

Western Wayne School District

**Strategic Plan
Mid-Point Revision and Report**

September 2004

Local Progress Evaluation Team Statement

The Local Progress Evaluation Team Membership was composed of members from the Original Strategic Plan Steering Committee and those Community/Business Members added to that committee. The members and stakeholders they represent are listed below.

Strategic Plan-Evaluation Committee

SCHOOL BOARD

Doris, Pliss
Donald, Olsommer

ADMINISTRATION

Andrew, Falonk-	Superintendent
Jeffrey D. Shaffer-	Director of Curriculum
Dr. Lorna, Johns-	Director of Instructional Services
Jay, Starnes-	Principal, Western Wayne High School
Ellen, Faliskie-	Hamlin Elementary Center, Lake Elementary School Principal, and Title 1 Coordinator

FACULTY

Grace, Clauss	Hamlin Elementary Center
Gail, Barna-	Western Wayne Middle School
Marianne, Bell-	Lake Elementary School
Jerri, Hanna-	Western Wayne Middle School
Susan, Pignatello-	Hamlin Elementary Center
Betty, Stoner-	Western Wayne High School
Laurie, Tylutki-	Western Wayne High School

PARENTS

Barbara, Pace
Dave Cummins
Katharine, Dodge
Debbie, Gillette
Pam, Kahn
Melody, Robbins
Evie, Vitali
Carole, Woerle

COMMUNITY REPRESENTATIVES

Cathy, Coar
Chris, Farrell
Eydie, Morcom
Betty, Sullivan
Sally, Venesky

Review Process

Meeting Dates:

August 16, 2004. Review and approval of plan by Strategic Planning Committee.

September 13, 2004. Review and approval of plan by Western Wayne School District Board of Education.

The Director of Curriculum chaired the Evaluation Committee and prepared the Draft Evaluation Report. Upon committee approval the report was sent to the Western Wayne School District Board of Education for their approval.

SECTION I
PROGRESS AND ACCOMPLISHMENTS
2001-2004

1. *Academic Standards for Student Achievement.* Curriculum is updated following cycle addressed in plan. Pennsylvania State Standards are being adopted and implemented accordingly. Additional resources from the *Association for Supervision and Curriculum Development* are being implemented.

2. *Graduation Requirements.*

A. Graduation requirements were reviewed. Credit requirements were maintained at 22 ½ credits. In addition all students must complete a graduation project to be eligible for diploma.

B. Continuation of Career Pathway Scheduling. They include the following: Math/Science, Arts/Humanities and Business/Technology.

3. *Course Offerings*

A. Advanced placement courses are now being offered in Chemistry, U.S. Government & Politics, English Literature & Composition and English Language & Composition.

B. Independent study courses are being investigated in Math, Computers and Foreign Language.

C. Algebra will be offered to students in 7th grade beginning in September 2004. This course will contain elements of Geometry and Data & Statistics.

D. Courses added/courses dropped since the inception of the current plan includes the following:

ART

Added

Commercial Art

Three-Dimensional Design

Advanced Studio Art split into section A (1 credit) and B (2 credits)

BUSINESS

Added

Dynamics of Work

Word Processing for Non-Business Students

Cooperative Education – 3 credits

ENGLISH

Added

Corrective Reading: Learning Support Students

Dropped

Humanities

HUMAN ECOLOGY

Dropped

Human Ecology III

MATHEMATICS

Switched from Business Dept to Math Dept.

Business Mathematics

Advanced Vocational Math Applications

Accounting 1

Accounting 2

Added

General Math 1

Geometry 9A

PHYSICAL EDUCATION-HEALTH-DRIVER EDUCATION

Added

Strength Training- ½ credit

SCIENCE

Added

Graphic Information Systems-Global Positioning Systems- ½ credit
Laboratory Technician- ½ credit

TECHNOLOGY

Added

Auto Mechanics I	Metal Engineering I
Auto Mechanics II	Metal Engineering II
Auto Mechanics III	Metal Engineering III
Auto Mechanics IV	Metal Engineering IV
C. A. D. Drawing II	Introduction to Engineering Technology
Keyboarding for Grade 4 students	

TECHNOLOGY

Dropped

Introduction to Technology Education
Jewelry making
General Metal from full credit to ½ credit

4. *Assessment*

A. In the 2003-2004 school year we implemented a weighted grading system in the high school. Selected courses were given a weight of 3% or 5%. All courses listed below are weighted at 5% except where noted.

