

**STRATEGIC PLANNING COMMITTEE
2006-2012**

SCHOOL BOARD

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Kathy Grandjean
Peter Propst – Alternate**

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Mr. Peter Casazza, Assistant Principal – Honesdale High School
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Mrs. Sandra Rickard, Principal – Damascus Elementary School
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Dr. Rita Williams, Psychological Service & Special Programs Coordinator**

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Mrs. Betty Baerenklau, Teacher – Damascus Elementary School
Mrs. Dawn Harvey, Teacher – Preston Elementary School
Ms. Beth Hughes, Teacher – Lakeside Elementary School
Mrs. Mary Ann Maza, Teacher – Honesdale High & Wayne Highlands Middle Schools
Mr. Lance McHugh-Teacher – Honesdale High School
Mrs. Robin Sampson, Teacher – Honesdale High School
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Mrs. Vickie Sheridan-Teacher – Stourbridge Primary Center
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Mrs. Judy Stanton-School Nurse – Preston Elementary School
Ms. Sherry Walsh-Teacher – Lakeside Elementary School
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Mrs. Carol Weinberger-Teacher – Wayne Highlands Middle School
Mr. Tim Wood-Teacher – Wayne Highlands Middle School**

COMMUNITY REPRESENTATIVES

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Karen Brauser
Carol Diefenbach
Jeanne Fowler
Paul Hagedorn
Nancy Hart
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**Lorene Koch
Michelle McConnell
Jeanne Peck
Kimberly Protzman**

**STUDENTS
Robert Derrick
Jen Malinski
Allaina Propst
Harmony Schmitt**

ITEM #1. MISSION STATEMENT

The Wayne Highlands School District's mission is to promote a school community alliance dedicated to:

- **Dynamic Educational Processes**
- **Success for All Students**
- **Lifelong Learning**
- **Respect for Oneself and Society**

ITEM #2. EDUCATIONAL AND ORGANIZATIONAL GOALS

The Wayne Highlands School District staff will collaborate with parents, families and community institutions in attending to students' intellectual and developmental needs, and preparing students to become self-directed, life-long learners and respectful, responsible and involved citizens. The district will provide opportunities for students to:

1. Acquire knowledge and skills
2. Develop integrity
3. Process information
4. Think critically
5. Work independently
6. Collaborate with others
7. Adapt to change

The Wayne Highlands School District program will provide planned instruction so that students have the opportunity to develop knowledge and skills, and attain academic standards, in the following areas:

1. Reading, Writing, Speaking and Listening
2. Mathematics
3. Science and Technology
4. Environment and Ecology
5. Social Studies (Civics and Government, Economics, Geography and History)
6. Arts and Humanities
7. Career Education
8. Health, Safety and Physical Education
9. Family and Consumer Science
10. World Languages

The District will engage in planned activities to promote the achievement of the following organizational goals:

1. Revise planned courses so they are aligned with academic standards and instructional requirements for primary, intermediate, middle level and high school programs.
2. Document the district assessment plan that will be used to determine the degree to which students achieve academic standards and graduation requirements.
3. Develop a plan to improve students' achievement, including the identification of benchmarks and assessments, provision for additional instructional opportunities for students and staff development for teachers.
4. Increase the use of technology in learning activities.
5. Improve plans for safety and security, sensitivity to diversity and addressing the needs of at-risk students.
6. Develop parent-school partnerships at all grade levels.

ITEM #3. ACADEMIC STANDARDS FOR STUDENT ACHIEVEMENT
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The Pennsylvania Academic Standards that have been adopted in Grades 3, 5, 8 and 11 for reading, writing, speaking, listening and mathematics will guide the instructional program in these curricular areas in the district. The district will develop benchmarks for achievement in Grades K, 1, 2, 4, 6, 7, 9, 10 and 12 in these subject areas. The benchmarks will be taught and assessed at each grade level.

The Pennsylvania State Board of Education intends to adopt standards in the following areas in the future:

- Science and Technology
- Environment and Ecology
- Social Studies
- Arts and Humanities
- Career Education and Work
- Health, Safety and Physical Education
- Family and Consumer Science
- World Languages

These standards will guide the district's instructional program in these areas. The district will develop benchmarks for achievement at grade levels that are not addressed by the standards.

Until standards are adopted and benchmarks are developed in each of the areas listed above, the objectives written in the district's planned courses will be used as the standards for student achievement.

ITEM #4. GRADUATION REQUIREMENTS

The Wayne Highlands School District will plan and implement all curricular and instructional programs to meet the requirements for elementary, middle level and high school education defined in sections 4.21 through 4.31 of Chapter 4. As described in Item #5 of the Strategic Plan, the district will develop assessment procedures to measure the degree to which students achieve the academic standards at all levels and in all subject areas. Planned course objectives will be aligned with state standards, and developmental benchmarks indicating progress toward the achievement of these standards will be identified for all grade levels.

To be eligible for graduation from the Wayne Highlands School District, a student must satisfactorily complete required courses of instruction and a graduation project. Beginning with the Class of 2003, students must also demonstrate proficiency in reading, writing and mathematics on either the Pennsylvania System of School Assessment (PSSA), administered in grades 11 or 12, or the local system of assessment that is aligned with academic standards and State assessments. These requirements are described below.

COURSE COMPLETION

SUBJECT	PLANNED COURSES
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English	4
Mathematics	3
Science	3
Social Studies	4
Physical Education	4
Health	1
Drivers' Education	1
Arts & Humanities	2
*Electives	6 - (2001-2002)

Electives required in 2002-2003 will be 5; in 2003-2004 will be 4; in 2004-2005 will be 3).

GRADUATION PROJECT

Each student must complete a culminating graduation project during the senior year. This project will be completed under the supervision of a member of the high school faculty, and will assure that the student is able to apply, analyze, synthesize and evaluate information and communicate significant knowledge and understanding. The student will complete two (2) components- writing a research paper, and preparing a demonstration product. The faculty advisor will evaluate both components using assessment rubrics developed locally.

MASTERY OF ACADEMIC STANDARDS

Beginning with the graduating class of 2003, each student must demonstrate mastery of the Pennsylvania academic standards in reading, writing and mathematics. The student must demonstrate proficiency in all three areas as identified by the following levels of achievement in the Wayne Highlands School District Assessment Plan:

.	Advanced:	83% - 100%
.	Proficient:	65% - 82%
.	Basic:	47% - 64%
.	Below Basic:	0% - 46%

The Wayne Highlands School District Assessment Plan is described in Item #5 of this Strategic Plan. All assessments will be aligned with state standards.

CHILDREN WITH DISABILITIES

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

ENGLISH LANGUAGE LEARNERS

An instructional and tutorial program will be developed for each English Language Learner (ELL) based on the English language proficiency of each student. The English as a Second Language (ESL) teacher will engage the student in English language instruction (reading, writing, speaking and listening) for part of the day. This may take the place of the student's required English/language arts course. The ESL teacher will also help the student complete work for other courses (homework, tests, quizzes, etc.).

The student will attend content area classes for the remainder of the day. The (ESL) teacher will help the student in these classes to the extent necessary to ensure meaningful participation and proficient achievement of the academic standards.

To be eligible for graduation from the Wayne Highlands School District, students who are identified as ELL must satisfactorily complete required courses, complete a graduation project and demonstrate mastery of the Pennsylvania Academic Standards in reading, writing and mathematics as described in this section.

CURRICULUM REVISION

YEAR	REVISION	IMPLEMENTATION
2000-2001		Science
2001-2002	Communications (K-2)*	
2002-2003	Technology Plan (eTech) Library Communications (3-4)*	Communications (K-2)*
2003-2004	Social Studies Communications (5)* Technology Education Family & Consumer Science Art Vocational Education Mathematics Guidance Career Education	Technology Plan (eTech) Library Communications (3-4)*
2004-2005	Communications (6-8)* Communications (9-12)* Physical Education Health Music	Communications (5)* Social Studies Technology Education Family & Consumer Science Art Vocational Education Mathematics Guidance Career Education
2005-2006	Science	Communications (6-8)* Communications (9-12)* Physical Education Health Music

* Communications includes the following: reading, writing, speaking, listening, spelling, grammar, phonics, phomenic awareness and literature.

** Business Education, Driver Education and Foreign Languages will be revised according to the Honesdale High School cycle of course revision and approval.

ITEM #5. DISTRICT ASSESSMENT PLAN

The Wayne Highlands School District will develop a comprehensive assessment system to measure student achievement of state standards, and to identify which students are achieving at advanced, proficient, basic and below basic levels. The first steps in the development of this system will be the identification of learning goals that are aligned with the standards, and the development of benchmarks at all grade levels that

are designed down from the standards.

The next step will be the evaluation of all commercial, state and district-assessment tools currently in use to determine their accuracy and reliability in measuring student achievement of benchmarks and standards. Where deficiencies are noted, new assessment tools will be adopted or developed. A narrative description of each assessment instrument will be included in the plan, and a table will show the relationship between each standard and the appropriate assessment instrument (s).

The district will use assessment results to improve curriculum and instructional practices, to guide instructional strategies and to develop future strategic plans. Information from assessments will be made available to the public in the following ways:

1. Results of state assessments (school and district averages) published in newspapers and reported to the school board.
2. Individual student scores on state and standardized tests sent home to parents.
3. Report cards
4. Progress reports
5. Parent conferences

Also a plan will be developed to report students' progress toward achievement of the standards to the public, utilizing all assessment data.

The district's assessment plan will be developed during the 2000-2001 school year. It will be implemented in the 2001-2002 school year.

Children with disabilities will be included in the local assessment system, with appropriate accommodations, when necessary. The district will develop guidelines for the participation of children with disabilities in alternate assessments when the IEP team determines that participation in the local assessment system would not be appropriate.

ENGLISH LANGUAGE LEARNERS

Every parent or guardian will complete a Home Language Survey with reference to their child when they enroll the child in the Wayne Highlands School District. If the child has a Primary Home Language Other Than English (PHLOTE), the Woodcock-Munoz Language Survey will be administered to assess English language proficiency. The child will be identified as an English Language Learner (ELL) if he/she is not proficient in reading, writing, speaking and/or listening in the English language.

