 pm in the district office conference room

05-15-06 - Steering committee meeting at 1:00 pm in the district office conference room

Plan presented to all strategic planning members at a public meeting for input and evaluation - meeting date TBD

06-12-06 - Steering committee meeting at 1:00 pm in the district office conference room

Plan presented to all strategic planning members at a public meeting for final input and evaluation - meeting date TBD

08-08-06 - Strategic Plan —presented to the Board Administrators

09-21-06 - Strategic Plan — Board formally approves

09-30-06 - Strategic Plan received at PDE

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Ayres, Sheila	Donegal Middle School	Middle School Teacher	Teachers
Deery, Michelle	Donegal High School	Secondary School Teacher	Teachers
Eberly, Linda	Donegal School District	Business Representative	Administration/Board

Frick, Ed Robinson, Sherilyn	Donegal High School Donegal Springs Elementary	Administrator Regular Education Teacher	Administration Teachers
Schlasta, Karen	Maytown Elementary	Elementary School Teacher	Teachers
Stoppard, Kristine	Donegal School District	Parent	Administration/Volunteer
Sturgis, Debbie	Donegal School District	Board Member	Administration/Board
Ursprung, Sue	Donegal School District	Administrator	Administration
Younkin, Winnie	Donegal School District	Administrator	Administration

Data

Reflections

There are currently no reflections selected for this section.

Goals, Strategies and Activities

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

Description: Donegal School District's graduation rate will meet or exceed an 80% threshold.

Strategy: Improved Support System

Last Modified: 8/10/2009

Description: The administration will meet with students who demonstrate a poor attendance record and utilize a support structure to improve attendance and ultimately improve the Donegal School District's graduation rate.

Activity: 9th Grade Transition

Last Modified: 8/10/2009

Description: In order to ensure student success at the high school level, the district will implement a 9th grade transition program. It will consist of student and parent/guardian open houses, an 8th grade student tour of the high school building, and presentations by district staff as well as community members throughout the school year.

Person Responsible Timeline for Implementation Resources

Ursprung, Sue	Start: 1/1/2007 Finish: Ongoing	\$4,500.00
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Status: In Progress — Ongoing

Date	Comment
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8/10/2009	The process continues to be revised to better support the incoming 9th graders.
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Activity: Adopt a 9th Grader

Last Modified: 8/10/2009

Description: We will strive to identify at-risk 8th graders who may have difficulty transitioning to the high school, grade 9. Our idea is to match a successful high school student with an at-risk incoming 9th grader in an adopt a 9th grader concept. The successful high school student would serve as a peer mentor of sorts to the incoming grade 9 student.

Person Responsible Timeline for Implementation Resources

Ursprung, Sue	Start: 9/4/2009	-
	Finish: Ongoing	

Status: In Progress — Ongoing

Date	Comment
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8/10/2009	The district will strive to develop and implement this adopt a 9th grader program, beginning with the 09-10 school year.
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8/10/2009	The district will implement the program in the 09-10 school year.
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Activity: Increased Communication

Last Modified: 8/10/2009

Description: The principal and assistant principals will meet with students who have demonstrated poor attendance. Home visits will be conducted, as well as an increase in parent notification by mail and calling service. A community mentor program supports the district's at-risk students. The strategic plan committee also discussed the creation of a committee, comprised of students, staff, and community members, to discuss the needs of the at-risk students. Current mailings and newsletters are used to support a stronger connection among home, school, and community.

Person Responsible Timeline for Implementation Resources

Ursprung, Sue	Start: 1/1/2007	\$19,500.
	Finish: Ongoing	

Status: In Progress — Ongoing

Activity: SuperTech Program

Last Modified: 8/10/2009

Description: SuperTech is a program between the District and the Career and Technical Center. Student participants are students identified as at-risk. The program integrates academic standards with real-world career training and experiences.

Person Responsible Timeline for Implementation Resources

Ursprung, Sue	Start: 8/25/2008	-
	Finish: Ongoing	

Status: In Progress — Ongoing

Date Comment

8/10/2009	The SuperTech program continues to be revised to better support the at-risk students who participate. Multiple meetings, involving stakeholders from both the District and the CTC, are held each year.
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Goal: MATHEMATICS

Description: By the end of the six-year strategic plan, 78% of all Donegal School District students will be proficient in Mathematics, as measured by the annual state-wide PSSA assessments.

Strategy: Increase Proficiency

Last Modified: 8/10/2009

Description: The district will look at its infrastructure, leadership, and teaching in order to promote increased student proficiency in math on the state assessment.

Activity: Core Programs and Strategies Training for Inductees

Last Modified: 8/10/2009

Description: New elementary teachers will participate in training in Everyday Mathematics and FOSS Science. New secondary teachers will engage in training in mathematics, Learning Focused Schools, and Reading Apprenticeship as appropriate to their instructional assignments.

Person Responsible Timeline for Implementation Resources

Younkin, Winnie	Start: 8/17/2009	-
	Finish: Ongoing	

Status: In Progress — Ongoing

Date Comment

8/10/2009 Sessions have been held for inductees. Further training will be provided during the school year.

Activity: Curriculum and Assessment Review

Last Modified: 1/1/2007

Description: District assessments, K-12, will be identified and evaluated. The district's assessment plan will be reviewed annually.

Curriculum is reviewed and revised following the district's cyclical plan. In addition, the curriculum of the core areas of English/reading, math, science, and social studies will be revised to reflect the learning focused schools framework.

Person Responsible Timeline for Implementation Resources

Ursprung, Sue	Start: 1/1/2007 Finish: Ongoing	\$48,000.00
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Status: In Progress — Ongoing

Activity: Data-driven Action Planning

Last Modified: 8/10/2009

Description: All teachers will complete Data-driven Action Plans each year, working with grade levels, teams, and/or departments to determine appropriate goals, strategies, and analyses.

Person Responsible Timeline for Implementation Resources

Younkin, Winnie	Start: 8/25/2008 Finish: Ongoing	-
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Status: In Progress — Ongoing

Date Comment

8/10/2009	Data-driven action planning began at the beginning of the 08-00 school year. It will continue to be used in the remaining years of this plan.
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Activity: Data-Informed Decision Making

Last Modified: 1/1/2007

Description: Teams in each school will review assessment data to determine specific students in need of mathematics interventions. Interventions will be provided by district staff.

Person Responsible Timeline for Implementation Resources

through collegial dialogue, instructional supervision, and professional development to positively impact student learning and improve performance on the state math assessment.

Person Responsible Timeline for Implementation Resources

Ursprung, Sue	Start: 1/1/2007 Finish: Ongoing	\$25,500
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Status: In Progress — Ongoing

Activity: Effective Teaching- External and Internal Observations

Last Modified: 8/10/2009

Description: Teachers will conduct observations in other classes both within the district and in other districts to build content and process capacity.