English Department

AP English Language & Composition
AP English Literature & Composition

Social Studies Department

AP Government & Politics

Mathematics Department

Statistics
Trigonometry & Advanced Algebra
Pre-Calculus 11
Calculus

Science Department

Chemistry w/ lab **3% weight**
Anatomy & Physiology
Physics w/ lab
Advanced Biology
AP Chemistry w/ Lab

B. Currently the district uses a variety of formal and informal instruments and procedures to determine transitional and exit outcome achievement.

1. *Pennsylvania System of School Assessment (PSSA) Exams*
2. Graduation Projects.

3. Teacher observation/checklist, teacher made exams, published tests that accompany texts and planned course assessment which may include portfolios at teacher discretion.
4. The *Orleans-Hanna* Math Assessment is administered to students transitioning from 7th to 8th grade.
5. The *D.I.B.E.L.S.* Reading Assessment is given to all students in grades K, 1, 2 & 3 (4 & 5 eventually) throughout the fall, winter, and spring of each school year. The tests are an assessment tool used in the *Reading First Program* initiated in the 2003-2004 school year.
6. The *Terra Nova* Reading Assessment is administered to all students in grades 1, 2, & 3 in the spring of each school year. The tests are an assessment tool used in the *Reading First Program* initiated in the 2003-2004 school year.

5. *Notification of Assessment results*

A. We have constructed a new district web-site and plan to include links to the PDE website allowing the community to review district and state testing results. The website address is <http://www.westernwayne.org>.

B. We will continue to report cumulative and commercial test results through the state mandated report card. Planned course results will be announced through quarterly school report cards. Beginning fall 2004, the middle school will adapt automated report cards to replace handwritten reports.

6. *Planned Course Revision*

A. The revision schedule follows the cycle in the original Strategic Plan. We have revised planned course curriculum based on Pennsylvania State Standards, Chapter 4 guidelines, and resources from the "*Association of Supervision and Curriculum Development*" in the following subject areas:

- | | |
|-------------------------------------|-------------------|
| A. Mathematics- | 2001 thru 2003 |
| B. Science- | 2002 thru 2004 |
| C. Language Arts-
Music and Art. | 2003 thru current |
| D. Social Studies- | Fall 2004 |

7. *Program Evaluation*

A. A complete program evaluation was conducted by a committee from N.E.I.U. # 19 during the fall of 2002 and spring of 2003.

1. Western Wayne High School – fall 2002
2. Western Wayne Middle School- spring 2003.

B. All recommendations provided by the evaluation committee were disseminated to the individual buildings during Act 80 in-services and through building department meetings.

C. Building principals arranged teams of staff members to analyze information and provide a hierarchal list of the most important points. Analysis was conducted on all programs, building components, and subject areas.

D. Results of staff evaluation and input was provided to the Director of Curriculum & building principals for implementation where possible.

E. The final report is available for viewing in both school buildings and the District Central Office.

8. *Progress on Recommendations from Planning Committee*

A. Developing of continuous design-down curriculum is ongoing based on cycle outlined in original plan.

B. *Research multi-age education to ascertain its effectiveness.*

1. Effectiveness of “looping” teachers was investigated and implemented at the elementary school level.
2. Implementation of *Reading First Program* at the elementary level.
3. Implementation of Lablion science program at grade appropriate levels.

C. *In-servicing of professional staff K-12 regarding assessment.*

1. In-servicing of professional staff K-12 regarding assessment is an ongoing process. K-3 teachers are continuing work in implementing *Reading First Program* components and assessments. Teachers in grades 4-12 are regularly in-serviced regarding implementation of state standards into curriculum and daily lesson plans. These teachers are able to obtain Act 48 credit through these meetings. In-servicing for secondary teachers also includes implementing suggestions from N.E.I.U. evaluation teams. These teams conducted a curriculum/program/school evaluation of the Western Wayne High School in fall of 2002 and Western Wayne Middle School of spring of 2003.

D. *Integration of school and community to develop excellent learning experiences and career awareness.*

1. Students in grade 12 that have met specific credit requirements are eligible to participate in school/work co-op program. This

involves on-site learning/work experience in cooperation with local businesses and individuals.

2. School to work committee meetings are held once per month throughout school year.
3. Teachers on all levels K-12 continue to invite members of community and local business people into classroom for enrichment.
4. We have not yet offered an orientation course to certify community participants in student mentoring.
5. The Continuing Professional Education (CPE) Committee continues to develop and approve courses for professional development.
6. We will be implementing PA. State Technology Standards into curriculum continuing to use the following focus from original plan.

Primary- Awareness, comfort, identification, exposure.

Intermediate- Usage, beginning of skills.