To determine the degree to which the student is achieving English proficiency and the academics standards, the ESL teacher and content area teachers will administer the IDEA Proficiency Test (IPT) and review teacher evaluations of the student's reading, writing, speaking and listening skills when compared with other students. Information from these assessments will be used to make decisions about modifying or extending the program if the student does not demonstrate a mastery of English or the academic standards at a proficient level or higher. Teachers will select new materials and/or provide extended learning time to help the student be successful.

Information about the ESL program will be made available to the public through the media, school handbooks and at the time of enrollment.

DESCRIPTION OF METHODS AND MEASURES

STATE ASSESSMENTS

The PSSA will be utilized as an assessment tool in grades, five, eight and eleven for standards 1.1-1.3, 1.7-1.8 and 2.1-2.11. In grades six, nine and eleven, it will be used to assess standards 1.4 and 1.5. The information gleaned from the state assessments will be analyzed in conjunction with other district measures to determine progress toward proficient achievement of state standards. In addition, PSSA results will be compared to previous scores to identify grade level progress toward proficiency in the state standards.

COMMERCIAL ASSESSMENTS

Metropolitan Achievement Test (MAT)

This test provides measures of achievement of all state standards in Reading, Writing, Speaking and Listening and Mathematics, and many of the state standards in Science and Technology and Environment and Ecology. It is given each spring in grades four and six.

Publisher Assessments

These tests are purchased from publishers of textbooks that are adopted by the school district for specific subjects and courses. They are correlated to the scope and sequence of the approved text.

Daily Oral Language

Daily instruction and assessment of grammar, punctuation, spelling and editing symbols using two sentences.

Sitton Spelling

Cloze stories in which the teacher reads to the class and students must write the dictated words in the proper places. These are used to assess the acquisition and retention of high frequency words from the practiced word list.

Developmental Reading Assessment (DRA)

The Developmental Reading Assessment (DRA) Kit, developed and field-tested by teachers over a ten year period, was created to assess and document primary students' development as readers in grades K-4. It provides teachers with fiction and non-fiction assessment texts of increasing difficulty that are used on a regular basis, often quarterly, to document change over time in each student's reading. The main purpose of the DRA Kit is to enable teachers to systematically observe, record and evaluate change in student reading performance. This information is then used to plan for and teach what each student needs to learn next. Essentially, the assessment provides the focus for instruction.

Everyday Mathematics

Unit Reviews assess all skills taught over a period of several weeks. Math Messages are used to assess the strategies and processes used by students to solve problems. Teachers use the results to make decisions about reteaching concepts. Slate Assessments are brief daily reviews of skills, Math Boxes are used for quarterly assessment of "secure" skills.

UCSMP Assessments

Chapter tests and quizzes written by the University of Chicago Math Program that assess all skills and concepts taught.

DISTRICT ASSESSMENTS

Checklists

These are used to assess skill proficiency during discussions, cooperative learning, explorations, boardwork and other learning activities during individual class sessions.

Running Record

This is an individual assessment of fluency (words per minute), accuracy and comprehension that is used to determine each student's independent, instructional and frustration reading level. This tool is used for group placement, selection of appropriate reading material and parent reports.

Teacher-Made Assessments

Tests, quizzes, reports, etc., designed by teachers to measure achievement of specific skills and objectives.

Projects

Assignments requiring research, analysis of information, observation, construction of products and/or demonstrations. These are typically completed over a period of weeks.

Retelling

An assessment of comprehension in which a student tells the teacher or a partner the details of a story. The retelling can be oral or written.

Final Examination

A cumulative written or performance assessment that measures a student's achievement of the skills and objectives over the course of an entire school year.

Student Written Work

This includes, but is not limited to, themes, homework, prompt writing (narrative, persuasive, informational), book reports, journal writing, spelling, illustrations, story maps and skill practice exercises.

Student Oral Work

This includes, but is not limited to, book reports, speeches, debates, large-group and small-group discussions and student responses to teacher questions.

Graduation Project

This is a culminating project completed by high school students as one of the requirements to be awarded a diploma. It includes a written component, a product and a presentation.

Anecdotal Records

Teacher-created checklists, notecards, folders or notebooks used to assess oral reading of individual students. Records reflect strengths and areas needing work.

Experiments

Hands-on laboratory activities in which students manipulative and observe organic and inorganic materials to apply and confirm knowledge gained from readings and discussions.

ITEM #6. PLAN TO IMPROVE STUDENT ACHIEVEMENT

Each year teachers and administrators conduct an analysis of data from commercial, state, district and classroom assessments. The steps in the review process are as follows:

1. Administrators and teachers will gather and analyze data at each grade level for each benchmark and standard.
2. Results will be noted that are above and below expectancy.
3. This analysis will be completed district-wide and for each school, and this data will be compared.
4. Administrators and teachers will identify goal areas for curricular and instructional improvements, and will identify individual students who need additional instructional opportunities.
5. Professional education will be offered to teachers to assist them in making curricular and instructional improvements, and to monitor student progress toward the achievement of benchmarks and goals. This is described in the Professional Education Plan in Item #7.
6. Additional instructional opportunities will be offered to students who are having difficulty achieving, as described in Item #11.

The district will also engage in the following activities to improve student achievement:

1. Provide PSSA Classroom Connections Kits to all teachers so they can access resources in reading, writing, mathematics and other subject areas as kits are developed.
2. Participants with other school districts and intermediate units in professional education activities on standards-based topics.
3. Provide professional education activities for teachers in guided reading, writing strategies, Everyday Mathematics and UCSMP Mathematics, use of instructional technology, developmentally appropriate practices and best practices in all curricular areas.
4. Participate in Pennsylvania Department of Education field testing of PSSA assessments.
5. Utilize student practice booklets that will be provided to districts in the fall of 2000 in mathematics in grades 5, 8, and 11.
6. Provide PSSA assessment handbooks to all teachers for use in the instructional program.
7. Develop school-community partnerships to support all students.
8. Develop outreach efforts to encourage parents to participate in their childrens' learning.
9. English Language Learners (ELL): The plan for improving ELL's achievement will include the following:
 - a. Enrollment in the English as a Second Language (ESL) program described in Item #4 of this Strategic Plan.
 - b. Initial and on-going assessment of English proficiency. The goal is for ELL students to demonstrate at least one grade level of growth in proficiency for each year in the ESL program.
 - c. Access to Title I services as a supplement to the ESL program, as needed.
 - d. Access to Special Education services, as needed.

**ITEM #7. WAYNE HIGHLANDS SCHOOL DISTRICT
INDUCTION PLAN**

Introduction

The Pennsylvania Department of Education recognizes the importance of helping beginning teachers. Typically, these teachers feel overwhelmed as they face the “great unknowns.” No matter how well their training has prepared them, they face unknown students, colleagues, administrators and parents. In addition, understanding the school and the community, the district procedures, policies, curriculum and so on present significant challenges to the inexperienced teacher or one, who is new to the district. To address this need, the Department of Education mandated (Pa. Code Title 22, Chapter 49.16) that each school district establish a Teacher Induction Program. Induction is defined as “planned experiences, activities, and studies to increase the beginning teacher’s knowledge and improve his/her teaching skills.” The Wayne Highlands School District has established this Induction Plan with the goal of insuring that its new teachers receive the support they need in order to continue the district’s tradition of instructional excellence.

Planning and Organizing the Teacher Induction Plan

The Wayne Highlands School District’s Professional Education Committee has the responsibility for developing, implementing and evaluating the Teacher Induction Plan. Specifically, the Committee’s responsibilities will include but not be limited to the following:

1. Creating the Teacher Induction Plan
2. Acquiring volunteers to serve as Teacher Mentors
3. Assigning New Teachers to Mentors
4. Developing Staff Development Programs for the Teacher Induction Plan
5. Addressing specific problems that may occur
6. Insuring compliance with documentation requirements
7. Reviewing program evaluations and making appropriate revisions

This committee is comprised of fourteen (14) teachers selected by the Wayne Highlands Education Association, and four (4) administrators selected by the Superintendent. Among the teachers are four (4) each from elementary, middle and high school grades and two (2) educational specialists. Included among the administrators are one (1) each from elementary, middle, high school and district administration.

**Induction Coordinators: Samuel R. Tallo, Assistant Superintendent
Ann Schweighofer, Instructional Support Teacher**

Teachers:

**Jill Dulay
Ellen Jennings**

**Mary Ann Maza
Todd Miller
Virginia Motsko
Robin Sampson
Lori Sheldon**

**Dawn Harvey
Administration: Paula
Brennan
Kurt Eisele**

**Greg Frigoletto
Rita Williams**

**Elizabeth Slocum
Barbara Smith
Kathy Sternburg
Sherry Walsh
Christine Weigand
Carol Weinberger**

The Mentor Teacher

Clearly, a beginning teacher has a lot to learn, and a veteran teacher has a wealth of experience to offer. The Wayne Highlands School District Induction Program is designed to pair an experienced teacher with a teacher new to the profession, or one who is experienced but new to this district, or one who is experienced but has transferred from one school to another. The mentor helps the new teacher function effectively, grow professionally and face the “unknown” with confidence. The experienced teacher is encouraged to share their expertise acquired over years of successful teaching in the district. A Mentor I is a teacher who works with a teacher new to the profession. A Mentor II is a teacher who works with a second-year teacher or an experienced teacher who is new to the district, or who has transferred to a new assignment in the district.

Teachers with at least three years of successful teaching may volunteer to serve as Mentor Teachers. The Professional Development Committee will compile a list of these volunteers by school, grade and subject area. These teachers will be “matched” with the new teacher in a like manner. The Mentor Teacher will typically serve for two years, with the majority of the documented activities occurring in the first year of service.

The Professional Development Committee recognizes that not every teacher needs the same level of support. For example, if the district hired a tenured teacher, it would not anticipate the need for a mentor teacher for two years. In these cases, there would be an abbreviated Teacher Induction Plan initiated to accommodate an orientation of a more administrative nature.

Needs Assessment for Inductees

The district will identify the needs of the Inductee Teachers in the following ways:

1. The Professional Education Committee will establish priorities for topics to be presented by way of the Induction Program. These topics will be based on feedback from mentors, teachers and building administrators.
2. Inductee evaluations will be reviewed annually in order to assess the effectiveness of the program and thereby revise or make additions to it.
3. A study of current legislation, educational research, Pa. Department of Education regulations, and other related sources will be reviewed on an ongoing basis.