Person Responsible Timeline for Implementation Resources

Younkin, Winnie	Start: 11/3/2008 Finish: Ongoing	-
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Status: In Progress — Ongoing

Date Comment

8/10/2009	Teachers have had the opportunity to visit exemplary programs/classrooms both within the school district as well as outside of the school district. This practice allows for teachers to build their capacity.
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Activity: Induction Session Trainings

Last Modified: 8/10/2009

Description: Induction topics to address informational literacy (what is available and how to use it); PowerSchool; Stress Management; Change Management/Adaptability; and Understanding Data to Inform Instruction

Person Responsible Timeline for Implementation Resources

Younkin, Winnie	Start: 8/17/2009 Finish: Ongoing	-
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Status: In Progress — Ongoing

Date Comment

8/10/2009	Training has been provided during induction. Additional trainings will be provided throughout the school year.
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Status: In Progress — Ongoing

Date **Comment**

8/10/2009 These assessments will be used during the 09-10 school year.

Activity: Online Instructional Resources

Last Modified: 8/10/2009

Description: The district seeks to increase its online instructional resources through the use of specific software and hardware. Examples include: Earobics, My Access, Breakthrough to Literacy, additional interactive white boards, media projectors, Klickerz, and computers/computer carts.

Person Responsible	Timeline for Implementation	Resources
Ursprung, Sue	Start: 9/1/2009 Finish: 9/1/2012	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
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7.00	4	215
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Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
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- | | | |
|--|--|----------|
| | <ul style="list-style-type: none"> • School Entity • Company | Approved |
|--|--|----------|

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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Teacher capacity will be enhanced through their training in My Access, Breakthrough to Literacy, and Earobics. The literacy standards and framework will be supported through this professional development. Instructional differentiation will be addressed in order to support increased student academic achievement.	Each program specifically addresses and supports the related standards.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> • Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. • Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. • Provides educators with a variety of classroom-based <u>assessment skills</u> and the
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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.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • Other educational specialists 	<ul style="list-style-type: none"> • Early childhood (preK-grade 3) • Middle (grades 6-8) • High school (grades 9-12) 	<ul style="list-style-type: none"> • Reading, Writing, Speaking & Listening • Kindergarten Early Learning Standards

Follow-up Activities

Evaluation Methods

- | | |
|---|---|
| <ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles | <ul style="list-style-type: none"> • Student PSSA data • Standardized student assessment data other than the PSSA |
|---|---|

Status: In Progress — Ongoing

Date	Comment
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8/10/2009 Additional resources have been ordered, and training has been scheduled.

Activity: Text Resources for Inductees

Last Modified: 8/10/2009

Description: Inductees will be provided with copies of the following text resources: Teaching Makes a Difference, Classroom Management that Works, and The Art and Science of Teaching.

Person Responsible Timeline for Implementation Resources

Younkin, Winnie	Start: 8/17/2009	-
	Finish: Ongoing	

Status: Complete

Date	Comment
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8/10/2009	Materials have been provided to the inductees.
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Goal: READING

Description: By the end of the six-year strategic plan, 81% or more of all Donegal School District students will be proficient in Reading, as measured by the annual state-wide PSSA assessments.

Strategy: Increase Proficiency

Last Modified: 8/10/2009

Description: The district will look at its infrastructure, leadership, and teaching in order to promote increased student proficiency in reading on the state assessment.

Activity: Core Programs and Strategies Training for Inductees

Last Modified: 8/10/2009

Description: New elementary teachers will participate in training in Everyday Mathematics and FOSS Science. New secondary teachers will engage in training in mathematics, Learning Focused Schools, and Reading Apprenticeship as appropriate to their instructional assignments.

Person Responsible Timeline for Implementation Resources

Younkin, Winnie	Start: 8/17/2009	-
	Finish: Ongoing	

Status: In Progress — Ongoing

Date	Comment
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8/10/2009 Sessions have been held for inductees. Further training will be provided during the school year.

Activity: Curriculum and Assessment Review

Last Modified: 1/1/2007

Description: District assessments, K-12, will be identified and evaluated. The district's assessment plan will be reviewed annually.

Curriculum is reviewed and revised following the district's cyclical plan. In addition, the curriculum of the core areas of English/reading, math, science, and social studies will be revised to reflect the learning focused schools framework.

Person Responsible Timeline for Implementation Resources

Ursprung, Sue	Start: 1/1/2007 Finish: Ongoing	\$48,000.00
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Status: In Progress — Ongoing

Activity: Data-driven Action Planning

Last Modified: 8/10/2009

Description: All teachers will complete Data-driven Action Plans each year, working with grade levels, teams, and/or departments to determine appropriate goals, strategies, and analyses.

Person Responsible Timeline for Implementation Resources

Younkin, Winnie	Start: 8/25/2008 Finish: Ongoing	-
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Status: In Progress — Ongoing

Date Comment

8/10/2009	Data-driven action planning began at the beginning of the 08-00 school year. It will continue to be used in the remaining years of this plan.
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Activity: Data-Informed Decision Making

Last Modified: 1/1/2007

Description: Teams in each school building will review assessment data to determine which specific students need reading interventions. Interventions will be provided by district staff.

Person Responsible Timeline for Implementation Resources

Finish: Ongoing

Status: In Progress — Ongoing

Date	Comment
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8/10/2009	Teachers have had the opportunity to visit exemplary programs/classrooms both within the school district as well as outside of the school district. This practice allows for teachers to build their capacity.
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Activity: Induction Session Trainings

Last Modified: 8/10/2009

Description: Induction topics to address informational literacy (what is available and how to use it); PowerSchool; Stress Management; Change Management/Adaptability; and Understanding Data to Inform Instruction

Person Responsible Timeline for Implementation Resources

Younkin, Winnie	Start: 8/17/2009	-
	Finish: Ongoing	

Status: In Progress — Ongoing

Date	Comment
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8/10/2009	Training has been provided during induction. Additional trainings will be provided throughout the school year.
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Activity: Infrastructure Modification

Last Modified: 5/26/2009

Description: Building schedules will be reviewed to determine a need for extended class time and subsequent extended learning opportunities. Curriculum analysis and revision where needed will be completed. The district reading coach will play an integral role in the refinement of the English/Language Arts curriculum and in providing instructional strategies to faculties. Computer lab usage for the improvement of student performance will be promoted. Specific software will be provided for student use. Remedial opportunities will be available to students.

Person Responsible Timeline for Implementation Resources

Ursprung, Sue	Start: 1/1/2007
	Finish: Ongoing

Status: In Progress — Ongoing

Activity: Infrastructure Modification- Revised Building Schedules

Last Modified: 8/10/2009

Description: Elementary schedules will be revised to provide common planning time for teachers at a grade level, facilitate interventions and enrichment, and provide cohesive instructional periods. Middle school schedules will be revised to maximize instructional time in core subjects. Period 5 will be utilized at the high school to provide enrichment and intervention options for students.

