
Pennsylvania Department of Education



COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION
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HARRISBURG, PA 17126-0333

Academic Standards and Assessment Report **Friday, August 01, 2008**

Entity: South Western SD
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Organization Description

The South Western School District is located in southern York County and includes Penn, Manheim, and West Manheim Townships. The school district surrounds the Borough of Hanover and encompasses 55 square miles. The district includes four K — 5 elementary schools: Manheim, West Manheim, Baresville, and Park Hills. Grades 6 — 8 are housed in the Emory H. Markle Intermediate School. South Western High School provides a comprehensive high school program for students in Grades 9 — 12. The district has a total population of approximately 4100 students.

The elementary program for Grades K-5 is organized to develop basic skills in a variety of areas, including reading, writing, spelling, math, science, and social studies. Physical education, art, vocal music, instrumental music, and library instruction are offered by a staff of specialists. A comprehensive guidance program helps to meet the social and emotional needs of all students.

The educational program at Emory H. Markle Intermediate School is designed to meet the needs, interests, and abilities of students during early adolescence. At the intermediate level, instruction is delivered through a team teaching approach. A broad variety of courses and activities is available for each student to bridge the continuum between the elementary experience and high school. In addition to yearly instruction in the core subject areas, students are provided experiences with technology, the fine and practical arts, world languages, and environmental education. In addition to the curricular offerings, a program of interscholastic athletics and intramural activities is available to the intermediate students.

South Western High School currently offers over 150 courses to meet the needs of college preparatory and general education students. Honors courses and advanced placement courses are available for students in the areas of English, social studies, mathematics, and science. Programs of studies are also available in business education, family and consumer science, technology education, and fine arts. Students interested in early entry into the labor force may choose the diversified occupation program during their senior year. Students interested in specific trades have the opportunity to attend the York County School of Technology on a full time basis. In addition to the comprehensive curricular offerings available to each student, a broad array of extracurricular and co curricular activities is available. The successful completion of 28 credits and a graduation project are needed for graduation.

The District provides early intervention programs and special education programs for students who face special mental or physical challenges that affect their ability to benefit from regular education programs. The vast majority of programs for exceptional students is located in, and operated by, the South Western School District, including classes for students identified with learning disabilities. The Lincoln Intermediate Unit provides other special classes to meet the needs of pupils with a wide variety of exceptionalities. A program for academically gifted students provides enrichment and challenging opportunities for students.

The South Western School District provides ongoing professional development opportunities for its staff. The South Western Center for Professional Development offers courses each semester which provide teachers the opportunity to earn graduate credits through local universities. In addition to the graduate level programs, a variety of seminars and workshops is offered which match district goals and priorities. In this manner, the professional staff constantly upgrades its skills to meet the ever changing needs of the District's students. The District's staff development effort has the ultimate goal of improving the educational program to increase student learning and achievement.

Core Purpose - Mission

The South Western School District is dedicated to providing a continually improving educational environment, through a cooperative effort with the family and the entire community, in which all students are encouraged and expected to achieve their full potential, to express themselves clearly, to think reflectively, and to interact responsibly in preparation for lifelong personal growth.

Adopted October 24, 1990

Revised March 25, 2002

Vision

Our vision at South Western is that we will be a school district that is continuously improving through incorporating best practices proven to promote student achievement. In addition, we will work with the families of our students and with our community to help students develop the knowledge, skills, and values they need for lifelong personal growth.

Shared Values

District Beliefs

All students are unique, can be successful and are entitled to a quality education that will help each to reach his or her greatest potential.

Every staff member has the responsibility to be a model of effective communication, cooperation, and lifelong learning.

Quality education requires the cooperation and support of students, parents, staff, and the community.

Responsible behavior is nurtured in a learning environment that provides opportunities for students to make and be held accountable for their decisions.

Quality education provides a myriad of learning opportunities that helps each student develop confidence, teamwork, and compassion for others.

The school environment must always be safe and promote the ideas of respect for others, a strong work ethic, and self-discipline.