The Goals of the WHSD Teacher Induction Program are as follows:

1. To provide continued support and assistance to the newly hired teacher in order to reduce and eliminate common problems
2. To give the new teacher an explanation of the operating procedures of their school and those of the district
3. To explain to the teacher the priority needs which the Professional Education Committee has established. These needs primarily focus on the knowledge and skills required for outstanding teaching.
4. To provide opportunities for new teachers to reflect on their instruction in a supportive, collegial and nonthreatening environment
5. To impart the educational philosophies of the WHSD to the new teachers

Topics to be covered by the Teacher Induction Program will include the following:

1. Knowing the subject areas they teach and understanding how they are related to other subjects. It is critical for the new teacher to review the district planned courses of instruction for the grade and subject(s) they teach. This review will identify how the subjects they are teaching are organized, and are linked to other grade levels. The planned courses will also identify the core concepts in a scope and sequence framework creating the order in which subject matter is presented.

2. **Knowing how to teach their subject(s) to students**
The teacher should analyze lesson presentations and identify when and how the learning theories of motivation, reinforcement, practice, retention and transfer are used. The teacher will be able to use differentiated learning activities in order to meet the needs of all students.
3. **Structuring a classroom and students in order to have successful classroom management**
Effective classroom management and improved student time-on-task promote student learning. Teachers will develop strategies that will address:
 - Student use of classroom space and facilities
 - Procedures for whole and small group activities
 - Beginning and ending of the day activities
 - Distribution and collection of materials
 - Transition between activities
 - Homework
 - Developing rules and consequences
4. **Understanding ways to assess student progress on a regular basis**
The teacher will set curricular targets and determine the degree to which the targets have been met through the use of multiple assessment techniques. The teacher will identify and communicate student performance expectations to both students and their parents. Assessment data will be used to plan and revise learning activities as needed. The teacher will be familiar with the Pa. Department of Education Chapter 4 Curriculum Regulations, Pa. State Assessment format and the WHSD Assessment Plan.
5. **Planning lessons in a logical sequence**
The teacher will be able to identify ways of presenting subject matter to students through the use of analogies, metaphors, experiments, demonstrations and illustrations. Lesson plans will take into account school district curriculum philosophy, subject matter requirements, student classroom composition, and available resources. Plans will be designed in accordance with the Wayne Highland's model for lesson planning for both traditional and cooperative group formats. The "six" steps in this model are:

Traditional Design:

1. Review of previous day's presentation
2. Introduction and presentation of new material
3. Guided practice
4. Independent practice
5. Closure
6. Period review (weekly, monthly, unit)

Cooperative Group Instruction:

In planning, the teacher will focus on these parts of the cooperative learning activity.

- 1. Classroom Organization**
 - * **Group size/composition**
 - * **Room arrangement/materials**
 - * **Transitions**
 - * **Use of time**
- 2. Presentation of Content**
 - * **Motivation**
 - * **Input/Modeling/Review**
- 3. Group Facilitation**
 - * **Cohesiveness**
 - * **Role expectations**
 - * **Accountability**
- 4. Monitoring**
 - * **Intervening**
 - * **Recording progress/problems**
 - * **Reteaching/discussion**
- 5. Lesson Summary**
- 6. Implementing a variety of teaching strategies that result in high achievement**

The teacher will employ methods of motivating and involving students in a variety of activities and learning modalities. The teacher will utilize methods and strategies that reflect changing subject matter and changing composition of the students in the classroom. The teacher will use strategies to achieve learning for students with exceptional educational needs (special education) while in a homogeneous class.

The teachers will be familiar with methods of flexible grouping of students within the classroom in order to address different learning styles and achievement rates. For our purposes, a classroom that practices flexible grouping is characterized as follows:

- **A method of grouping which is not static.**
- **Members of groups and types of groups change frequently according to need and purpose.**
- **At times, instruction is delivered to all students in the class. At other times, students may be working in various small group configurations.**
- **The needs of all learners are addressed.**

- Planning for flexible grouping is important, but some groups arise spontaneously within a class as the teacher sees a need to extend or reteach.
- Grouping should be sensitive to student achievement.
- Teachers should vary the level of instruction rather with the emphasis on the teacher providing highly supported guided practice.
- Some groups working independently while other being teacher-led. (In Grades 1-2, there will be more teacher-led groups. In higher grades, there will be more student-led).

7. Using the technology available to assist with instruction

The teacher will utilize instructional technology that is available for the subject matter stressing the value of technology in today's world. Technology will also be used for other enrichment, grading and classroom organization activities. The teacher will become familiar with, and help to implement, the WHSD Technology Plan.

8. Certification, professional practices and conduct, and continuing professional education

The teacher will be presented with information about Instructional II certification and adding additional areas of certification. Pennsylvania's Code of Professional Practices and Conduct for Educators will be given to the teacher and discussed. The induction coordinators and mentor will explain all requirements and opportunities for continuing professional education, including Act 48 requirements, opportunities included in the Professional Education Plan and reimbursement of tuition expenses for college courses.

**The Teacher Induction Plan will be carried out through the use
of the following activities:**

- 1. New Teacher Inservice Day:** This will be held prior to the beginning of the school year and will have as its primary purposes the following:
 - * Mentor Teachers will meet the new teacher inductees.
 - * The WHSD Teacher Induction Plan will be explained.
 - * A discussion of topics listed in the Plan will be presented including the educational philosophy of the WHSD.
 - * The Mentor Teachers will have an opportunity to discuss their role in the Induction Program and spend time individually with the new teacher in order to complete their administratively assigned tasks.
 - * Individual building principals will meet with their new teachers and explain building procedures.
- 2. Classroom Visitations:** A Mentor I and new teacher will observe one another's classroom four (4) times during the first year of the Induction Program. The Mentor I will visit the new teacher's classroom in the 1st and 3rd marking periods. The new teacher will visit the mentor's classroom during the 2nd and 4th quarter. The participants will complete Form A for their observation and use it as a tool for discussion during the post conference (these forms will be forwarded to the District Office at the end of the year). Building principals will informally observe the new teachers throughout the two-year period as needed, in addition to the formal evaluations that must be completed.
- 3. Experienced teachers new to the District, or who have transferred to a new assignment in the district:** These teachers may be assigned a Mentor II and consultation, observations and conferences will be scheduled on an as needed basis.
It may be decided that they do not need a Mentor Teacher.
- 4. Second Year Teachers:** These teachers may be assigned a Mentor I or Mentor II, or it may be decided that they do not need a Mentor Teacher.
- 5. Intermediate Unit Instruction Consortium:** The District will participate on an as needed basis with the NEIU #19 Induction Consortium. This program takes the form of day-long workshops on specific education topics. The Inductee may choose to attend those sessions that they feel may benefit

their teaching.

6. **District Professional Library:** The District has available many instructional materials that deal with topics listed in the Plan. The new teacher and mentor may borrow these at any time. A list of materials is available in the District Office and in each school.

Accounting, Evaluating and Reporting

The following is a time line for the implementation of the content of the WHSD Teacher Induction Program:

1. **New Teacher Inservice Day:** This will take place before the start of the school year.
2. **Classroom Visitations:** These will be scheduled during each of the four quarters of the school year.
3. **Intermediate Unit Consortium:** These will be scheduled as per the Intermediate Unit.
4. **Use of Professional Library Materials** as needed
5. **Program Evaluations:** During the last week of each school year

Program Evaluation

Inductees and Mentor Teachers will complete an Evaluation Form at the conclusion of the school year. The Co-chairpersons of the Professional Development Plan will review the evaluations and will propose revisions to the entire Professional Development Committee.

Record Keeping

Visitations, Evaluation, Checklist and Summary Forms will be kept in the District Office for each Inductee. Inductees and Mentors will forward all materials not later than the last day of the school year.

WAYNE HIGHLANDS SCHOOL DISTRICT

NEW TEACHER/MENTOR GUIDELINES

What is the Wayne Highlands Teacher Induction Program?

The Pennsylvania Department of Education recognizes the importance of making available a supportive environment to help the beginning teacher. In fact, in 1986, the State Board of Education mandated that each school district create an induction program for beginning teachers. "Induction" is defined as "planned experiences, activities and studies to increase the beginning teacher's knowledge and improve his/her teaching skills."

What is a Mentor Teacher?

The term "mentor" dates back to Homer and The Odyssey. Odysseus, the hero, was preparing for his epic journey, but his son, Telemachus, had to remain behind. So, Odysseus asked his trusted friend, Mentor, to guide and counsel Telemachus during his absence.

Because of that ancient literary figure, a mentor is one, who helps guide a protégé through a developmental process. That process might be the transition from childhood to adulthood or from student to professional.

For beginning teachers, the guidance and assistance provided by veteran teachers could make the difference between feeling in control and capable, or feeling overwhelmed. Beginning teachers face "the great unknown." No matter how well their college training has made them, they face unknown students, colleagues, administrators and parents. In addition, the school and the community are often unknowns, as

are building and district procedures, policies, curriculums and so on. The same may be true for experienced teachers new to the district.

Clearly a beginning teacher has a lot to learn, and a veteran teacher has a wealth of experience to offer. The Wayne Highlands School District Induction Program is designed to pair an experienced teacher with a teacher new to the profession in order to help the new teacher function effectively, grow professionally, and face the “unknown” with confidence. The experienced teacher is encouraged to share the expertise acquired over years of successful teaching in the Wayne Highlands School District.

What is the Mentor’s Role?

1. A mentor helps bring about better teaching on the part of the new teacher in a non-threatening manner. The mentor will communicate clearly with the new teacher and provide support in order to make the teacher more effective and help to insure success.
2. It is important the mentors maintain confidences, build trust, be positive and be non-judgmental. Confidence and trust are essential to the success of the mentor program.
3. A mentor should approach the induction process with an open mind and cooperative spirit. A mentor needs to be eager and anxious to provide positive feedback.
4. A mentor does not evaluate but offers suggestions and ideas to improve classroom techniques. The mentor helps new teachers to more accurately analyze their own effectiveness.
5. A mentor’s responsibilities will be to help a new teacher in all aspects of teaching, including teaching strategies, lesson planning, classroom management, technology, student assessment, and building and district procedures (see WHSD Induction Plan for more detailed explanation).
6. A mentor teacher will function as a role model. The mentor demonstrates specific strategies and practices, as well as, an overall professional approach to teaching.

What are the Mentor Responsibilities?