Person Responsible Timeline for Implementation Resources

Younkin, Winnie	Start: 8/31/2009	-
	Finish: Ongoing	

Status: Complete

Date Comment

8/10/2009	Schedules have been revised for the 09-10 school year.
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Activity: Literacy Refreshers

Last Modified: 8/10/2009

Description: Provide self-selected drop-in sessions for teachers who would like to revisit literacy topics to scaffold their capacity-building. Topics include guided reading, writing instruction, and small group instruction.

Person Responsible Timeline for Implementation Resources

Younkin, Winnie	Start: 8/25/2008	-
	Finish: Ongoing	

Status: In Progress — Ongoing

Date Comment

8/10/2009	The literacy refreshers have provided an opportunity for increased professional development and have helped to build teacher capacity. Continued professional development will be provided in the 09-10 school year.
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Activity: Online Instructional Resources

Last Modified: 8/10/2009

Description: The district seeks to increase its online instructional resources through the use of specific software and hardware. Examples include: Earobics, My Access, Breakthrough to Literacy, additional interactive white boards, media projectors, Klickerz, and computers/computer carts.

Person Responsible	Timeline for Implementation	Resources
Ursprung, Sue	Start: 9/1/2009 Finish: 9/1/2012	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	2	60

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
	<ul style="list-style-type: none"> School Entity Company 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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Teacher capacity will be enhanced through their training in My Access, Breakthrough to Literacy, and Earobics. The literacy standards and framework will be supported through this professional development. Instructional differentiation will be addressed in order to support increased student academic achievement.	Each program specifically addresses and supports the related standards.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making.
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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
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • Other educational specialists 	<ul style="list-style-type: none"> • Early childhood (preK-grade 3) • Middle (grades 6-8) • High school (grades 9-12) 	<ul style="list-style-type: none"> • Reading, Writing, Speaking & Listening • Kindergarten Early Learning Standards

Follow-up Activities

Evaluation Methods

- | | |
|---|---|
| <ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles | <ul style="list-style-type: none"> • Student PSSA data • Standardized student assessment data other than the PSSA |
|---|---|

Status: In Progress — Ongoing

Date	Comment
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8/10/2009	Additional resources have been ordered, and training has been scheduled.
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Activity: Text Resources for Inductees

Last Modified: 8/10/2009

Description: Inductees will be provided with copies of the following text resources: Teaching Makes a Difference, Classroom Management that Works, and The Art and Science of Teaching.

Person Responsible Timeline for Implementation Resources

Younkin, Winnie	Start: 8/17/2009	-
	Finish: Ongoing	

Status: Complete

Date	Comment
8/10/2009	Materials have been provided to the inductees.

Goal: STUDENT ATTENDANCE

Description: Student attendance within the Donegal School District will meet a 90% threshold and/or show growth.

Strategy: Improved Support System

Description: The administration will meet with students who demonstrate a poor attendance record and utilize a support structure to improve attendance.

Activity: Attendance Notification and Support

Last Modified: 8/10/2009

Description: Students and parents/guardians are notified of the district's attendance policy two times by mail. In addition, notification is provided at the school's two open house events and during student class meetings. Additional support is offered through phone calls and personal home visits. Furthermore, the assistant principal and the dean of students will meet with individual students as needed. The district has implemented the Alert Now phone system. The Power School system may also be used to support increased student attendance.

Person Responsible Timeline for Implementation Resources

Ursprung, Sue	Start: 1/1/2007 Finish: Ongoing	\$9,000.00
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Status: In Progress — Ongoing

Date	Comment
8/10/2009	The district now employs the Alert Now system.

Activity: Increased Communication

Last Modified: 5/26/2009

Description: The administration of each building will meet with students who have demonstrated poor attendance. Home visits will be conducted, as well as an increase in parent notification by mail and calling service.

Person Responsible Timeline for Implementation Resources

Ursprung, Sue	Start: 1/1/2007 Finish: Ongoing	\$19,500.00
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Status: In Progress — Ongoing

***Goal:* STUDENT PARTICIPATION IN STATE ASSESSMENTS**

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

***Strategy:* Increased Participation**

Description: Promote importance of attendance at and participation in the state assessments.

***Activity:* Public Relations**

Last Modified: 8/10/2009

Description: The district will utilize the schools' message boards and newsletters to inform and education parents and students about the assessment process and relevancy. Assemblies to promote the importance of the state assessment will be held at the appropriate grade levels. Student and staff announcements will be conducted throughout the schools. When appropriate, announcements will be made through the school-based calling service.

Person Responsible Timeline for Implementation Resources

Ursprung, Sue	Start: 1/1/2007 Finish: Ongoing
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Status: In Progress — Ongoing

***Goal:* TECHNOLOGY WILL BE USED TO INCREASE STUDENT ACHIEVEMENT**

Description: Technology will be used to increase student achievement, student attendance, and student graduation rate.

Technology will be used to help achieve the district's goals of:

78% of all Donegal School District students will be proficient in Mathematics, as measured by the annual wide PSSA assessments

81% of all Donegal School District students will be proficient in Reading, as measured by the annual state PSSA assessments

Student attendance within the Donegal School District will meet a 90% threshold and/or show growth

Donegal School District's graduation rate will meet or exceed an 80% threshold

Strategy: Access to Quality Technology Resources

Last Modified: 8/12/2009

Description: Research shows that one of the keys to raising student achievement is to provide students with a solid foundation of basic skills and to motivate them to learn. Technology helps by engaging students and igniting their imaginations. Technology also helps teachers stimulate young minds in ways that make a profound and lasting difference.

In order for teachers, students, and administrators to have access to quality technology that will allow them to be efficient and effective users of technology, yearly upgrades and/or replacements of/to district technology equipment must be made.

Activity: Deployment of Netbook Mobile Labs

Last Modified: 8/14/2009

Description: The IT department will purchase, configure, and deploy mobile Netbook computer labs. These labs will allow teachers greater access to on-line curricular and remediation resources such as Study Island, MY Access, RenPlace, and Earobics. The carts will also be used to access information on the Internet and utilize Web 2.0 tools.

Person Responsible Timeline for Implementation Resources

Bear, John	Start: 7/1/2009	\$100,000.00
	Finish: Ongoing	

Status: In Progress — Ongoing

Date Comment

8/14/2009	Quotes have been received for netbook mobile labs for all buildings. Purchase is pending approval of state budget (general funds becoming available), availability of stimulus funds (special education purchase), and grants being awarded.
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Activity: DHS Workstation Memory Upgrade

Last Modified: 3/2/2009

Description: The technology staff will upgrade all Donegal High School PCs to a minimum of 1 gigabyte of RAM. This increased memory will allow students and staff to run the most current versions of operating systems, applications, and multimedia.

Person Responsible Timeline for Implementation Resources

Bear, John	Start: 1/1/2007 Finish: Ongoing	\$18,510.38
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Status: Complete

Date Comment

3/10/2008	The majority of the memory upgrades have been completed during the summer of 2007. The remaining systems will be upgraded during the summer of 2008.	
3/2/2009	Additional memory was purchased in March of 2009. All remaining workstations and notebooks were upgraded during March 2009.	