The utilization of new methodologies and technologies is essential to providing students a quality education in a constantly changing world.

Effective teaching addresses individual differences, promotes self-esteem, and encourages students to maximize educational opportunities.

Goals

Goal: 01. Twenty-first Century Skills

Description: We will ensure that South Western students have the life and career skills needed to be successful in the 21st century.

Goal: 02. Students Achieving PA Academic Standards

Description: Students will make adequate yearly progress in meeting Pennsylvania Academic Standards.

Goal: 03. Graduation Rate

Description: We will increase the percentage of students who graduate from South Western High School.

Goal: 04. Increasing Parent Involvement

Description: We will increase the amount of parent involvement at all levels within the South Western School District.

Academic Standards

South Western School District accepts all of the Pennsylvania Academic Standards developed and adopted by the Pennsylvania State Board of Education, as set forth in 22PA code Chapter 4 Curriculum. Our district curriculum is aligned to state standards which help to define what students should know and be able to do in each grade level and subject area.

Reading, writing, speaking and listening.

(i) *Reading.* The application of phonemic awareness, phonics and word study, vocabulary, fluency and text comprehension in reading critically across subject areas; the interpretation and analysis of literary expression with analysis of the origins and structures of the English language and learning how to search a variety of texts to conduct research.

(ii) *Writing.* Narrative, informational and persuasive formal writing for an audience, including spelling and editing skills; and informal writing to capture and organize information for individual use.

(iii) *Speaking and listening.* Participation in conversation and formal speaking presentations.

Mathematics. The understanding of fundamental ideas and the development of proficient mathematical skills in numbers, computation, measurement, statistics and data analysis, probability and predictions, algebra and functions, geometry, trigonometry and concepts of calculus. Using this content, students will learn to think, reason and communicate mathematically.

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

Environment and ecology. Understanding the components of ecological systems and their interrelationships with social systems and technologies. These components incorporate the disciplines of resource management, agricultural diversity, government and the impact of human actions on natural systems. This interaction leads to the study of watersheds, threatened and endangered species, pest management and the development of laws and regulations.

Social studies.

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

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

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

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

Arts and humanities. Study of dance, theatre, music, visual arts, language and literature including forms of expression, historical and cultural context, critical and aesthetic judgment and production, performance or exhibition of work.

Career education and work. Understanding career options in relationship to individual interests, aptitudes and skills including the relationship between changes in society, technology, government and economy and their effect on individuals and careers. Development of knowledge and skill in job-seeking and job-retaining skills and, for students completing vocational-technical programs, the skills to succeed in the occupation for which they are prepared.

Health, safety and physical education. Study of concepts and skills which affect personal, family and community health and safety, nutrition, physical fitness, movement concepts and strategies, safety in physical activity settings, and leadership and cooperation in physical activities.

Family and consumer science. Understanding the role of consumers as a foundation for managing available resources to provide for personal and family needs and to provide basic knowledge of child health and child care skills.

Graduation Requirements

GRADUATION REQUIREMENTS

To graduate from South Western School District, students must complete a minimum of 28.0 credits, including the following specific requirements:

- English (each year) 4 credits
- Speech Communication 0.5 credit
- Mathematics 4 credits
- Social Studies 4 credits
- Science 3 credits
- Arts and/or Humanities 2 credits
- Health 1 credit
- Safety Education 0.25 credit
- First Aid 0.25 credit
- Physical Education (each year) 2.0 credits

One course in each area listed below is required for graduation:

- Fine Arts (Music or Art)
- Practical Arts (Family and Consumer Science or Technology Education)
- Business or Career Education (Business or Career courses)
- One physical science course and one life science course

Students who do not achieve a score of proficient or higher on their culminating PDDS tests must take the retest offered by the State. Also, students who do not score proficient or higher in math must demonstrate satisfactory performance in math through an individualized program including computer-based instruction or a standards-based math course.