During the week prior to the beginning of the school year, the mentor will accomplish the following:

- * Conduct a tour of the school assigned
- * Show the new teacher where to obtain their teaching materials and supplies
- * Review discipline procedures
- * Volunteer successful classroom management techniques especially regarding organization of classroom, and goals for the first week
- * Review building procedures, forms and processes, attendance, busing, lunch, etc.
- * Provide suggested topics to be covered on the first day of class
- * Suggest high-interest activities for the first week of classes
- * Review the types and characteristics of students who attend the school and review relevant instructional strategies
- * Secure a class list with emphasis on determining which students are identified as Special Education.

Review relevant Individual Educational Plans (IEP's) for these students.

- * Provide information about the curriculum. Make sure the teacher has access to the planned courses for their subjects.**
- * Share ideas for planning lessons. Review the "six-step" method for lesson planning**
- * Demonstrate the types of technology available and how to reserve time for using the computer lab**
- * Discuss some instructional strategies that are particularly successful**
- * Review the support services that are available (school counselor, Student Assistance Program, Instructional Support, nurse, etc.)**
- * Introduce the new teacher to other teachers and to building support staff**

**Wayne Highlands School District
Building Level Checklist
Mentor I and New Teacher**

Both the Mentor I and new teacher are asked to complete the following checklist. Please submit the completed list to the District Office not later than 30 days after the beginning of employment.

1. **Read the Wayne Highlands School District Teacher Induction Plan**
2. **Teaching Assignment and Other Duties**
3. **Planned Courses and Text Materials**
4. **Attendance Procedures**
5. **Library Services**
6. **Technology Resources**
7. **Lesson Planning Procedures (Traditional/Cooperative)**
8. **Substitute Teacher Procedures**
9. **Requisitioning Teaching Supplies**
10. **Discipline Code, Referrals, Classroom Management**
11. **Student Assessment and Grading**
12. **Student Support Services (Guidance, IST, Counselor, etc.)**
13. **Department, Team Meetings**
14. **After School Activities**
15. **Busing**
16. **Phone Numbers and Intercom Procedures**
17. **Building Committees**
18. **Field Trip Procedures**
19. **Parent Volunteers, PTA**
20. **Testing (Standardized/PSSA)**
21. **Safety Procedures (Fire Drills, Evacuation, etc.)**
22. **Custodial/Clerical Services**

New Teacher

Mentor I Teacher

Date Completed

Principal

**Wayne Highlands School District
Building Level Checklist
Mentor II and Experienced Teacher**

Both the Mentor II and experienced teacher are asked to complete the following checklist. Please submit the completed list to the District Office not later than 30 days after the beginning of employment.

1. Teaching Assignment and Other Duties
2. Planned Courses and Text Materials
3. Attendance Procedures
4. Library Services
5. Technology Resources
6. Substitute Teacher Procedures
7. Requisitioning Teaching Supplies
8. Discipline Code, Referrals, Classroom Management
9. Student Assessment and Grading
10. Student Support Services (Guidance, IST, Counselor, etc.)
11. Department, Team Meetings
12. After School Activities
13. Busing
14. Phone Numbers and Intercom Procedures
15. Building Committees
16. Field Trip Procedures
17. Parent Volunteers, PTA
18. Testing (Standardized/PSSA)
19. Safety Procedures (Fire Drills, Evacuation, etc.)
20. Custodial/Clerical Services

Experienced Teacher-New to School

Mentor II Teacher

Date Completed

Principal

Wayne Highlands School District

Mentor I and New Teacher

You are encouraged to address each of the items listed below prior to the first day of classes with students. The building principal, your mentor teacher, other teachers and support personnel will assist you in identifying the people, places and things listed.

Places to Find:

1. Your classroom
2. Main Office - Principal's Office
3. Library
4. Faculty Lounge and restrooms
5. Cafeteria
6. Guidance Office
7. Other classroom in your department/grade level including your mentor's classroom
8. Supply, book and other storage areas
9. Computer lab
10. Nurse's Office
11. Phone (s)
12. Auditorium/Large Group Rooms
13. Faculty parking areas

People to Meet:

1. Building administrator(s)
2. Mentor Teacher
3. Department Chairperson/Team Leader
4. Secretary(s)
5. Custodian(s)
6. Librarian
7. Guidance Counselor
8. Cafeteria Staff
9. School Nurse

Things to Have:

1. Teaching and duty assignment
2. Key(s)
3. Planned Courses
4. Textbooks and teaching supplies
5. Student Handbook
6. Class lists and bell schedules
7. Attendance and Discipline Referral Forms
8. Hall passes
9. Lesson Plan and Grade Book
10. A copy of the Teacher Induction Plan

Wayne Highlands School District

Mentor II and Experienced Teacher

You are encouraged to address each of the items listed below prior to the first day of classes with students. The building principal, your mentor teacher, other teachers and support personnel will assist you in identifying the people, places and things listed.

Places to Find:

- 1. Your classroom**
- 2. Main Office - Principal's Office**
- 3. Library**
- 4. Faculty Lounge and restrooms**
- 5. Cafeteria**
- 6. Guidance Office**
- 7. Other classroom in your department/grade level including your mentor's classroom**
- 8. Supply, book and other storage areas**
- 9. Computer lab**
- 10. Nurse's Office**
- 11. Phone (s)**
- 12. Auditorium/Large Group Rooms**
- 13. Faculty parking areas**

People to Meet:

- 1. Building administrator(s)**
- 2. Mentor Teacher**
- 3. Department Chairperson/Team Leader**
- 4. Secretary(s)**
- 5. Custodian(s)**
- 6. Librarian**
- 7. Guidance Counselor**
- 8. Cafeteria Staff**
- 9. School Nurse**

Things to Have:

- 1. Teaching and duty assignment**
- 2. Key(s)**
- 3. Planned Courses**
- 4. Textbooks and teaching supplies**
- 5. Student Handbook**
- 6. Class lists and bell schedules**
- 7. Attendance and Discipline Referral Forms**
- 8. Hall passes**
- 9. Lesson Plan and Grade Book**

**Wayne Highlands School District
New Teacher Induction Program
Mentor/New Teacher and Mentor II/Experienced Teacher**

ESSENTIAL QUESTIONS FOR NEW TEACHERS

QUESTION	NOTES
1. What are the school's rules for student conduct?	
2. What is the district's grading policies and procedures?	
3. What is the district's homework policy?	
4. What is the district's process for calling in sick?	
5. Will there be any assemblies during the first week of school?	
6. When is the principal available and how do I make arrangements to meet with him/her.	
7. What times of the day is my mentor available to meet with me?	
8. How and for what reasons are students referred to the principal (vice principal), nurse, or counselor?	
9. How are students dismissed from class and at the end of the day?	
10. What is the policy regarding making up work after an excused absence?	
11. What resources are available for students with severe learning or behavior problems?	
12. What are the policies regarding detention or suspension of students?	
13. What support from teacher assistants is available?	

14. What additional supplies and materials are available and what are the procedures for obtaining these?	
15. How can I identify any special needs students in my class (es) and can I learn about their needs? Will they be leaving during the class for special services?	
16. What is the procedure for making copies of instructional materials?	
17. What custodial services are available and what should I do if I have a need or problem?	
18. How do I get the principal or office assistance for an emergency, illness or student discipline problem?	
19. What is the procedure during fire drills and what is the exit route for my room?	

**Wayne Highlands School District
New Teacher Induction Program
Form "A"
Classroom Visitation Report**

Name of Teacher:

Date:

Subject:

Grade:

Person Completing this Report:

New Teacher (2 times):

Mentor (2 times):

Principal (as needed):

The Wayne Highlands School District Teacher Induction Plan identifies seven (7) major instructional topics of the new teacher to address: Please focus on these areas as part of your classroom visitation.

1. Knowing the subject areas they teach and understanding how they relate to other subjects

- * Identifying how knowledge in a subject area is created, organized and linked to other disciplines**
- * Identifying the scope and sequence of the curriculum and the resource materials that keep it current, correct and comprehensive**
- * Responding to student inquiries about the subject and seeking further inquiry**
- * Presenting accurate information and giving examples from life experiences**

COMMENTS:

2. Knowing how to teach their subject (s) to students

- * Analyzing lesson presentations and identifying when and how the learning theories of motivation, reinforcement, practice, retention and transfer are used
- * Creating lesson plans that demonstrate that all learning styles are incorporated into the delivery of each major concept
- * Using differentiated learning activities to meet the needs of all students

COMMENTS:

3. Structuring a classroom and students conduct in order to have successful classroom management

- * Establishing rules for students conduct consistent with WHSD policy and established successful practices
- * Creating systems within the classroom which maximize the time for learning and minimize the time required to provide administrative tasks.
- * Responding appropriately when student (s) require redirection or discipline
- * Decorating and arranging a classroom in order to promote student learnings

COMMENTS:

4. Understanding ways to assess student progress on a regular basis

- * Setting curricular targets and determining the degree to which the targets have been met through a variety of assessment techniques
- * Identifying and student performance expectations and validating the degree to which the student met the expectations
- * Analyzing student work and intervening to reteach areas that are not understood
- * Using multiple forms of student assessment

COMMENTS:

5. Planning lessons in a logical sequence

- * Identifying ways of presenting subject matter to students through use of analogies, experiments, demonstrations and illustrations
- * Developing daily, weekly and course lesson plans which take into account school district curriculum, philosophy, subject matter requirements, classroom composition and available resources
- * Designing plans in accordance with the WHSD model of teaching that reflect objectives, anticipatory sets, activities and evaluation

COMMENTS:

6. Implementing a variety of teaching strategies that result in high achievement

- * Utilizing methods and strategies that reflect changing subject matter and changing composition of the students in the classroom
- * Motivating and involving students in a variety of activities and learning modalities
- * Accommodating for individual differences in order to insure each students' success

COMMENTS:

7. Using the technology available to assist with instruction

- * Establishing a practice of utilizing technology as a regular method of enhancing instruction

COMMENTS:

**Wayne Highlands School District
New Teacher Induction Program
Form "B"
Program Evaluation**

TO BE COMPLETED BY NEW TEACHERS AND MENTOR TEACHERS

In the column provided, place the number that best describes your assessment of the Wayne Highlands School District Induction Program.