Activity: DHS Workstation Replacements

Last Modified: 3/2/2009

Description: Replace 77 aged computer workstations with new workstations for the purpose of giving students and teachers access to the latest computer operating systems and applications.

Person Responsible Timeline for Implementation Resources

Bear, John	Start: 7/7/2008 Finish: 7/18/2008	\$66,759.00
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Status: Complete

Date Comment

3/2/2009	Teacher workstations were replaced with notebook computers. Aged lab workstations were replaced with new units. This activity was complete during the summer of 2007	
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Activity: DMS Workstation Memory Upgrade

Last Modified: 3/2/2009

Description: The technology staff will upgrade all Donegal Middle School PCs to a minimum of 1 gigabyte of RAM. This increased memory will allow students and staff to run the most current versions of operating systems, applications, and multimedia.

Person Responsible Timeline for Implementation Resources

Bear, John	Start: 1/1/2007 Finish: Ongoing	\$18,355.26
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Status: Complete

Date Comment

3/2/2009	Memory for workstations and notebooks was purchased July/2008 and installed in	
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August 2008.

Activity: DMS Workstation Replacement

Last Modified: 3/2/2009

Description: Replace 58 aged computer workstations with new workstations for the purpose of giving students and teachers access to the latest computer operating systems and applications.

Person Responsible Timeline for Implementation Resources

Bear, John	Start: 7/21/2008 Finish: 7/31/2008	\$50,286.00
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Status: Complete

Date Comment

3/2/2009	Hardware was purchased June 2008. Teacher workstations were replaced with notebook computers. The existing teacher workstations were upgraded with additional memory. These computers were then placed in the classroom as a student workstation. The existing student workstations were upgraded with memory and used to create a computer lab in the same building.
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Activity: DSE Workstation Memory Upgrade

Last Modified: 8/6/2009

Description: The technology staff will upgrade all Donegal Springs Elementary School PCs to a minimum of 1 gigabyte of RAM. This increased memory will allow students and staff to run the most current versions of operating systems, applications, and multimedia.

Person Responsible Timeline for Implementation Resources

Bear, John	Start: 1/1/2007 Finish: Ongoing	\$26,387.24
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Status: Complete

Date Comment

3/2/2009	To date, funding is not available for this project.
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8/6/2009	All workstations have been upgraded to 2 gigabytes of memory as of August 1, 2009
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Activity: Maytown Workstation Memory Upgrade

Last Modified: 3/2/2009

Description: The technology staff will upgrade all Maytown Elementary School PCs to a minimum of 1 gigabyte of RAM. This increased memory will allow students and staff to run the most current versions of operating systems, applications, and multimedia.

Person Responsible Timeline for Implementation Resources

Bear, John	Start: 1/1/2007 Finish: Ongoing	\$8,494.56
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Status: Complete

Date Comment

3/2/2009 Memory was purchased in December of 2008 and installed in January of 2009.

Activity: Maytown Workstation Replacement

Last Modified: 8/6/2009

Description: Replace 3 aged computer workstations with new workstations for the purpose of giving students and teachers access to the latest computer operating systems and applications.

Person Responsible Timeline for Implementation Resources

Bear, John	Start: 8/6/2007 Finish: 8/6/2007	\$6,936.00
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Status: Complete

Date Comment

3/2/2009 To date, funding is not available for this project.

8/6/2009 Workstations were replaced in the summer of 2008

Activity: Replace Aged Computer Lab

Last Modified: 3/10/2008

Description: Replace all computers in the computer science lab, room 119 of the Donegal High School, new dual-core PCs. The new PCs will greatly reduce compiling time, allowing student to better maximize their computer programming instruction.

Person Responsible Timeline for Implementation Resources

Bear, John	Start: 7/10/2006 Finish: 7/11/2006	\$26,000.00
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Status: Complete

Date Comment

3/10/2008 This lab was replaced during the summer of 2006

Activity: Riverview Elementary Workstation Memory Upgrade

Last Modified: 8/6/2009

Description: The technology staff will upgrade all Riverview Elementary School PCs to a minimum of 1 gigabyte of RAM. This increased memory will allow students and staff to run the most current versions of operating systems, applications, and multimedia.

Person Responsible Timeline for Implementation Resources

Bear, John	Start: 1/1/2007 Finish: Ongoing	\$10,874.78
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Status: Complete

Date Comment

3/2/2009 To date, funding is not available for this project.

8/6/2009 All workstations were upgraded to 2 gigabytes of memory during the summer of 2009

Activity: Riverview Elementary Workstation Replacement

Last Modified: 8/6/2009

Description: Replace 8 aged computer workstations with new workstations for the purpose of giving students and teachers access to the latest computer operating systems and applications.

Person Responsible Timeline for Implementation Resources

Bear, John	Start: 8/2/2007 Finish: 8/3/2007	\$6,936.00
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Status: Complete

Date Comment

3/2/2009 To date, funding is not available for this project.

8/6/2009 Replaced 8 workstations during the summer of 2008

Activity: Technology Equipment Replacement Cycle

Last Modified: 8/14/2009

Description: Each year the IT Department will review all equipment in their charge and replace the equipment using the following criteria as a guide:

1. Priority (Mission Critical or Not)

2. Function (Educational objectives met by its use)
3. Number of Users Supported
4. Age

It is the hope that each piece of equipment will be replaced within a 6 to 7 year time frame.

Person Responsible Timeline for Implementation Resources

Bear, John	Start: 7/1/2009 Finish: Ongoing	\$1,000,000.00
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Status: In Progress — Ongoing

Date Comment

8/14/2009 Information is being gathered and prepared for presentation to business manager.

Activity: Windows Server Consolidation

Last Modified: 3/2/2009

Description: Eight existing Windows Servers will be consolidated to four larger servers for the purpose of increasing the amount of digital storage space for users and making additional applications available.

Person Responsible Timeline for Implementation Resources

Bear, John	Start: 7/17/2006 Finish: 7/28/2006	\$20,000.00
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Status: Complete

Date Comment

3/2/2009 Servers purchased in July 2006, and installed August 2006. The district is continuing additional consolidation projects including the migration to a virtual environment.

Strategy: Distance Learning Opportunities for Students and S

Last Modified: 8/10/2009

Description: The district will make available distance learning opportunities for students and staff.

Distance-learning is shown to be a viable alternative to traditional face-to-face classes, as both student achievement and satisfaction are about the same with both methods of instruction.

The district believes we can better meet the educational needs of some of our students by offering online courses. Distance learning will allow increased schedule flexibility and an increased number of course offerings, thereby increasing student attendance and ultimately the district's graduation rate.

The district will also leverage distance learning for teacher technology training. The district believes that the implementation of virtual technology training will better meet the needs of all staff members by allowing each member to address deficiencies and explore interests as it relates to their growth as efficient and effective users of technology.