Middle- Mastery of Keyboarding

High- Application of skills

With assistance of local intermediate unit, we are in-servicing teachers on issues addressed above.

E. Encourage professional peer interaction among faculty

1. Information gathered at seminars and conferences is shared with Continuing Professional Education Committee and building principals. Information is then disseminated to appropriate people.
2. High School using “curriculum grids” to be filled out at monthly faculty meetings and distributed to staff. Provides opportunity for teachers to do cross-curricular teaching.
3. Professional contractual issues have prevented a system for peer evaluation at this time.
4. Mentor teachers visit their inductee’s classroom as prescribed by induction plan.
5. Team planning time used in elementary and middle schools. Scheduling issues in high school have not permitted this to take place.

6. Through CPE meetings, personnel from different levels of instruction are able to share ideas on teaching, assessment, etc.

7. We are currently in cooperation with N.E.I.U. # 19 to implement a grant to write our entire K-12 curriculum on an internet software program. This technology would make it possible for all teachers to readily examine essential elements of their curriculum. It would also help to eliminate overlapping and identify information gaps. Teachers will also be encouraged to “team-teach” in areas of similar content and instruction.

9. *Technology Plan*

A. The Western Wayne School District is currently investigating the possibility of hiring an Instructional Technology Specialist to assist in the development and implementation of technology curriculum.

B. Infrastructure is continually being updated to reflect emerging technology and provide for educational growth.

C. The Western Wayne School District is developing a new website that will provide information regarding all levels of district function to the community.

D. High School Science course now offered in Global Positioning Satellite (GPS) Technology. This course has helped us to assume the lead position in implementing a Geography Grant that was obtained through cooperation with N.E.I.U. # 19.

E. We will purchase 20 laptop computers for the Lake Elementary Building to be used as a mobile computer lab. This lab will be functional in September 2004.

F. Teachers K-12 now have access to “smart-boards” to enhance day-to-day lessons.

G. As listed in D, 6, we are integrating technology skills across the curriculum beginning in grade 3. As a result, there will be modifications to all curriculum from elementary to secondary to accommodate technology standards.

10. *Plan to Improve Student Achievement*

A. As recommended, student progress or evaluation reports are sent out a few weeks prior to the end of the marking period to give parents ample opportunity to address issues in the report.

B. After school remediation in Math, Reading, and Writing offered to high school and middle school students.

C. As of now a district-wide remediation plan for student improvement on PSSA has not been established.

D. Summer school is offered to middle and high school students in English, Math, Science, and Social Studies.

E. Transitional and looping class structures have been implemented.

F. After-school, alternative education class now offered to high school students. This program was instituted in fall of 2003.

G. *Reading First Program* initiated at the K-3 level.

H. “Lablion” Science program and facilities adopted in the elementary and middle schools.

I. We are currently investigating an online curriculum service that may be utilized with our alternative education and homebound instructional students. The company is Educational Options Inc. and the program is called Novel Stars.

11. *Overview of the Reading First Program.*

A. Schedule of 90 minutes of uninterrupted reading instruction every day for all K-3 students.

B. Purchase instructional materials, including software programs, based on scientifically based research.

C. Promote reading and library programs for young children that provide access to engaging reading material.

D. Plan professional development for teachers and paraprofessionals that is clearly aligned to the instructional Reading First Program.

E. Develop and implement a well organized reading assessment system that includes screening, diagnosis, formative assessments and summative assessments.

F. Systematically collect assessment data, maintain appropriate records and submit all progress reports to the Department of Education in a timely manner.

Assessments within the program

1. *D.I.B.E.L.S.*- Diagnostic Inventory of Basic Educational Literacy Skills
2. *E.R.D.A.*- Early Reading Diagnostic Assessment
3. *Terra Nova*

For students needing more intensive support.

1. *C.T.O.P.P.*- Comprehensive Test of Phonological Processing.
2. *Gray Oral Reading Test-IV*
3. *T.O.P.A.*-Test of Phonological Awareness.
4. *T.O.W.R.E.*- Test of Word Reading Efficiency.

SECTION II
INTERNAL & EXTERNAL NEEDS
SINCE THE
INCEPTION OF THE PLAN

1. *Gifted Education*

A. The district hired a full-time gifted education teacher to service students K-12.

B. The Western Wayne District policy for identification of Gifted Students is as follows:

Level I Screening

A. Request for evaluation from parent or teacher.

B. Guidance Counselor administers intelligence screening (enclosed)

C. Parent & teacher complete Gifted Evaluation Scale (enclosed).

D. Score on Screening Matrix must exceed 30 to proceed to level 2 screening.

Level II Screening

A. Building level team convenes to discuss results of Level I Screening.

B. Decision to pursue individual psychological testing is determined.

C. If further testing is recommended, School Psychologist directs Department of Instructional Services to issue Permission to Evaluate.