GRADUATION PROJECT

Every student who graduates from South Western High School is required to complete a graduation project as directed in Section 5.214 of the Chapter 4 regulations. The graduation project provides a format for students to demonstrate their intellectual, physical and/or creative abilities and must include a verbal presentation. Students will be assigned an advisor who is a member of the professional staff. Meetings with advisors will be scheduled during the school day several times throughout the school year. The entire graduation project must be complete by the designated date during the student's senior year.

Strategic Planning Process

Volunteers for the strategic planning process were selected to represent the various stakeholders of the district. The assistant superintendent was appointed by the superintendent to serve as the strategic planning coordinator. Teacher volunteers were solicited and affirmed by their fellow teachers. All administrators and board members who volunteered to participate were invited to join the steering committee. All parents and community members were notified through the district newsletter that the district desired applications of interested parties. All parents and community members who applied to participate were included on the steering committee. The high school principal selected the students from among the student council.

The first meeting of the strategic planning committee was held on February 5, 2008. The committee began by reviewing the goals and accomplishments of our previous strategic plan, our district mission statement, and the characteristics of high performing education systems. We spent our next two meetings reviewing a variety of achievement, demographic, perception, and contextual data as a way to analyze our strengths and areas of need. Some areas of strength identified by the committee include the following:

- Advances in reading and math proficiency, as measured by the PSSA at some grade levels
- Strong writing scores at the middle and high schools
- Parent support for school activities
- High participation at elementary and middle school parent-teacher conferences
- A variety of connections between the schools and the community
- Many professional development opportunities for teachers
- Increased diversity in our student population

Areas of need revealed through data analysis included a drop in reading and math achievement at the beginning of each school year and when students transition from one level to the next within the district; a lower graduation rate than some of the other districts in York County; and an increase in the number of students needing remedial services.

When setting goals for the strategic plan, the committee tried to look at ways to build upon our strengths while also finding ways to address areas of weakness. Through data analysis and our discussions, the following four goal areas were identified for the district's plan:

1. Meeting the needs of 21st century learners
 - Ensuring that students have the life and career skills needed to be successful in the 21st century, including exposure to world languages.
2. Creating a vision for student success
 - Having higher percentages of students proficient in reading, math, and writing as measured by PSSA, and increasing district SAT scores.
3. Increasing the graduation rate by 1.5% each year over the next six years
4. Increasing parent involvement

The committee then divided into subgroups to draft action plans in support of each goal area. Action plans were shared with the entire committee for feedback and revisions. The plan was presented to the Board on August 13, 2008. It was made available to the public for thirty days. The plan received final approval from the Board on September 24, 2008.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Amy Kauffman	South Western School District	Middle School Teacher	Teachers
Andrea Halter	South Western School District	Elementary Teacher	Teachers
Ann Dietz	South Western School District	Board Member	School Board
Barb Rupp	South Western School District	Administrator	Administration
Barbara Kehr	South Western School District	Administrator	Administration
Ben Shultz	South Western School District	Student	Teachers
Brad Arnold	South Western School District	Administrator	Administration
Brian Cromer	South Western School District	Administrator	Administration
Brianna D'Agata	South Western School District	Student	Teachers
Bryan Tayman	South Western School District	Middle School Teacher	Teachers
Chris Bowman	South Western School District	Administrator	Administration
Christine Blevins	South Western School District	Administrator	Administration
Dion Betts	South Western School District	Administrator	Administration
David Janusz	South Western School District	Elementary Teacher	Teachers
Harald Maas	South Western School District	Parent	Administration
Jeff Mummert	South Western School District	Administrator	Administration
Jennifer Wilson	South Western School District	Elementary Teacher	Teachers
Jil Manga	South Western School District	Administrator	Administration
Jim Sigler	South Western School District	Community Representative	Administration
Kevin Duckworth	South Western School District	Administrator	Administration
Kris Strausbaugh	South Western School District	Administrator	Administration
Kyle Kauffman	South Western School District	High School Teacher	Teachers
Kyle Simon	South Western School District	High School Teacher	Teachers
M. Ann Rinker	South Western School District	Board Member	School Board
Mary Kay Kelly	South Western School District	Administrator	Administration
Mason Brady	South Western School District	Student	Teachers
Molly Wiles	South Western School District	High School Teacher	Teachers
Nils Parr	South Western School District	Community Representative	Administration
Shannon Resh	South Western School District	Elementary Teacher	Teachers
Sharon Warrington	South Western School District	Parent	Administration
Susan Glover	South Western School District	Elementary Teacher	Teachers
Tammi Mummert	South Western School District	Parent	Administration
Tina McCole	South Western School District	Parent	Administration
Walter Graves	South Western School District	Administrator	Administration
William Flaherty	South Western School District	High School Teacher	Teachers