The district is under pressure to present all learners with greater educational opportunities, and to do so at a lower cost. We believe that we will be able to increase educational opportunities for our students and professional development opportunities for our staff, through the use of distance learning technologies while maintaining fiscal responsibility.

Activity: Digital Content Creation

Last Modified: 8/6/2009

Description: Use Microsoft Producer and other District-owned software to create the technology training content to be housed on the Virtual Technology Training server. This content will be created at no cost to the district.

Person Responsible Timeline for Implementation Resources

Bear, John	Start: 1/1/2007	-
	Finish: Ongoing	

Status: No Longer Occurring

Date Comment

3/10/2008	The District Technology Staff has begun creating digital content as time allows and posting the content to Moodle.
8/6/2009	The District is taking advantage of Internet training sites already offered by vendors of many of the software titles utilized in the district. Examples include: Microsoft Labs, Microsoft Office Online, etc.

Activity: Strengthen Network Backbone

Last Modified: 3/10/2008

Description: Replace the district's existing point-to-multipoint 11mbps wireless bridges with 100mbps metro-ethernet, or equivalent, connections. The increased bandwidth will allow the use of video-streaming and other large bandwidth applications on our network. These technologies will be leveraged to deliver online content to our students and staff.

Person Responsible Timeline for Implementation Resources

Bear, John	Start: 1/1/2007	\$108,000.00
	Finish: Ongoing	

Status: Complete

Date **Comment**

3/10/2008 Completed in March 2007. Replaced 11mbps wireless bridges with 100mbps metro-Ethernet (fiber) connection leased through Comcast cable. A portion of the installation cost was funded with Act 183 funds.

Activity: Study Island

Last Modified: 3/10/2008

Description: The district will deploy "Study Island" as a method of assisting students in the acquisition of skills needed to reach proficiency in reading and math.

Person Responsible Timeline for Implementation Resources

Bear, John	Start: 1/1/2007	\$19,500.00
	Finish: Ongoing	

Status: Complete

Date **Comment**

3/10/2008 Study Island has been implemented in grades 7-12.

Strategy: Engaging Parents With Technology

Last Modified: 8/12/2009

Description: Technology will be used to increase information exchange between teachers and parents.

Research shows that a student's achievement is directly affected by the level of involvement his or her parents have in the child's education. The district, as well as, many leaders in education, believe technology can be used to help parents informed of classroom activities, assignments, and procedures, making it easier for parents to monitor and be involved in their children's education.

Activity: On-Line Classroom Content With Moodle

Last Modified: 3/2/2009

Description: The district technology staff will train interested teachers in the development and dissemination of on-line content for the purpose of instruction/enrichment/remediation of students and increased parent involvement using the District's Moodle server.

All activities related to the training of teachers and posting of content will occur at no additional cost to the district. Trainers are already on staff and all equipment is already in place.

Person Responsible	Timeline for Implementation	Resources
Bear, John	Start: 5/31/2006 Finish: 12/31/9999	-

Professional Development Activity Information

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

Date	Comment
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3/2/2009	The CFF program has been a major factor in the increased use of the district's Moodle servers, with more and more teachers realizing the benefit of using digital content in their classrooms. The district's Moodle deployment will continue to grow.
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Activity: Real-time Grade Monitoring

Last Modified: 8/6/2009

Description: The district will expand its use of the PowerSchool parent portal to the elementary level. The PowerSchool parent portal allows parents real-time access to student academic data and has been successfully implemented at the middle and high schools.

Person Responsible Timeline for Implementation Resources

Bear, John	Start: 9/21/2009 Finish: Ongoing	-
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Status: In Progress — Ongoing

Date	Comment
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3/2/2009	Start date moved to fall 2009.
8/6/2009	The use of the PowerSchool parent portal and PowerTeacher electronic gradebook at the elementary grade level, will be piloted in the fall of 2009.
8/6/2009	The PowerSchool parent portal and PowerTeacher electronic gradebook will be piloted in the fall of the 2009 school year.

Activity: SchoolWires Training - New Staff

Last Modified: 8/14/2009

Description: All incoming staff will be trained on the use of SchoolWires, the district's public web site. The training will be given to all incoming inductees during their 4-day initial induction training.

Person Responsible	Timeline for Implementation	Resources
Bear, John	Start: 8/16/2007 Finish: 8/16/2012	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	1	20
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Donegal School District	<ul style="list-style-type: none">School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
The ability to create and maintain an Internet presence on the District's SchoolWires server.	The teaching is based on the users guide provided by SchoolWires.	<i>For classroom teachers, school counselors and education specialists:</i> <ul style="list-style-type: none">Empowers educators to work effectively with <u>parents and community partners</u>.

Educator Groups Which Will Participate in this Activity

Role

- Classroom teachers

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none">Creation of Web Site	<ul style="list-style-type: none">Participant survey

Status: In Progress — Ongoing

Date Comment

8/14/2009 The next training is scheduled for August 20th, 2009.

Activity: Teacher Developed Classroom Websites

Last Modified: 3/10/2008

Description: The technology staff will train teachers in the development of classroom-based websites, and encourage the use of the district's "classweb" web server, for the purpose of disseminating classroom specific information to interested district stakeholders.

All activities related to the training of teachers and posting of websites will occur at no additional cost to the district. Trainers are already on staff and all equipment is already in place.

Person Responsible	Timeline for Implementation	Resources
Bear, John	Start: 6/12/2006 Finish: 8/15/2008	-

Professional Development Activity Information

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

Date	Comment
3/10/2008	The District has implemented SchoolWires as a hosting service for teacher developed web sites. The implementation began at the start of the 2007-2008 school year, with the site going live in January of 2008. The majority of teachers and administrators have been trained to date, with additional training and refresher sessions continuing throughout the duration of this plan.

Strategy: Engaging Students With Technology

Last Modified: 8/14/2009

Description: Research shows that teachers that use technology in their teachings engage students in learning more effectively than those who don't. The district will increase teacher access to technology and assist teachers in attaining the skills needed to effectively integrate it.

Activity: Kindergarten/1st/2nd Grade Data Projector Deployment

Last Modified: 8/10/2009

Description: The technology department will install additional data projectors in all kindergarten, 1st, and 2nd grade core-curricular classrooms throughout the district. Data projectors make it easier for teachers to utilize streaming video, electronic presentations, and other forms of multimedia content in their classrooms.

Person Responsible Timeline for Implementation Resources

Bear, John	Start: 7/2/2012 Finish: 6/28/2013	\$25,000.00
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Status: Not Started — Ongoing

Activity: 3rd/4th/5th Grade Data Projector Deployment

Last Modified: 8/10/2009

Description: The technology department will install additional data projectors in all 3rd, 4th, and 5th grade core-curricular classrooms throughout the district. Data projectors make it easier for teachers to utilize streaming video, electronic presentations, and other forms of multimedia content in their classrooms.