1.	The Program:	Not at all		Clearly		
	a. Was organized and provided appropriate support for the new teacher	1	2	3	4	5
	b. Clearly explained the role of the Mentor Teacher	1	2	3	4	5
	c. Clearly explained the role of the New Teacher	1	2	3	4	5

2.	Did the activities explicitly relate to the competencies identified?				
	No Extent			Extensively	
	1	2	3	4	5

3.	How well did you attain the competencies and objectives identified by the Districts's Induction Plan?				
	No Extent			Extensively	
	1	2	3	4	5

4.	To what extent did the competencies identified apply to your everyday teaching?				
	No Extent			Extensively	
	1	2	3	4	5

5.	The role of the Mentor was a positive and helpful method of orientation for the New Teacher.				
	No Extent			Extensively	
	1	2	3	4	5

6.	What is your overall evaluation of the Wayne Highlands New Teacher Induction Plan?				
	Poor			Excellent	
	1	2	3	4	5

Please include any additional comments/recommendations.

**Wayne Highlands School District
New Teacher Induction Program
Form "C"
Record of Participation**

In order to complete the Department of Education Regulations as they pertain to Teacher Induction, the District must maintain a record of participation for each new teacher. Listed below are the formal activities that are planned for the upcoming new year. As you complete these activities, please note the date of completion/participation. Please submit this form by the last week of school to the District Office.

NAME OF INDUCTEE:

TEACHING ASSIGNMENT:

	ACTIVITY	DATE OF COMPLETION
a.		New Teacher Inservice Day
b.	Classroom Visitations (Forms on file at the District Office)	
c.		Intermediate Unit Workshops
d.		District VCR Tapes
e.		Other workshops/visitations/con ferences
f.		Checklist of activities (due October 31)

Signature

Date

**Wayne Highlands School District
Appendix I**

Support for Long-Term Substitute Teacher

Although this is not part of the Wayne Highlands School District Induction Plan, the Professional Education Committee has decided that support services for long-term substitute teachers is important. This material is included as a reference.

The need for support services for long-term substitute teachers will be decided on a case-by-case basis, depending on the nature and length of the teaching assignment. The Assistant Superintendent and Principal will make these decisions. Act 48 hours will be awarded to teachers who provide these support services.

Wayne Highlands School District

Building Level Checklist

Support for Long-Term Substitute

Both the mentor and long-term substitute are asked to complete the following checklist. Please submit the completed list to the District Office not later than 30 days after the beginning of employment.

- 1. Teaching Assignment and Other Duties**
- 2. Planned Courses and Text Materials**
- 3. Attendance Procedures**
- 4. Library Services**
- 5. Technology Resources**
- 6. Lesson Planning Procedures (Traditional/Cooperative)**
- 7. Substitute Teacher Procedures**
- 8. Requisitioning Teaching Supplies**
- 9. Discipline Code, Referrals, Classroom Management**
- 10. Student Assessment and Grading**
- 11. Student Support Services (Guidance, IST, Counselor, etc.)**
- 12. Department, Team Meetings**
- 13. After School Activities**
- 14. Busing**
- 15. Phone Numbers and Intercom Procedures**
- 16. Building Committees**
- 17. Field Trip Procedures**
- 18. Parent Volunteers, PTA**
- 19. Testing (Standardized/PSSA)**
- 20. Safety Procedures (Fire Drills, Evacuation, etc.)**
- 21. Custodial/Clerical Services**

Wayne Highlands School District

Support for Long-Term Substitute

You are encouraged to address each of the items listed below prior to the first day of classes with students. The building principal, your mentor teacher, other teachers and support personnel will assist you in identifying the people, places and things listed.

Places to Find:

1. Your classroom
2. Main Office - Principal's Office
3. Library
4. Faculty Lounge and restrooms
5. Cafeteria
6. Guidance Office
7. Other classroom in your department/grade level including your mentor's classroom
8. Supply, book and other storage areas
9. Computer lab
10. Nurse's Office
11. Phone (s)
12. Auditorium/Large Group Rooms
13. Faculty parking areas

People to Meet:

1. Building administrator(s)
2. Mentor Teacher
3. Department Chairperson/Team Leader
4. Secretary(s)
5. Custodian(s)
6. Librarian
7. Guidance Counselor
8. Cafeteria Staff
9. School Nurse

Things to Have:

1. Teaching and duty assignment
2. Key(s)
3. Planned Courses
4. Textbooks and teaching supplies
5. Student Handbook
6. Class lists and bell schedules
7. Attendance and Discipline Referral Forms
8. Hall passes
9. Lesson Plan and Grade Book

**Wayne Highlands School District
Support for Long-Term Substitute**

ESSENTIAL QUESTIONS FOR NEW TEACHERS

QUESTION	NOTES
1. What are the school's rules for student conduct?	
2. What is the district's grading policies and procedures?	
3. What is the district's homework policy?	
4. What is the district's process for calling in sick?	
5. Will there be any assemblies during the first week of school?	
6. When is the principal available and how do I make arrangements to meet with him/her.	
7. What times of the day is my mentor available to meet with me?	
8. How and for what reasons are students referred to the principal (vice principal), nurse, or counselor?	
9. How are students dismissed from class and at the end of the day?	
10. What is the policy regarding making up work after an excused absence?	
11. What resources are available for students with severe learning or behavior problems?	
12. What are the policies regarding detention or suspension of students?	
13. What support from teacher assistants is available?	

14. What additional supplies and materials are available and what are the procedures for obtaining these?	
15. How can I identify any special needs students in my class(es) and can I learn about their needs? Will they be leaving during the class for special services?	
16. What is the procedure for making copies of instructional materials?	
17. What custodial services are available and what should I do if I have a need or problem?	
18. How do I get the principal or office assistance for an emergency, illness or student discipline problem?	
19. What is the procedure during fire drills and what is the exit route for my room?	

- 11. Earobics Literacy Launch**
- 12. Academy of Reading**

ITEM #7. WAYNE HIGHLANDS SCHOOL DISTRICT
Professional Education Plan (Act 48)
2003-2006

Professional Education Committee

The Professional Education Committee is coordinated by the Assistant Superintendent and the President of the Wayne Highlands Education Association (WHEA), or their designees. Teacher representatives were selected by a vote of the members of the Wayne Highlands Education Association, and are divided equally among elementary, middle and high school teachers. This includes the WHEA President, or designee. Educational specialists were chosen by the educational specialists, and administrators were chosen by the administrators. Parents, business representatives and community representatives were recommended by School Board members and administrators, and volunteered to serve on this committee. Members of the committee are:

Act 48 Coordinators:

Mr. Thomas Jenkins
Mrs. Ann Schweighofer

Teachers:

Mrs. Dawn Harvey
Miss Beth Hughes
Ms. Ellen Jennings
Mrs. Mary Ann Maza
Mrs. Robin Sampson
Mrs. Lori Sheldon
Mrs. Elizabeth Slocum
Mrs. Kathryn Sternburg
Ms. Sherry Walsh
Ms. Christine Weigand
Mrs. Carol Weinberger

Educational Specialists:

Mrs. Virginia Motsko
Mrs. Barbara Smith

Administrators:

Mrs. Paula Brennan
Mr. Gregory Frigoletto
Mr. Kurt Eisele
Dr. Rita Williams

Parents:

Mrs. Lisa Critelli
Mrs. Debra Edwards
Mrs. Phyllis Terwilliger
Mrs. Debbie Theysohn
Mrs. Colleen Tuman

Business Representatives:

Mr. William Davis
Mrs. Annetta DeYoung

Community Representatives:

Mr. William Dunn
Mrs. Carol Dunn
Mr. Kevin Hoffman
Mr. Rick Leet

Needs Assessment and Goal Setting:

The professional education needs of the Wayne Highlands School District's professional educators have been assessed in several ways: These include:

1. A survey distributed to all teachers in October, 2002
2. Requests from teachers as part of their evaluation of Wayne Highlands Course Program
3. Analysis of the results of the Pennsylvania System of School Assessment (PSSA)
4. Analysis of Metropolitan Achievement Test (MAT) results
5. Input from the Strategic Planning Committee
6. Surveys completed by participants in Wayne Highlands Health Fairs and through the Drug Free Consortium
7. Input from participants in Wayne Highlands Study Groups
8. Input from teachers about plans to attain advanced degrees and additional certifications, including administrative certification
9. Observations and evaluations of student achievement and behavior by teachers and administrators

The survey distributed to all teachers in the October, 2002 was developed by the Professional Education Committee. A total of 230 surveys were distributed and 99 were returned, a response rate of 41%. The respondents listed the following as the areas of greatest need for professional education:

1. Using Technology
2. Communications Curriculum (Reading, Writing, Speaking and Listening)
3. Developing and Implementing Behavior Plans
4. Accommodations for Included Students
5. Assessment of Student Progress
6. Emotional Development of Children
7. Differentiated Instruction
8. Academic Standards
9. Curriculum Integration
10. Accommodations for Gifted Students
11. Local Heritage and History
12. Multiple Intelligences
13. Classroom Management

The Wayne Highlands School District offers professional education activities through the Wayne Highlands Credit Course Program. At the end of each course, participants complete an evaluation of the course. Part of that evaluation asks for suggestions for future courses. Participants listed the following requests:

1. Reading in the Content Areas
2. Computer Applications
3. Classroom Management

4. Writing
5. Work Areas
6. CPR
7. Photography
8. Assessment of Student Progress
9. Emotional Needs of Students
10. Behavior Management
11. Differentiated Instruction
12. Local History
13. Children's Literature
14. Education of Gifted Students
15. Guided Reading
16. Reading Comprehension Strategies

The Strategic Planning Committee identified the following areas as priority needs:

1. Assessment
2. Remediation
3. Graduation Requirements
4. Technology
5. Security/Sensitivity to Diversity/Needs of At-Risk Students
6. Parent-school partnerships

Action plans will be developed to identify objectives in these areas and steps to achieve those objectives. Professional education to train teachers and administrators will be established after the objectives are identified.

Analysis of PSSA and Metropolitan Achievement Test results, as well as teacher observations and evaluations indicates a need for professional education in the teaching of effective writing. While PSSA and MAT scores are generally good, and in many cases excellent, the professional staff has identified writing skills as an area in need of improvement.