Goals, Strategies and Activities

Goal: 01. Twenty-first Century Skills

Description: We will ensure that South Western students have the life and career skills needed to be successful in the 21st century.

Strategy: A. Life and Career Skills

Description: 100% of our students will have the opportunity to learn the life and career skills needed to be successful in the 21st century, including health and civic literacy.

Activities:

Activity	Description
Providing Students with 21st Century Career and Life Skills	<p>Maintain and refine the School to Work program</p> <ul style="list-style-type: none"> • Revisit and revise public speaking course at high school • Maintain and refine the global perspectives course at the middle school • Maintain and refine Career Day at the middle school and expand into other levels, including an elementary Career Day with a focus on skills used in careers • Maintain and refine the district-wide Project Harmony program in regard to the cultural components of the social studies curriculum • Develop a district wide program for Work Ethic/Character Education that meets the needs of each level • Teach collaboration skills to students at all levels • Create a matrix of outreach programs made available through a school/community collaboration • Create a Community Consortium with local libraries, non-profits, Veteran associations, historical societies, churches, hospitals, wellness centers, police departments, fire departments and other outlets to develop strong community alliances for the benefit of student learning and growth • Revisit and revise the citizenship unit of the civics course currently offered at the high school • Encourage staff professional development for outreach opportunities such as United Way Day • Teach the ethical use of technology at all levels • Schedule an academic period at EHMIS which may be used for community outreach projects • Maintain and refine service projects through such venues as the senior project at the high school, and fundraising and outreach programs at the middle and elementary levels • Develop and offer professional development opportunities showcasing ways to incorporate community service into content areas
Person Responsible	Timeline for Implementation
Barbara Kehr	Ongoing

Strategy: B. World Languages

Description: 100% of students will be exposed to a world language in order to obtain global awareness skills needed to be successful in the 21st century.

Activities:

Activity	Description
Investigating the Feasibility of Offering World Language	1. Form a committee to investigate options for teaching world languages starting at the elementary level in grades one through five

Instruction K - 12	<p>2. Determine best practices for world language options at the middle level</p> <ul style="list-style-type: none"> •An exploratory program for all students in the sixth grade that would include French, German, and Spanish •The next advanced beginner level of Spanish in sixth grade (continued from the elementary school program grades one through five) •Offering Level I Spanish, French, German, and Latin in the 7th and 8th grade with Level IA being offered in the 7th grade and Level IB being offered in the 8th grade <p>3. Explore options for offering languages relevant to 21st century skills beyond Spanish, German, Latin, and French, Levels I through V at the high school</p>
Person Responsible	Timeline for Implementation
Barbara Kehr	Ongoing

Strategy: C. Innovative Ways for Learning and Analyzing Information

Description: 100% of students will be exposed to innovative ways for learning and analyzing information.