Person Responsible Timeline for Implementation Resources

Bear, John	Start: 7/1/2011 Finish: 6/29/2012	\$25,000.00
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Status: Not Started — Ongoing

Activity: 6th/7th/8th Grade Data Projector Deployment

Last Modified: 8/10/2009

Description: The technology department will install additional data projectors in all 6th, 7th and 8th core-curricular classrooms throughout the district. Data projectors make it easier for teachers to utilize streaming video, electronic presentations, and other forms of multimedia content in their classrooms.

Person Responsible Timeline for Implementation Resources

Bear, John	Start: 7/1/2010 Finish: 6/30/2011	\$25,000.00
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Status: In Progress — Ongoing

Date Comment

3/2/2009 During our two year participation in the CFF program, we have mounted 18 data projectors in core-curricular classrooms at our high school and numerous other deployments financed through LEA funds. The district will continue to expand the deployment as budget allows.

8/6/2009 The implementation of data projectors will continue. With grades 6-8 slated to receive projectors for the 10-11 school year; Grades 3-5 slated to receive projectors for the 11-12 school year; and grades K-2 slated to receive projectors for the 12-13 school year.

Activity: Increase Interactive White Board Deployment in Grades 3,4, and 5.

Last Modified: 8/10/2009

Description: The technology department will install additional Interactive White Boards in select 3rd, 4th, and 5th grade classrooms throughout the district. Interactive White Boards provide an excellent means by which to seamlessly integrate technology into all areas of instruction.

Person Responsible Timeline for Implementation Resources

Bear, John	Start: 7/1/2011 Finish: 6/29/2012	\$6,000.00
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Status: Not Started — Ongoing

Activity: Increase Interactive White Board Deployment in Grades 6,7, and 8.

Last Modified: 8/10/2009

Description: The technology department will install additional Interactive White Boards in select 6th, 7th, and 8th grade classrooms throughout the district. Interactive White Boards provide an excellent means by which to seamlessly integrate technology into all areas of instruction.

Person Responsible Timeline for Implementation Resources

Bear, John	Start: 7/1/2010 Finish: 6/30/2011	\$6,000.00
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Status: In Progress — Ongoing

Date Comment

3/2/2009	The District has benefited greatly from the CFF Program. During our two years of participation in CFF, 18 Promethean interactive white boards have been mounted in core-curricular classrooms at our high school. The district has also provided for additional deployments using LEA funds and will continue to do so as budget allows.
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Activity: Increase Interactive White Board Deployment in Kindergarten, 1st, and 2nd Grade

Last Modified: 8/10/2009

Description: The technology department will install additional Interactive White Boards in select Kindergarten, 1st, and 2nd grade classrooms throughout the district. Interactive White Boards provide an excellent means by which to seamlessly integrate technology into all areas of instruction.

Person Responsible Timeline for Implementation Resources

Bear, John	Start: 7/2/2012 Finish: 6/28/2013	\$6,000.00
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Status: Not Started — Ongoing

Activity: Integrate the Use of SmartBoards

Last Modified: 8/6/2009

Description: The technology staff will provide an introduction to Smart Board technology at building level faculty meetings. Interested teachers will then have the opportunity to receive training on methods of effective integration of Smart Boards in education.

All activities related to the training of teachers and posting of content will occur at no additional cost to the district. Trainers are already on staff and all equipment is already in place.

Person Responsible	Timeline for Implementation	Resources
Bear, John	Start: 6/1/2006 Finish: 12/31/9999	-

Professional Development Activity Information

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

Status: In Progress — Ongoing

Date	Comment
3/10/2008	Teachers are being trained in the utilization of Promethean ActivBoards. The District's Classrooms for the Future Coach has taken the leadership role in teaching implementation strategies.
8/6/2009	The District added a Technology Integration Specialist position starting with the 09-10 school year. This specialist will be training our staff on various methods for effectively integrating interactive white boards in education.

Activity: Technology Training - Digital Responsibility/Safety

Last Modified: 8/14/2009

Description: Participants will learn to incorporate the concepts of Internet safety, etiquette, and copyright into lessons that utilize Online resources.

Person Responsible	Timeline for Implementation	Resources
Miller, Sue	Start: 9/2/2009 Finish: 5/1/2013	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	4	24
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status

		Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Educators will understand the implications of copyright, online etiquette and Internet safety as they apply to their curriculum and classroom activities.	Technology engages students. Student who are engaged in classroom activities perform better than those who aren't. Technology can be used to promote higher-order thinking skills.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.

Educator Groups Which Will Participate in this Activity

Role

- Classroom teachers

Follow-up Activities

- Journaling and reflecting

Evaluation Methods

- Participant survey

Status: Not Started — Ongoing

Activity: Technology Training - Hardware Tools and Supporting Applications

Last Modified: 8/12/2009

Description: Interested teachers will receive training on the use of the District's varied technology hardware and the associated software needed to effectively and efficiently use the

hardware. Examples of technology hardware include interactive whiteboards, hand-held response systems, digital video cameras, etc.

Person Responsible	Timeline for Implementation	Resources
Miller, Sue	Start: 9/10/2009 Finish: 5/9/2013	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.50	9	54
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Donegal School District	<ul style="list-style-type: none"> School Entity 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
The participant will be able to use, and have their students utilize, the technology-based hardware to support instruction.	Technology engages students. Student who are engaged in classroom activities perform better than those who aren't. Technology can be used to promote higher-order thinking skills.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.

Educator Groups Which Will Participate in this Activity

Role

- Classroom teachers

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> Journaling and reflecting 	<ul style="list-style-type: none"> Participant survey

Status: Not Started — Ongoing

Activity: Technology Training - Online Resources and Content Providers

Last Modified: 8/12/2009

Description: Participants will become familiar with Internet resources and content providers that support the curriculum by providing lessons, interactive activities, primary resources, etc.

Person Responsible	Timeline for Implementation	Resources
Miller, Sue	Start: 9/15/2009 Finish: 5/21/2013	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.50	9	54
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Donegal School District	<ul style="list-style-type: none"> School Entity 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Educators will learn how to integrate online lessons, activities, games, primary resources, multimedia, etc. into teaching and learning.	Technology engages students. Student who are engaged in classroom activities perform better than those who aren't. Technology can be used to promote higher-order thinking skills.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.

Educator Groups Which Will Participate in this Activity

Role

- Classroom teachers

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> Journaling and reflecting 	<ul style="list-style-type: none"> Participant survey

Status: Not Started — Ongoing

Strategy: Use Data to Improve Student Achievement

Last Modified: 8/10/2009

Description: The district will use technology to gather and synthesize student data for the purpose of using data-driven decision making to foster educational change and increase student achievement.

Activity: SIF Exploration - Request for Information

Last Modified: 8/10/2009

Description: The district will gather information in regards to a SIF implementation for the purpose of integrating multiple student data systems in use across the district. This implementation will utilize SIF agents and a Zone Integration Server (ZIS).