Testing

A. An evaluation is to be completed within 45 days after parents sign PDE Permission to evaluate.

Gifted Multidisciplinary Team Meeting(GMDT)

A. This meeting provides a forum in which discussion occurs regarding a child's exceptionality. The GMDT is responsible for preparing a comprehensive evaluation report (GWR) for each student referred for a multidisciplinary evaluation. The report shall be written by the school psychologist and contain conclusions and recommendations determined by the team regarding eligibility and programming.

B. The GWR must be completed within 10 days after GMDT meeting.

C. A copy of the GWR must be delivered to parents within 5 school days after its completion for signature and approval or disapproval.

D. Parents may request to waive the time guidelines and proceed directly to the IEP meeting.

Gifted Individual Education Program (GIEP)

A. Determination of exceptionality is made at this time. The GWR is reviewed and a decision is made as to whether or not a child needs special education.

B. Preparation of GIEP. The kind of program and services are decided. The GIEP shall be developed within 30 calendar days after the issuance of the GWR.

C. If parents approve or disapprove of the GIEP, they then sign a Notice of Recommended Assignment (NORA). The NORA must be signed within 5 calendar days after completion of the GIEP. Parents are provided with procedural safeguards at this time.

D. Parents have up to 5 calendar days to approve or disapprove the GIEP when they are given the program and the NORA, or 10 day calendar days if it was mailed.

E. The GIEP shall be implemented as soon as possible, but no later than 10 school days after the completion of the NORA.

F. If the student is deemed to be non-exceptional, the team must issue a written notice to the parents explaining the decision, and the parents have the right to due process procedures to object to the decision.

This is the basic outline of the identification of gifted students and the process of GIEP creation. The entire Western Wayne School District Policy on Gifted Education will be sent as a separate attachment to this report.

2. *Addressing the requirements of No Child Left Behind*

A. The district is making every effort to assure that all of its teachers will be “highly qualified” by the 2005-2006 school year.

B. Meeting was held with all middle school teachers who do not fall into the “highly qualified” category. State guidelines and requirements were explained to all teachers involved. All teachers, with the exception of one who will be retiring, made arrangements to take appropriate certification tests.

C. All students in grades 3, 5, 8, & 11 are given annual PSSA assessments in Reading and Math. All 6th & 9th grade students are assessed annually in writing.

D. Students in 12th grade not meeting at least *proficient* competency levels on PSSA are given the opportunity to retest.

E. After-school remediation is provided in reading and math for any student who qualifies for it. This program begins in mid-September and runs until the end of May.

F. All instructional materials are made available to the general public through the principal’s office in each individual building.

G. The district submits an annual report card to the community available to the public as described in letter E. This information will also be on the district’s new web-site. www.westernwayne.org

H. The Western Wayne Board of Education has adopted policies regarding the education of the following: Limited English Proficiency (L.E.P.) students, Migrant and Homeless students.

I. School Weapons and Violence report is submitted annually

J. Parents are notified as to the conditions under which they may choose to opt out of state mandated assessments. These conditions are sent home to the appropriate grade level students in the form of a newsletter.

3. *English as a Second Language/Bilingual Program*

A. The district has hired a full-time E.S.L. teacher. As of June 2004, there were 10 students in the district requiring this service. Students requiring this service are scheduled accordingly.

B. The Western Wayne School District Policy on English as a Second Language/Bilingual Program is a separate attachment to this report.

4. *Migrant Students Policy*

As mandated by the No Child Left Behind Act, the Western Wayne School District has adopted a policy regarding Migrant Students.
(enclosed)

5. *Homeless Students Policy*

As mandated by the No Child Left Behind Act, the Western Wayne School District has adopted a policy regarding Homeless Students.
(enclosed)

SECTION III
CONCLUSION

The Western Wayne School District has developed a comprehensive, ambitious, yet realistic plan. In three years the District has accomplished much of its plan and will continue to extend those areas accomplished as part of a natural progression. The District will continue to implement the plan as prescribed.

All new Western Wayne School District policies that were adopted since the inception of this plan will be sent as separate attachments to this report.

ATTACHMENTS

1. Western Wayne School District Gifted Education Policy.
2. Western Wayne School District English as a Second Language/Bilingual Program.
3. Smoke/Tobacco Free Environment
4. Homeless Students
5. Hazing
6. Migrant Students