Activities:

Activity	Description
Changes in Approaches to Teaching and Learning	<ul style="list-style-type: none"> • Develop a set of 21st century knowledge and skills standards (tech literacy standards) for students, staff, and administrators based on available national standards such as ISTE's NETS, 21st Century Skills • Develop and analyze various tech literacy assessment tools to assess student, staff, and administrators' 21st century knowledge and skills • Embed tech literacy standards into student content area curriculum • Provide regular, consistent, scheduled time in the professional work week which is set aside for staff training and professional development in attainment of the tech literacy standards based on the completed needs assessment • Provide training for all staff to become "tech integrators" meaning they complete a program which trains them to integrate appropriate, research based, technology enhanced, learning activities and appropriate assessments within their specific curriculum area
Person Responsible	Timeline for Implementation
Barbara Kehr	Ongoing

Strategy: D. Developing Creativity, Critical Thinking, Communication, and Collaboration

Description: 100% of students will be immersed in learning environments focused on developing creativity, critical thinking, communication, and collaboration.

Activities:

Activity	Description
Enhanced Tools for Teaching and Learning	<ul style="list-style-type: none"> • Provide all classrooms in South Western School District with 21st century tools available for daily use. These tools may include: teacher dedicated computer; a computer device for every student that can connect to the Internet and run appropriate software; access to current, research based computer software that enhances the curriculum; and appropriate peripherals for the classroom such as, but not limited to: a ceiling mounted multimedia projector, smartboards, wireless remotes, audience response systems, science curriculum based probe-ware, document cameras, scanners, digital cameras, and wireless slates. • Provide professional development sessions for all teachers regarding project- based

	<p>and inquiry-based learning and assessment.</p> <ul style="list-style-type: none"> • Provide students with access to appropriate district monitored email accounts to facilitate collaboration and communication. • Evaluate and adjust computer security settings to allow collaboration and creativity among students and staff, while addressing current security issues. • Provide free, filtered Internet access to all guests on site within the South Western School District who provide their own internet capable device. • Provide training to students and staff on internet safety and etiquette, to ensure appropriate interaction and communication while working online.
Person Responsible	Timeline for Implementation
Barbara Kehr	Ongoing

Strategy: E. Using information, media and technology skills, resources, and tools

Description: 100% of students will have the opportunity to use information, media and technology skills, resources, and tools to inquire, think critically and gain knowledge that can be applied to new situations.

Activities:

Activity	Description
Media and Technology Resources	<ul style="list-style-type: none"> • Create dynamic "living" web pages for and with students that serve as a gateway to the Internet and web 2.0 tools. • Utilize a flexible teaching schedule allowing for media specialists K-12 and technology specialists to provide direct instruction of information, media and technology skills to students such as: <ul style="list-style-type: none"> —evaluate information found in selected sources, both print and digital, on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context -demonstrate creativity by using multiple resources and formats when seeking information —practice safe and ethical behaviors in personal digital communication and interaction —learn how to respect the intellectual property rights of creators and producers by following ethical and legal guidelines for gathering and using information -determine how to act on information (accept, reject, modify) —use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess • Foster a collaborative relationship between classroom teacher and the media specialists K-12 and technology specialists to develop lessons specific to the instruction of information and media literacy. • Create professional development workshops showcasing the diverse needs of the 21st Century Learner in regard to information and media literacy. • Develop opportunities for students to make use of the variety of resources (human, print and digital) available in the school library media center thereby creating a "hub of the school" for information.
Person Responsible	Timeline for Implementation
Barbara Kehr	Ongoing

Goal: 02. Students Achieving PA Academic Standards

Description: Students will make adequate yearly progress in meeting Pennsylvania Academic Standards.

Strategy: A. Reading

Description: By 2011 81% of students will be proficient or advanced in reading at all levels as measured by the PSSAs.

Activities:

Activity	Description
Improving Reading Instruction	<ul style="list-style-type: none"> • Provide additional opportunities for entering Kindergarten and first grade students who start school with limited literacy skills. • Provide training opportunities for teachers to develop and share meaningful independent learning experiences for students to do during guided reading. • Investigate ways to increase the level of challenge for proficient and advanced readers at all levels including independent work and using leveled texts. • Continue the emphasis and maintain training on guided reading across the curriculum grades K-6. • Investigate best practices in vocabulary and spelling acquisition. • Investigate the feasibility of hiring paraprofessionals to provide additional support in reading in the general classroom. • Implement an inclusion model that would provide support for the advancement of all students within the general education setting. • Provide Reading Apprenticeship training for all secondary teachers. • Develop expectations for extended reading opportunities within all content subjects. • Investigate best practices in high school remedial reading. • Investigate the use of an additional screening device or devices for students who took the 4Sight assessment and were not proficient to determine individual student needs. • Develop a menu of scientifically- based interventions for each aspect of reading at all levels. • Determine appropriate benchmarks for reading at grades three through five for students who are not proficient on the 4Sight. • Offer a Mustang Reading Club as part of club period at the high school.
Person Responsible	Timeline for Implementation
Barbara Kehr	Ongoing