Person Responsible Timeline for Implementation Resources

Bear, John	Start: 7/1/2009	-
	Finish: 6/30/2010	

Status: In Progress — Ongoing

Date Comment

3/2/2009	Initial exploration has been ongoing throughout the duration of our strategic plan. The district will continue to gather information at this time, but until PIMMS is ready for SIF, there is no real motivation for implementation.
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Activity: SIF Implementation - Increased Deployment

Last Modified: 8/10/2009

Description: The technology department will work with a SIF integrator (Edustructures?) to install additional SIF agents for the purpose of integrating additional data systems in use throughout the district. The addition of our Library, Food Services, Transportation, and Health systems will be added to our integration.

Person Responsible Timeline for Implementation Resources

Bear, John	Start: 7/1/2011	\$50,000.00
	Finish: 6/28/2013	

Status: Not Started — Ongoing

Activity: SIF Implementation - Limited Deployment

Last Modified: 8/10/2009

Description: The technology department will work with a SIF integrator (Edustructures?) to install a ZIS and a few SIF agents to begin integrating our data systems. The integration of Active Directory and PowerSchool will be the first integration implemented.

Person Responsible Timeline for Implementation Resources

Bear, John	Start: 7/1/2010	\$50,000.00
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Finish: 6/30/2011

Status: In Progress — Ongoing

Activity: Utilize 4Sight Benchmark Assessments

Last Modified: 3/10/2008

Description: Students will be evaluated up to 5 times a year using the "Success for All Foundation" product "4Sight Benchmark Assessments". These tools have proven to be strong indicators of student performance on the state's PSSA assessments. Data collected from the 4Sight Assessments will assist district educators in identifying areas of need for our students.

Person Responsible Timeline for Implementation Resources

Bear, John	Start: 1/1/2007 Finish: Ongoing	\$16,500.00
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Status: Complete

Date Comment

3/10/2008 4Sight testing is occurring at all schools in the Donegal School District. The frequency of testing is determined by district and building level administrators.

Measurable Annual Improvement Targets

Achievement Goals:

Goal: FOUR-YEAR GRADUATION RATE

Description: Donegal School District's graduation rate will meet or exceed an 80% threshold.

Goal: MATHEMATICS

Description: 78% or more of all Donegal School District students will be proficient in Mathematics, as measured by the annual state-wide PSSA assessments.

Goal: READING

Description: 81% or more of all Donegal School District students will be proficient in Reading, as measured by the annual state-wide PSSA assessments.

Goal: STUDENT ATTENDANCE

Description: Student attendance within the Donegal School District will meet a 90% threshold and/or show growth.

Goal: STUDENT PARTICIPATION IN STATE ASSESSMENTS

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

The measures outlined below will assist in the achievement of the aforementioned goals.

Teachers use assessment data (both local and state) to monitor student and school progress.

The analysis is completed on a regular basis during grade level meetings, team meetings, department meetings, faculty meetings, instructional support meetings, individual education plan

meetings, and during staff development days. This analysis of data leads to informed instruction and assessments on a district-wide level.

Remedial Instruction During the School Day

High School

Description: Programming is currently available for mathematics and English students. Instruction occurs three times a cycle or 75 minutes per period. One set of sections meets on even numbered cycle days and the other set meets on odd numbered cycle days. Class size is limited to provide maximum opportunity for student success. Additional interventions and support are offered during period five of the instructional day.

Assignment to Program: Students who do not score at the proficient level on the State assessment. Data from the 4Sight assessment is also used to determine assignments.

Exiting the Program: Students remain in this tutoring format for a minimum of one semester. Students in grade 12 must pass the district's local assessment. Students who receive academic assistance during period five receive direct instruction from highly qualified mathematics and/or English/reading teachers

Middle School and Elementary

Description: Currently additional instructional time is provided for students needing assistance or enrichment. This is provided by teachers in the child's school. Often, but not always, the teacher is the child's classroom teacher.

Assignment to Program: Students receiving B (Basic) or BB (Below Basic) grades in Mathematics or Reading are assigned to the tutorial program. Others can join the enrichment portion.

Exiting the Program: Students remain in this tutoring format until such time as their achievement reaches a proficient level. Enrichment has no such limitation.

Consistent Review and Evaluation of Existing Attendance Policies.

The administration on an annual basis evaluates the effectiveness of the existing attendance policies at work. Typically, the review includes communication of the policy and its revisions to all school participants, enforceability, and compliance with existing law. The policy below was established to demonstrate the importance of attendance as an integral part of student success.

Students — Age 17 or older: (The items below, as with all attendance, is cumulative for the entire year)

The district administrators and social worker are reviewing and revising the attendance regulations of the district.

Along with existing policy, the district is making a concerted effort to establish home visitation and truancy prevention programs to assist in meeting attendance and graduation rate goals.

Curriculum, Instruction and Instructional Materials

The district's planned instructions are aligned with state standards, eligible content, and benchmarks.

Each teacher receives a copy of his/her planned instruction. Each planned instruction is posted on-line. The appropriate implementation of the planned instruction is reinforced through the use of the clinical supervision model, differentiated supervision options, grade level meetings, faculty meetings, department meetings, and staff development opportunities. This demonstrates a focus

on continuous improvement and a culture of collective professional accountability.

Please access the following URL for a complete listing of the Donegal School District's planned instruction by grade and subject:

http://intranet.donegal.k12.pa.us/BO_NET/Curriculum/Ple.html

Access this URL by utilizing the following - donegal (username) / Indians (password) - these are case sensitive.

Assessments and Public Reporting

The district has established a data integrity team to work with the local intermediate unit to cleanse and verify district data. The district has worked with specialists from the intermediate unit to review PSSA and PVAAS data. Additionally, the administrative team and school faculties have reviewed data packets to determine current strengths and needs. The district also examines the utilization of staff, facilities, time, fiscal resources, and technology and their relationship to the established needs. This holistic examination leads to the continuous improvement of instruction.

The district uses various local assessments including: 4Sight, Study Island, DIBELS, DRA, and progress monitoring in an unrelenting effort to focus on evidence-based teaching and learning. Teachers use the aforementioned local assessment data to monitor student and school progress. The analysis is completed on a regular basis during grade level meetings, team meetings, department meetings, faculty meetings, instructional support meetings, individual education plan meetings, and during staff development days. This analysis of data leads to informed instruction and assessments.

State assessment data is published in local newspapers as well as other media formats. The district provides information through various web sites and our SIS. Students and parents receive individual reports on both local and state assessments as well as access to report information on the local SIS.

Targeted Assistance For Struggling Students

Interventions for at-risk students include before, during, and after school remediation opportunities. Instructional support teams develop appropriate interventions for use in the regular classroom. At-risk students also receive support in the form of a mentor through the district sponsored mentor program. Remediation specific courses are offered at the secondary level. Other at-risk students may participate in the district's alternative education program, STRUCTURE.

Students who qualify for extended school year opportunities are provided with this service. Instruction received during the extended school year directly relates to the regular instructional program.

Extended remediation and/or enrichment opportunities are available both before and after school. These opportunities are directly related to the core instructional program and are aligned with specific standards.