The district participates in an annual Health Fair for 7th Grade and 11th Grade students, in cooperation with Wayne Memorial Hospital. As part of this program, students complete a survey to indicate their knowledge and practice of behaviors that lead to good health and well-being. The district also participates in an annual survey of 6th, 8th and 10th Grade students through the Drug Free Schools Consortium administered by Northeastern Educational Intermediate Unit #19. This survey provides feedback on student attitudes, experiences and behaviors with reference to the use of drugs and/or alcohol, and violence directed toward themselves or others. The results of these surveys indicate the need for professional education for guidance counselors, school nurses, and Student Assistance Program team members to provide direct services for students at risk and preventative services for all students. Also identified is the need for professional education for all other teachers and administrators so they will be able to assist the counselors, nurses and Student Assistance Program team members in these efforts.

The Wayne Highlands School District has been awarded the following grants from 1999 through 2004:

1. Read to Succeed - Stourbridge and Lakeside Elementary Schools - 1999-2003
2. Learn and Serve America - Wayne Highlands Middle School - 2000-2002
3. Digital Grassroots Technology - District - 2001-2002
4. Technology Literacy Challenge Fund (TLCF) - District - 2001-2002
5. Comprehensive School Reform Demonstration (CSR) - Lakeside Elementary and Damascus Elementary/Middle Schools - 2001-2004; Honesdale High School - 2003-2006
6. Enhancing Education Through Technology - (EETT) - District - 2002-2004

The involvement of the professional staff in the application and implementation phases of these grants has generated needs for staff development. These are included in the lists above, as well as in the Plan for Revision and Development of the Communications Curriculum (Item #4 - Graduation Requirements) and the Action Plan for Technology (Appendix A).

One of the reasons the district has been successful in maintaining effective instructional and co-educational programs is that teachers have been willing and able to attain administrative, supervisory and guidance certifications, and also add additional instructional areas to their certificates. This has resulted in professional staff members making a commitment to remain in the district and invest their time, talents and energies in improving district programs. The professional staff of the district recognizes the need to promote and support the pursuit of advanced and additional certificates through the Professional Education Plan.

English as a Second Language (ESL): Certification requirement for ESL teachers will be reviewed to determine the professional education necessary to assure the program staff is highly qualified. Also, ESL teachers will be asked for their input into additional training programs they feel are necessary to accomplish the goals of the program.

District administration will confer with Pennsylvania Department of Education ESL advisors and NEIU #19 Curriculum staff to receive advice on the training that is needed for content area teachers to be knowledgeable about the culture of English Language Learners (ELL), and for content area teachers to be successful in making accommodations for ELL's who are enrolled in their classes.

Input will be solicited from content area teachers to identify additional professional education opportunities they may request in order to make their instruction most beneficial for ELL's.

CPR Training:

In accordance with the provisions of Act 91 of 2000, the Wayne Highlands School District offers the American Heart Association Heartsaver CPR course to all employees at least once every three (3) years. The most recent course was held on February 26 and 27, 2003, and five (5) employees completed the training.

Gifted Education:

The Wayne Highlands School District offers the Gifted and Talented Education (GATE) Program to all students who are identified as gifted. The district employs a full-time teacher who is responsible for planning and implementing this program. Staff development opportunities have been provided for the teacher through programs at the University of Connecticut, NEIU #19 and the school district.

The district has provided staff development for regular teachers through the Wayne Highlands Credit Course Program. These courses include Introduction to Gifted Education, Curriculum Compacting and Classroom Strategies for Advanced Students.

Principals, administrators and guidance counselors have received training in the requirements and procedures of Chapter 16. This staff development was provided by the district's Special Education Supervisor.

The goals of the Wayne Highlands Professional Education Plan are:

1. To increase the knowledge and skills of the district's professional staff so they may promote increased student achievement.
2. To promote the physical and mental well being of all professional staff members so they will influence students positively.
3. To foster cooperation and collegiality among professional staff members.
4. To promote the effective inclusion of exceptional students into the regular curricular and instructional program to the maximum extent possible.
5. To assist teachers in acquiring the knowledge and skills to plan and implement effective adaptations and accommodations for exceptional students to improve their achievement in the regular curriculum.
6. To educate the professional staff in methods of writing curriculum and documenting the alignment of curricular objectives with state standards.
7. To increase teachers' understanding of physical, emotional and mental conditions that affect student achievement, and to help teachers plan and implement strategies to help students compensate for

these conditions and master academic standards.

8. To instruct teachers in best practices for teaching students to write effectively.
9. To assist teachers in developing plans to manage student behavior to promote increased achievement
10. To help teachers learn and implement effective practices in student assessment, remedial learning activities to increase student achievement and the identification of benchmarks of achievement at all grade levels.
11. To increase the knowledge and skills of all professional staff members in the effective use of technological tools in the curriculum and for administrative and student support functions.
12. To assist all professional staff members in developing and implementing effective measures to promote the safety and security of all students and staff.
13. To instruct professional staff members in methods of creating and maintaining effective partnerships with parents that will increase student achievement.
14. To educate teachers in effective methods of guided reading and phonemic awareness instruction.
15. To promote the retention of active certification by all professional employees, and to encourage the attainment of administrative or other additional certificates.
16. To increase the knowledge and skills of teachers in developing programs and designing instruction for gifted students.
17. To educate professional staff members in the methods of screening, instructing and assessing students whose primary home language is other than English.

Delivery System:

The Wayne Highlands Professional Education Committee has approved the following list of educational options to meet the needs of the professional staff that have been listed above. Activities for which an educator is paid a salary stipend or hourly wage will not be reported for Act 48 Professional Education purposes.

1. Collegiate studies
2. Continuing professional education courses taken for credit
3. Wayne Highlands School District courses
4. Curriculum development and other program design and delivery activities at the school entity or grade level as determined by the school entity and approved by the board of directors
5. Participation in professional conferences and workshops
6. Education in the workplace, where the work relates to the professional educators' area of assignment and is approved by the board of directors
7. Review, redesign and restructuring of school programs, organizations and functions as determined by the school entity and approved by the board of directors
8. In-service programs that comply with guidelines established by the department
9. Early childhood and child development activities for professional educators whose area of assignment includes kindergarten through third grade
10. Special Education activities for professional educators whose area of assignment includes students with special needs
11. Other continuing professional education courses, programs, activities or learning experiences sponsored by the intermediate units and Pennsylvania school entities
12. Joint or cooperative professional education activities with another school entity or an institution of higher education
13. Mentor teacher training and service as a mentor teacher
14. Training for new teachers as part of the Induction Plan
15. Service on a school evaluation committee
16. Training to prepare professional educators to serve on student assistance teams or facilitate student assistance groups
17. Meetings to design assessment and reporting tools and procedures
18. Activities to promote parent-school partnerships
19. Training sessions to design remediation activities to promote student achievement of standards
20. Activities to develop grade level benchmarks and graduation requirements

21. Making presentations at professional conferences
22. Writing an article that is published in a professional journal
23. Teaching or presenting at an approved professional education activity or course. Hours will be awarded one time, unless content changes significantly.
24. Writing and administering grant programs
25. Observation of programs at other schools
26. Participation in Student Assistance Program networking, team maintenance and updates
27. Any experience or course related to certification, general pedagogy and the needs identified in the district's plan
28. All activities related to appropriate current educational issues
29. Participation in study groups
30. Specific training related to one of the district's needs that is part of a staff meeting, faculty meeting, department meeting, grade level meeting, committee meeting, etc.
31. Peer coaching
32. Visitations for the purpose of improving instruction and student achievement. These will include, but not be limited to, business and industry sites, historical sites, other schools, etc.
33. Conducting research to plan programs and services to meet a need of the district
34. Individualized or pilot programs designed to improve instruction and/or student achievement
35. Correspondence and video courses
36. CPR Training
37. AED Training
38. Other options as approved by the board of directors

The Wayne Highlands Professional Education Committee has determined that the above options will meet the district's professional education needs as listed in the section on Needs Assessment and Goal Setting. These options will also allow professional educators to keep active certificates and pursue administrative and other additional certificates.

The following list includes many of the approved providers for the district's Professional Education Plan. Other providers that address the goals and identified needs of the plan are also approved.

1. Pennsylvania Intermediate Units
2. Pennsylvania School Entities (public, private, and charter)
3. Pennsylvania Department of Education
4. Providers approved by intermediate units
5. Providers approved by school entities
6. Providers approved by the Pennsylvania Department of Education
7. All universities and colleges in Pennsylvania and other states. These will include, but not be limited to, Wilkes University, University of Scranton, East Stroudsburg University, Kings College, Marywood University, College Misericordia, Penn State University, Keystone College, Lackawanna Junior College, Luzerne County Community College
8. Agencies that have formed school/business partnerships with the district
9. Subcontractors who are providing services that meet needs identified in the plan
10. Local, State and National Professional Organizations including, but not limited to; PAIU, NAESP, PASA, PSDC, PSBA, PAESSP, NSBA, ASCD, PASC, NASSP, PSEA, WHEA, NEA
11. Follett
12. Camp Starlight
13. Pennsylvania Power and Light
14. Access PA
15. Anthracite Museum
16. State and national professional conferences
17. Keystone State Reading Association and all local councils
18. International Reading Association
19. Everyday Learning Corporation
20. Bureau of Educational Research
21. All Pennsylvania State Agencies and Departments
22. Pennsylvania Interscholastic Athletic Association
23. Wyoming Valley Montessori Program
24. Scranton Public Library
25. United States Marine Corp.
26. Professional networks
27. All Pennsylvania instructional support centers
28. Egger Publishing, Inc.
29. Indiana Wesleyan University

30. Performance Learning Systems
31. Delta Kappa Gamma
32. All local, state and national human services agencies
33. Lackawanna County Commission on Drug and Alcohol Abuse
34. Regional Computer Resource Center at Wilkes University
35. Any and all providers as approved by the board of directors
36. Public Library Programs
37. Lackawac Sanctuary
38. Community Service Organizations
39. All Federal Government Agencies and Organizations
40. Pennsylvania Council of Teachers of Mathematics
41. National Council of Teacher of Mathematics
42. Wayne Memorial Hospital
43. Wayne County Victims' Intervention Program
44. National Association of School Psychologists
45. Association of School Psychologists of Pennsylvania
46. Pennsylvania Council of Supervisors of Mathematics

English as a Second Language (ESL): Professional education for ESL teachers will be provided through the Marywood University TESOL Training Program. Topics will include literacy, structure of the English Language, linguistics, ESL methods/assessment and multicultural education. The school district will reimburse participants' program, travel and meal expenses for this program.