Strategy: B. Mathematics

Description: By 2011 78% of students will be proficient or advanced in mathematics at all levels as measured by the PSSAs

Activities:

Activity	Description
Improving Math Instruction	<ul style="list-style-type: none"> • Investigate the new Everyday Mathematics materials. • Investigate ways to introduce students to traditional algorithms at the elementary level. • Continue to train parents in Everyday Mathematics strategies and algorithms so that they can better help their children at home. • Train mathematics teachers in teaching content reading strategies appropriate for extending mathematical thinking for students K-12. • Investigate the possibility of providing mathematics (and English) courses at the

	<p>high school all school year long on an every other day basis.</p> <ul style="list-style-type: none"> • Investigate the use of a screening device or devices for students who took the 4Sight assessment who were not proficient to determine individual student needs. • Investigate opportunities for course acceleration of a larger number of students through the math sequence, especially Algebra I in eighth grade. • Develop an elementary summer math curriculum that focuses on previewing skills from the next grade level.
Person Responsible	Timeline for Implementation
Barbara Kehr	Ongoing

Strategy: C. Writing

Description: By 2011 85% of 5th grade students will be proficient or advanced in writing as measured by the PSSA

Activities:

Activity	Description
Improving Writing Instruction	<ul style="list-style-type: none"> • Form a district writing task-force to determine needs and practices in regard to writing instruction, K-12, across the curriculum. • Investigate the use of elementary writing portfolios. • Provide training to teachers in the use of writing portfolios for collecting student writing. • Provide teacher training in writing workshop. • Develop grade-level specific writing resource notebooks which would include prompts for use across the curriculum, including specific purposes for writing (e.g., persuade, inform).
Person Responsible	Timeline for Implementation
Barbara Kehr	Ongoing

Strategy: D. SATs

Description: By 2011 the mean total SAT scores will be 1550 or higher

Activities:

Activity	Description
Increasing SAT scores	<ul style="list-style-type: none"> • Investigate and implement options for direct and computer based instruction in SAT and/or ACT preparation, including scheduling for these experiences, such as courses, online opportunities, opportunities at home, advisory period, and Saturday review. • Provide earlier and more comprehensive preparation and information to parents and students regarding the SAT and/or ACT. • As part of the transition to high school, inform parents about the PSAT. • At the middle school level, provide parents and students with on-going information to plan and prepare for college bound activities (e.g., opportunities such as PSAT, SAT, Career Pathways, Diversified Occupations, Vocational Education, etc.). • Provide PSAT preparation and practice opportunities. • Develop alternative components of the graduation project for college bound students.
Person Responsible	Timeline for Implementation
Barbara Kehr	Ongoing

Goal: 03. Graduation Rate

Description: We will increase the percentage of students who graduate from South Western High School.

Strategy: Increasing the Graduation Rate

Description: We will increase the graduation rate by 1.5% each year over the next six years.