All elementary schools implement the Response to Intervention (RtI) model. The RtI model has been developed by a core group of teachers, interventionists, psychologists, and building and district administrators will receive related training and will serve as trainers for the district in order to build capacity. Building staff will analyze student data to determine which students are in need

of additional academic and behavioral support and will determine the best research-based intervention to meet the students' needs.

Support for Struggling Schools

The district employs literacy, numeracy, and technology coaches in order to support staff and increase capacity. Interdisciplinary teaming, collaborative teaching models, remediation courses are in place to provide the appropriate instructional supports. Additional instructional time is provided, K-12, to meet the needs of individual students in the areas of mathematics and reading.

The clinical supervision model allows for identification of struggling staff and teams. Struggling school and student subgroups are identified through the results of state assessments. Struggling teachers are placed on an instructional support plan and provided with assistance by their building administrators. Struggling teams are provided with appropriate training and support as needed. Struggling schools receive added resources and training to address the identified need(s).

Faculties, with the guidance of building and district leadership, reviews the related data to determine the underlying causes of poor student and/or school performance. A data-driven action plan format was employed beginning in the 08-09 school year. Its use will continue.

The district provides the needed staff or fiscal resources to implement the identified school or district improvement plan. The district uses the resources of the local intermediate unit, PaTTAN, and PDE.

The district and building leadership works collaboratively with the professional staff to consistently monitor progress through the use of local formative assessments and state assessments. The analysis of said assessments is used to inform instruction and address specific educational needs.

Time is preserved in the form of grade level meetings, team meetings, department meetings, faculty meetings, and professional development days. This time is also evidenced in aspects of our differentiated supervision opportunities such as dialogue discussions related to specific professional texts and peer coaching. These examples reflect a culture of evidence-based collaborative practices.

District personnel receive training during staff development days, conference and workshop days, as well as in faculty meetings. Teachers are encouraged to participate in the many programs that IU 13 offers. In addition, the district supports the "train the trainer" model and trains specific personnel to this goal. The district has established a secondary literacy task force. Recommendations from this task force are being used to improve literacy instruction at the secondary level throughout the district.

Qualified, Effective Teachers and Capable Instructional Leaders

The district seeks new talent through its affiliation with local colleges, universities, and agencies. The district also uses the on-line system, PA-Educator.

Teacher candidates move through an interview process at the building level, first round, and at the district level, second round. Scoring rubrics are used throughout the process. Candidates participate in an interview process; they also respond, in writing, to a related prompt. Finally,

candidates prepare a lesson plan and deliver a portion of the lesson.

The district provides trainings through its induction and staff developments practices. It also encourages the professional staff to participate in IU 13 sponsored trainings as well as trainings and workshops through outside organizations. Building administrators encourage professional staff members to participate in trainings that support their individual and team needs.

Identified teachers receive appropriate assistance through the use of the district's instructional support plan. High performing staff members receive accolades through the district's annual staff recognition event and through the use of commendations on the state evaluation forms.

Time for collaboration and shared experiences exists in the following forms: grade level, team, department, and faculty meetings. Peer coaching and collaborative teaching models also provide collegial opportunities. An established mode of differentiated supervision, dialogue, promotes a culture of continuous professional learning. Staff members also participate in point of contact meetings and professional discussion groups facilitated by IU 13. New district personnel participate in a three-year induction process receiving training from both district personnel and IU 13 staff.

The district's lesson plan format is presented to all professional staff and is posted on-line. Effective teaching practices are supported through the clinical supervision mode, continuous staff development, and the implementation of the essential elements of instruction. The district uses a rubric based on the state evaluation forms: 426, 427, and 428 as well as the DEBE. The domains noted on the forms directly relate to educational pedagogy and established local evidence-based practices.

Central office administrators support building administrators and faculties in their efforts to effectively maintain quality programs and instruction. Monthly meetings are conducted to provide a forum for communication and collaboration.

District administrators create and implement SMART goals which are linked to yearly evaluations. This promotes a culture of professional accountability for continuous improvement and performance by individuals and by specific school communities.

Parent and Community Participation

The district showcases students and programs through local newspapers, the district newsletter, the district web site, and other media formats. Communication with parents is conducted through the use of letters, newsletters, phone messages, the Alert Now system, and postings on the SIS. District leadership also speaks at local community organizational meetings to promote district activities and showcase events.

Buildings are available for use by community groups. The district and members of the local community work hand-in-hand with the district sponsored mentor program. The district provides a senior citizen and a veteran's day event; this encourages a strong link between school and community. The community is a staunch supporter of the district's sports teams and its theatre arts program through the work of the booster clubs and community patronage.

The district develops authentic relationship with community stakeholders in a variety of methods. The district showcases students and programs through local newspapers and other media formats. Communication with parents is conducted through the use of letters, newsletters, phone messages, the Alert Now system, and postings on the SIS. District leadership speaks at local community organizational meetings.

The district invites community feedback at its monthly Board meetings. District leadership encourages effective communication at the building level. This communication includes the aforementioned items as well as the strong relationship between the community and the schools in the form of the parent-teacher organizations at the elementary and the middle school levels. The district has also established an email link/bank via the district web site.

District leadership meets with business and community leaders to foster collaboration among the entities in order to address current and pending district needs in order to support strong schools for all students. The district and the education association work collaboratively to promote the district's public image and to encourage public trust. The district works with local realtors and home building associations to promote a positive district image.

The district's students participate in dual enrollment on a case-by-case basis. The district also participates in the College in the High School program with the Harrisburg Area Community College. The district accepts junior block students and student teachers from the local colleges and universities. The district is working toward a partnership with a local college to allow for 3rd and 4th year education students to participate in our before and after school remediation programs. The district also participates in various state and federal funding programs in order to develop authentic relationships with family, business, community, and higher education.

The district and the local intermediate unit, IU 13, are working to receive Act 183 funding. Act 183 will allow for continued collaboration among the school district, IU 13, businesses, and local colleges and universities. This will impact instruction, staff development, and community education within the district. The district also partners with IU 13 for technical and instructional assistance.

The district at-risk students < K-12, are supported by community members and businesses as they participate in the district sponsored mentor program. Mentors participate in an initial training session, and mentors are then carefully paired with a specific student. The adult and the child meet for 30 minutes each week during school hours, and their relationship, filled with caring, respect, and trust, is nurtured throughout the school year.

Pre-Kindergarten Transition

The district does not have a Pre-K program. However, the district works to provide a positive transition between the community-based Pre-K programs and Kindergarten. The district's Success By Six coordinator is in frequent contact with Head Start and the local program leaders in order to share information, merge expectations, and foster an easy transition for both students and parents/guardians. Moving Up days are held; on this day, pre kindergarten students visit the district's kindergarten classrooms in order to meet the school personnel and to have a 'kindergarten experience'. In addition, the district's kindergarten personnel visit the community pre-K programs in order to make a connection with students and between programs.