Staff training for content area teachers will be offered through participation in NEIU #19 Curriculum Department professional development programs. Topics will include ways to modify lessons, making content more comprehensible, immersion, integrating language and content, characteristics and needs of English Language Learners (ELL) and strategies to help ELL's in content areas. The school district will reimburse participants for registration, travel and meal expenses for these programs.

The Wayne Highlands Professional Education Committee has developed the following plan for professional education activities to meet the goals of the three-year plan:

Objectives:

1. To provide professional education activities for teachers and administrators that will meet the identified needs listed in the Needs Assessment and Goal Setting section of this plan
2. To educate all professional staff in methods and practices that will increase student achievement
3. To provide opportunities for professional staff members to keep certifications active and attain additional certifications

Actions:

1. The Professional Education Committee, with input from teachers and administrators, will identify activities to meet the needs, goals and objectives of the plan.
2. The Committee, or the Coordinators, will plan and schedule activities to be provided by the district.
3. The administration will approve the participation of professional staff members in activities offered by other providers listed in this plan.

Timelines:

1. Professional education activities will be on-going, and will be scheduled for the amount of time necessary to accomplish the objective(s).
2. Options to accomplish the goals, objectives and needs identified as highest priority will be implemented first.
3. Additional activities to meet lower priority needs will be planned for a later time during this three-year plan.

Persons Responsible for Implementing the Plan:

1. Ultimately, Mr. Paul Edwards, District Superintendent, is responsible for the implementation of the Professional Education Plan.
2. Additionally, the Wayne Highlands Professional Education Committee Coordinators share implementation responsibilities. They are: Mr. Thomas Jenkins and Mrs. Ann Schweighofer.

Evaluation Procedures:

1. Each professional education activity will be evaluated specifically upon completion.
2. The complete Professional Education Plan will be evaluated annually.
3. Evaluations will be based on the professional development standards set forth by the National Staff Development Council (NSDC) focusing on content, context and process.
4. Evaluations will also include participant reaction, participant's learning, organizational support and change, participants' use of new knowledge and skills and student outcomes.

Evaluation and Revision:

The Professional Education Committee will meet four (4) times per school year. The on-going evaluation of the Professional Education Plan will be on the agenda of each meeting. These evaluations will include a review of the goals, activities, delivery system and attainment of the competencies for each activity. Amendments to the plan, if needed, will be recommended annually by the Professional Education Committee, approved by the Board of Directors and submitted to the Department for approval.

The Professional Education Plan of the Wayne Highlands School District will be implemented and evaluated based on the National Staff Development Council (NSDC) standards for professional development. Focusing on content, context and process, these standards will ensure that the plan meets the Professional Education criteria as set forth in the ACT 48 Professional Education Plan Guidelines, and strikes a balance between content, pedagogy and other skills.

APPENDIX B

PROFESSIONAL EDUCATION PLAN SIGNATURE FORM

Date Submitted to PDE: _____

School Entity: _____

Address: _____

_____ Zip Code: _____

Chief School Administrator: _____

Contact Person: (typed/printed): _____

Telephone: (____) _____

E-mail Address: _____

We affirm that this Professional Education Plan has been developed in accordance with the laws, regulations and guidelines regarding professional education plans and that the plan was recommended by the Professional Education Committee and approved by the school board.

Signature - Board Secretary

Date

Signature - Board President

Date

Signature - Chief School Administrator

Date

**Signature - Chairperson
Professional Education Committee**

Date

PDE 4688(4/2000)

ITEM #8. SCHOOL ORGANIZATION

The building organizational structure in the district includes two elementary schools (one for grades K-1, and one for grades 2-4 in the Honesdale attendance area), two elementary/middle schools for grades K-8 in the Damascus and Preston attendance areas, one middle school for grades 5-8 in the Honesdale attendance area, and one high school for grades 9-12 for the district.

Beginning in 2004-2005 school year, the building organization structure will change. In the Honesdale attendance area, the new Stourbridge Primary Center will house grades K, 1 and 2, the Lakeside Elementary School will include grades 3, 4 and 5 and the Wayne Highlands Middle School will house grades 6, 7 and 8. The Damascus and Preston Elementary/Middle Schools will house grades K-8 in the respective attendance areas. Honesdale High School will continue to be the only high school in the district, and will include grades 9-12.

Planned courses and assessment programs reflect the state requirements for primary, intermediate, middle and high school education. Benchmarks and assessments will be developed in grades K-12 to meet state academic standards and monitor student achievement.

ITEM # 9. DISTRICT RESOURCES

The district employs qualified professional personnel to deliver and monitor the curriculum, instruction and assessment requirements of the state regulations. All personnel who teach and administer the district's programs have the required credentials.

There are currently 237 professional employees and 12 administrators on the staff. Administrators are employed in the following positions.

- Superintendent
- Assistant Superintendent
- High School Principal
- Middle School Principal
- Elementary Principal
- Elementary Principal/Title I Supervisor
- Elementary/Middle School Principals - 2 positions
- Assistant Middle School Principal
- Assistant High School Principal
- Instructional Support Services Coordinator
- Psychological Services and Special Programs Coordinator

Each school includes a library with sufficient resources to support the curriculum and facilitate research. The district employs 4 librarians and 6 library assistants to provide instruction and services to students and staff. Planned courses in library education are taught as separate classes in the elementary grades and integrated into other classes in the middle and high school grades. All libraries include traditional and electronic information sources, and all are members of the Access Pennsylvania network.

Each school contains an adequate number of classrooms for the delivery of all required and elective curricular programs. The elementary schools provide facilities for experiences in the arts, music and physical education. The middle schools include areas for instruction in the arts, music physical education, technology education, family and consumer sciences. They also offer science laboratory facilities. The high school contains facilities for teaching the arts, music, physical education, laboratory science courses, business education computer courses, technology education and family and consumer sciences. Computer laboratories are available in all schools for integration into the curriculum and to conduct research.

ENGLISH LANGUAGE LEARNERS

Identified English Language Learners (ELL) will be provided with, and have access to, all resources that are offered to all other students. This includes administrative, guidance, psychological, special education, library, instructional support and Title I services, all academic programs (including career education and technology) and all extra-curricular and co-curricular programs. All ELL's will have access to the same classroom facilities and educational materials and equipment that are provided for all other students.

In addition, all ELL's will be provided with the services of the English as a Second Language (ESL) teacher, instructional areas for ESL programs and materials and equipment that are necessary for effective ESL instruction.

The district has developed a comprehensive maintenance plan that assures all facilities are safe, comfortable and conducive to learning. The district maintenance supervisor administers this plan.

Other resources are available to assist students and staff in accomplishing the mission of the district and achieving academic standards. These include:

- Professional libraries
- Staff development programs
- Extracurricular, cocurricular and intramural activities
- Outdoor athletic and recreational facilities
- School/business partnerships for job shadowing, internships and apprenticeships
- Intermediate Unit programs and services
- Collaboration with human service agencies

ITEM #10. PLANNING PROCESS

Listed below are the members of the Wayne Highlands School District Strategic Planning Committee. Teachers were selected by teachers and school board members were selected by school board members. All administrators served on the committee. Parents, students and community representatives volunteered to be members of the committee.

SCHOOL BOARD

John Lowe
Michael Augello
Edward Brooking, Alternate

ADMINISTRATION

Paul Edwards, Superintendent
Thomas Jenkins, Assistant Superintendent
James Rodda, High School Principal
Gregory Frigoletto, High School Assistant Principal
Kurt Eisele, Middle School Principal
James Kaufman, Assistant Middle School Principal
Sandra Rickard, Damascus Elementary/Middle School Principal
Sam Tallo, Lakeside Elementary Principal
Paula Brennan, Stourbridge Elementary Principal
Robert Ford, Preston Elementary/Middle School Principal
Maralyn Nalesnik, Special Education Supervisor
Rita Williams, School Psychologist and Special Programs Coordinator

FACULTY

Carrie Campen, Reading - Damascus Elementary School
Carol Flederbach, First Grade- Stourbridge Elementary School
Dawn Harvey, Reading, Damascus/Preston Elementary Schools
Beth Hughes, Fourth Grade - Lakeside Elementary School
Ellen Jennings, Family and Consumer Science - Wayne Highlands Middle School
Susan Kaufman, Second Grade, Lakeside Elementary School
Susan Kehl, Librarian - Wayne Highlands Middle School
Judy Kich, Librarian - Honesdale High School
Debbie Kussoff, Family and Consumer Science - Damascus and Preston Elementary Schools
Todd Miller, Social Studies - Honesdale High School
Denise Panza, Second Grade - Lakeside Elementary School
Ann Schweighofer, Instructional Support - Damascus/Lakeside Elementary Schools
Lori Sheldon, Third Grade - Damascus Elementary School
Joy Smith, Guidance Counselor - Honesdale High School

PARENTS

James Adams
Pamela Banicky
Alma Brill
Lisa Critelli
Debra Edwards
Kevin Hoffman
Rick Leet
Rita Malinski
Toni Muth
Gail Peterson
Peggy Rogers

**Patricia Showalter
Phyllis Terwilliger
Debbie Theysohn
Colleen Tuman**

STUDENTS

**Ashley Brill - Grade 11 - 1999-2000
Andrea Hadley - Grade 10 - 1999-2000
Jason Hoffman - Grade 11 - 1999-2000
Josh Livingston - Grade 11 - 1999-2000
Orley White - Grade 11 - 1999-2000
Chris Woytera - Grade 12 - 1999-2000**

COMMUNITY REPRESENTATIVES

**William Davis, President - Wayne County Chamber of Commerce
Annetta DeYoung, Executive Director - Wayne County Chamber of Commerce
Carol Dunn
William Dunn**

The Strategic Planning Committee developed the components of the plan at the following meetings:

DATE	SUBJECT
February 22, 2000	<ol style="list-style-type: none"> 1. Explanation of Strategic Planning Process 2. Review of 1994-2000 Strategic Plan and 1997 Mid-Point Progress Report 3. Discussion of components of Strategic Plan and timeline for completion
March 29, 2000	<ol style="list-style-type: none"> 1. Discussion of Educational and Organizational Goals 2. Presentation of Chapter 4 Curriculum and Instruction requirements for primary, intermediate, middle level and high school education 3. Review of graduation requirements 4. Discussion of cycle for curriculum revision 5. Review of Teacher Induction Plan 6. Consensus - Building activity focused on things the district does well and things the district needs to work on
April 24, 2000	<ol style="list-style-type: none"> 1. Presentations by administrators to address questions and concerns raised in March 29 consensus - building activity
May 24, 2000	<ol style="list-style-type: none"> 1. Completion of administrative presentations from April 24 2. Consensus - building activity to identify priority areas for action plans
June 22, 2000	<ol style="list-style-type: none"> 1. Presentation of all components of the Strategic Plan for approval of the committee 2. Explanation of annual reviews and mid-point progress reports

Northeastern Educational Intermediate Unit #19 conducted Strategic Planning study group sessions for all Phase I school districts on January 11, 2000; February 29, 2000; April 7, 2000 and June 12, 2000.