Activities:

Activity	Description
Retaining Students Until Graduation	<ul style="list-style-type: none"> • Investigate the benefits and feasibility of obtaining a district-wide Attendance Officer. • Build upon the progress made with Children and Youth and the Social Worker/Intervention Specialist. • Offer parenting classes with incentives to attract parents. • Implement an automated calling system for attendance. • Strengthen transition programs from one level to the next to ensure the comfort and success of students in a new environment. • Explore additional parental involvement K-12 through programs based on areas of interest. • Research an IST or other intervention program for the secondary level. • Incorporate a student mentor program for students new to the building. • Utilize the option of the York County High School as a last resort for students ready to drop out. • Explore the possibility of employing a third Assistant Principal/Dean of Students at the high school level. • Provide an after-school peer tutoring program, especially for out-of-school suspensions. • Continue to rigorously follow-up on student tardies and absences. • Develop flexible scheduling options, for credit recovery or academic advancement, that relate to the distribution and attainment of graduation requirements. • Expand the secondary summer school program • Explore the possibility of offering online classes as an alternative option for high school students.
Person Responsible	Timeline for Implementation
Barbara Kehr	Ongoing

Goal: 04. Increasing Parent Involvement

Description: We will increase the amount of parent involvement at all levels within the South Western School District.

Strategy: A. Parent Portal

Description: We will increase the number of parents who are registered and using the parent portal by 100%.

Activities:

Activity	Description
Parent Access and Use of the Portal	<ul style="list-style-type: none"> • Register parents for the portal at back to school nights. • Provide parent portal training at each building at the beginning of each school year.

	<ul style="list-style-type: none"> • Inform parents about the information they can get from the parent portal. • Include reminders in the building and district newsletters about the parent portal and remind parents at all events of the importance of checking the parent portal on a regular basis. • Assess the number of people using the parent portal at the end of each year. • Include a question in the yearly parent surveys to evaluate the use and effectiveness of the parent portal system.
Person Responsible	Timeline for Implementation
Barbara Kehr	Ongoing

Strategy: B. Email Communication

Description: All teachers will send a minimum of three blanket emails to parents of their students regarding classroom events.

Activities:

Activity	Description
Blanket Emails to Parents	<ul style="list-style-type: none"> • Investigate options for sending blanket emails in the most efficient and confidential and cost-effective way. • Ensure that teachers and administrators have access to the email address of all parents through the K12 system. • Ensure that filtering allows parents to respond to emails sent from parents. • Have principals set expectations for the messages to be in the blanket emails and the timelines for the three blanket emails to be sent, especially in buildings where students might have more than one teacher. • Provide training to teachers in the appropriate way to communicate through blanket emails without compromising the confidentiality of parents and students. • Require teachers to cc a copy of each blanket email to their building principal according to a time line set up by the principal.
Person Responsible	Timeline for Implementation
Barbara Kehr	Ongoing

Strategy: C. Academic Announcements

Description: The number of academic announcements will increase by 20 percent each year of the plan based on the initial effort in year one.

Activities:

Activity	Description
Announcements to Parents	Increase academic announcements, including all-school events, programs and parenting tips, through the following venues: <ul style="list-style-type: none"> •the district website •all school events •TV/radio/phone •Billboards •Newspaper •Local employee newsletters
Person Responsible	Timeline for Implementation
Barbara Kehr	Ongoing

Measurable Annual Improvement Targets

South Western School District's goals are aligned with state goals for improvement. Over the past several years, the District has worked to align curriculum and instructional practices with PSSA expectations. South Western's PSSA scores show a continuous trend toward improvement from year to year. Our goals for the district are to continue to meet and to exceed the state benchmarks in reading, mathematics, writing, graduation rate and attendance. Action plans to meet each stated goal are outlined within other sections of this document. Specific goals related to increased student performance and the graduation rate include the following:

- By 2011, 81% of students will be proficient or advanced in reading at all levels as measured by the PSSAs.
- By 2011, 78% of students will be proficient or advanced in mathematics at all levels as measured by the PSSAs.
- By 2011, 85% of 5th grade students will be proficient or advanced in writing as measured by the PSSAs.
- We will increase the graduation rate by 1.5% each year over the next six years.

To assist every student in meeting these goals, numerous interventions are in place to service all students. South Western School District uses all available student data to drive the instructional program. Special education services are available to all identified students. ELL students are provided with additional assistance by the English as a Second Language teacher.