The study group was facilitated by Dr. Lillian DeLeo, and the sessions focused on sharing ideas and procedures, reviewing information from the Pennsylvania Department of Education and brainstorming solutions to common problems. These sessions were attended by Thomas Jenkins, Assistant Superintendent.

ITEM #11. PLAN FOR ADDITIONAL INSTRUCTIONAL OPPORTUNITIES
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The district has implemented several programs to assist students who have difficulty achieving the academic standards and benchmarks. Each component is listed below with the appropriate grade levels:

1. After-school tutorial programs in conjunction with Communities That Care (Grades 2-8)
2. Summer remediation programs in mathematics, reading and language arts (Grades K-6)
3. Summer school courses (Grades 7-12)
4. Winter night school (Grade 12)
5. Title I remedial mathematics (Grades 3-5)
6. Title I remedial reading (Grades 2-6)
7. Read to Succeed programs (Grades K-3)
8. Referral to the Instructional Support Team (Grades K-6)
9. High school students serving as tutors (Grades K-8)
10. English as a Second Language (ESL) program for English Language Learners (ELL).
11. Earobics Literacy Launch
12. Academy of Reading

The following methods and procedures have been used to identify students in need of additional instructional opportunities:

1. Analysis of district and classroom assessment results
2. Analysis of state and commercial assessment results
3. Teacher observations
4. Guidance counselor intervention
5. Instructional Support Team intervention
6. Title I evaluation
7. Evaluation by school psychologist
8. English Language Learners (ELL): The identification and assessment procedures described in Item #5 of this Strategic Plan will be used to monitor student progress and identify ELL's who are not achieving at proficient levels. To the extent necessary, psychological, special education and instructional support assessment procedures will also be used.

The opportunities for additional instruction and extended learning time described in this item will be offered to all ELL's who are not demonstrating proficient achievement of the standards. Also, one-to-one instruction and instruction employing the student's strongest learning style (tactile, auditory, visual, etc.) will be offered.

APPENDICES

As explained in Item #10 part of the district's strategic planning process was a consensus - building activity focused on things the district does well and things the district needs to work on. Committee members were randomly mixed in small groups to discuss these strengths and weaknesses. At the conclusion of these initial discussions, a list was written including the items in each category.

The agenda of the next Strategic Plan meeting was devoted to presentations by administrators and teachers which addressed the questions and concerns expressed by each group. These presentations were continued and concluded at the following meeting. Committee members representing parents, students, school board members and community members had opportunities to ask questions and clarify items on each list.

Committee members were again randomly mixed in small groups. Each group discussed the list of items the district needed to work on and decided on three to five priority areas. Groups were then combined and consolidated their lists. This consensus - building activity led to a final vote by committee members to define three priority areas for which action plans will be developed.

These action plans will be written with input from many members of the Strategic Planning Committee, as well as many other district teachers. The target date for completion of these plans is September 30, 2001. They will then be included in the district's Strategic Plan as follows:

1. **Appendix A - Action Plan for Technology**
2. **Appendix B - Action Plan for Security/Sensitivity to Diversity/Needs of At-Risk Students**
3. **Appendix C - Action Plan for Parent-School Partnerships**

The Action Plan for Technology will build on the Action Plan for Technology that was included in the district's 1994-2000 Strategic Plan.

The other two action plans will incorporate, consolidate and advance several current initiatives in process within the district, including Student Assistance Program activities and parent outreach efforts.

INTRODUCTION

We express our appreciation to all members of the Strategic Planning Committee, and many others who made significant contributions, for their time and effort in the preparation of this Plan. We believe this document will serve as a blueprint for the continued improvement of our curricular and instructional programs.

The Strategic Planning Committee will meet at the mid-point to review and discuss the district's performance toward the fulfillment of this Plan. Amendments to the Plan that are proposed by the Committee will be submitted to the Wayne Highlands School District Board for approval. If approved, these amendments will be sent to the Pennsylvania Department of Education for inclusion in the District's Plan.

APPENDIX A

ACTION PLAN FOR TECHNOLOGY

The following is a summary of the goals, objectives and action steps included in the Wayne Highlands School District's E-Tech Planner. Specific timelines for completion are listed in the E-Tech Planner.

Goal: Access to state of the art technologies

Objective: Access to instruction/in-service

Action Steps:

1. Acquire multimedia hardware.
2. Implement high quality network components.
3. Provide ergonomically correct furniture.
4. Make appropriate software available.
5. Provide computer technician in each school.
6. Provide full time grant writing personnel or training to secure new technology.

Objective: Adequate technology staff will provide necessary maintenance.

Action Steps:

1. Acquire computer repair equipment and diagnostic tools.
2. Provide necessary software/hardware support.
3. Make appropriate software available.
4. Provide computer technician in each school.
5. Make technology support person available, including after school hours.
6. Acquire current technology to maintain networks.

Objective: Educators will use technology resources to supplement curriculum.

Action Steps:

1. Networked computers supplied for each classroom
2. Implement high quality network components.
3. Make appropriate software available.
4. Provide computer technician in each school.
5. Make technology support person available, including after school hours.

Objective: Integrate technologies into curricular areas.

Action Steps:

1. Networked computers supplied for each classroom
2. Implement high quality network components.
3. Provide ergonomically correct furniture.
4. Acquire age/curriculum appropriate software licenses for classrooms and libraries in all schools.
5. Hire instructional support staff in each school to provide instruction and integration of technology into the curriculum.
6. Hire full-time network administrator.
7. Make technology support person available, including after school hours.

Goal: Students and educators will use state of the art technologies.

Objective: Conduct research utilizing current technologies.

Action Steps:

1. Networked computers supplied for each classroom
2. Network switch made available in each classroom
3. Mini-lab area made available in each classroom
4. Purchase additional site licenses for current administrative software.
5. Provide computer technician in each school.
6. Make technology support person available, including after school hours.

Objective: Students and educators will be able to assess the accuracy of information gained through the internet and exhibit processing skills related to information gained through the use of technology.

Action Steps:

1. Networked computers supplied for each classroom
2. Implement high quality network components.
3. Acquire age/curriculum appropriate software licenses for libraries.
4. Provide appropriate training in the use of internet research tools and services.
5. Hire instructional support staff in each school to provide instruction and integration of technology into the curriculum.
6. Hire full time network administrator.
7. Acquire technical support services to help insure the validity of the information obtained through the internet.

Objective: Students will utilize various technology mediums to produce and present acquired

knowledge and information.

Action Steps:

- 1. Networked computers supplied for each classroom**
- 2. Implement high quality network components.**
- 3. Make appropriate software available.**
- 4. Provide computer technician in each school.**
- 5. Make technology support person available, including after school hours.**

Goal: Technology will allow administrators to gather and share current and timely information for decision-making purposes at all levels of the school district.

Objective: Administrators will become proficient with and utilize management software that is designed specifically for their area of responsibilities.

Action Steps:

- 1. Building administrators, nurses and support staff will acquire network ready hardware.**
- 2. Implement high quality network components.**
- 3. Use universal power source to protect computer hardware.**
- 4. Purchase additional site licenses for current administrative software.**
- 5. Train all teachers and administrators to utilize technology to manage, record and access student information.**
- 6. Hire full-time network administrator.**
- 7. Make technology support person available, including after school hours.**

Objective: Administrators will make greater use of the internet and e-mail to gather and disseminate information.

Action Steps:

- 1. Building administrators, nurses and support staff will acquire network ready hardware.**
- 2. Implement high quality network components.**
- 3. Update the school server to support internet and e-mail capabilities.**
- 4. Purchase additional site licenses for current administrative software.**
- 5. Provide computer technician in each school.**
- 6. Make technology support person available, including after school hours.**

Goal: The school district will utilize technology to implement a district-wide student information system.

Objective: Nurses and administrators will utilize technology and software to record, analyze and report student health information.

Action Steps:

- 1. Building administrators, nurses and support staff will acquire network ready hardware.**
- 2. Implement high quality network components.**
- 3. Make appropriate software available.**
- 4. Train all nurses and administrators to utilize the technology.**
- 5. Hire full time network administrator.**

- 6. Make technology support person available, including after school hours.**

Objective: Teachers and administrators will utilize technology and software to manage, record and access student information.

Action Steps:

- 1. Networked computers supplied for each classroom.**
- 2. Implement high quality network components.**
- 3. Provide ergonomically correct furniture.**
- 4. Purchase additional site licenses for current administrative software.**
- 5. Train all teachers and administrators to utilize the technology.**
- 6. Hire full-time network administrator.**
- 7. Make technology support person available, including after school hours.**

Goal: Students, parents, faculty, administration and community members will have access to technology and its applications.

Objective: Community-wide access to technology will be made generally available.

Action Steps:

- 1. Provide projector for every grade K-5.**
- 2. Provide projector for every curriculum area in grades 6-8.**
- 3. Provide hand-helds for every student in grades 6-8.**
- 4. Provide lap-top lab (25-30) for every grade.**
- 5. Networked computers supplied for each classroom.**
- 6. Maintain current network configurations.**
- 7. Provide ergonomically correct furniture.**
- 8. Make appropriate software available.**
- 9. Provide high level instruction on application software.**

10. Hire instructional support staff for each school to provide instruction and integration of technology into curriculum.

11. Provide computer technician for each school.

Objective: Provide continuing education classes for parents and community members.

Action Steps:

- 1. Upgrade all computer labs.**
- 2. Maintain current network configurations.**
- 3. Provide ergonomically correct furniture.**
- 4. Make appropriate software available.**
- 5. Provide high level instruction on application software.**
- 6. Hire instructional support staff for each school to provide instruction and integration of technology into the curriculum.**
- 7. Make technology support person available, including after school hours.**