Curriculum, Instruction and Instructional Materials

All curriculum in the South Western School District is aligned to the Pennsylvania Academic Standards and planned courses are continually revised, rewritten, and re-evaluated, based on current research of best practices. Although the cycle is delineated in one-year increments, each academic area may progress at a faster pace, if appropriate. The cycle includes five stages:

Reviewing Research- In this phase, teachers review state and/or national standards to assess the alignment of our current curriculum with standards. This stage also involves teachers in attending conferences and workshops, reviewing current literature pertinent to the subject, and making visitations to schools with exemplary programs. This stage also involves an analysis of the strengths and weaknesses of the current program, including quantitative and qualitative data of student performance and the vertical and horizontal articulation of the curriculum between grade levels and with other courses.

Revising and Rewriting - In this stage, teachers determine the core concepts of each course - the essential understandings that students are to develop as a result of the course, and the central themes or strands that will be a part of each course within the subject area. Once the concepts and strands have been identified, the curriculum is written in planned course format, outlining the content, skills, activities, and assessments that are part of each course, and the state standard to which they are tied. At this point, new materials and textbooks are reviewed and selected and initial staff development programs are planned for the implementation of the program.

Piloting and Implementing - In the third year, the new or revised program is implemented. Staff development sessions are conducted, as needed, to ensure the success of the program. The program is continually monitored, enabling the staff to express problems and issues and provide opportunities for change, if needed.

Implement- In the fourth year, the program continues to be monitored for effectiveness. Evaluative data is collected to assess student performance, both qualitatively and quantitatively. Changes are made based on

problems and issues expressed by staff and students. The integration of the program with other areas of the curriculum is explored, including the integration of technology. Appropriate assessment tools are developed. Revisions to the report card, in light of the changed curriculum, are discussed.

Evaluate/Monitor/Improve - In this final stage of the cycle, the effectiveness of the program continues to be monitored. Evaluative data is collected and reviewed. Further integration of the program with technology and other curriculum areas is explored and assessments are refined and revised.

Curriculum Review Cycle

2008-09	2009-10	2010-11	2011-12	2012-13
<u>Review Research</u> Art World Languages Language Arts (elem.)	<u>Review Research</u> Social Studies Physical Education Business	<u>Review Research</u> Family and Consumer Science Science	<u>Review Research</u> Language Arts (6-12) Health Library	<u>Review Research</u> Math Music Technology Education
<u>Revise and Rewrite</u> Math Music Technology Education	<u>Revise and Rewrite</u> Art World Languages Language Arts (elem.)	<u>Revise and Rewrite</u> Social Studies Physical Education Business	<u>Revise and Rewrite</u> Family and Consumer Science Science	<u>Revise and Rewrite</u> Language Arts (6-12) Health Library
<u>Pilot/Implement</u> Language Arts (6-12) Health Library	<u>Pilot/Implement</u> Math Music Technology Education	<u>Pilot/Implement</u> Art World Languages Language Arts (elem.)	<u>Pilot/Implement</u> Social Studies Physical Education Business	<u>Pilot/Implement</u> Family and Consumer Science Science
<u>Implement</u> Family and Consumer Science Science	<u>Implement</u> Language Arts (6-12) Health Library	<u>Implement</u> Math Music Technology Education	<u>Implement</u> Art World Languages Language Arts (elem.)	<u>Implement</u> Social Studies Physical Education Business
<u>Evaluate/Monitor/Improve</u> Social Studies Physical Education Business	<u>Evaluate/Monitor/Improve</u> Family and Consumer Science Science	<u>Evaluate/Monitor/Improve</u> Language Arts (6-12) Health Library	<u>Evaluate/Monitor/Improve</u> Math Music Technology Education	<u>Evaluate/Monitor/Improve</u> Art World Languages Language Arts (elem.)

Teachers and administrators in the South Western School District work collaboratively in professional learning communities to review assessment data and plan effective instruction. Through an on-going program of professional development, teachers have been trained in a variety of strategies to help students to succeed. Training has included instruction in Reading Apprenticeship strategies, guided reading, Everyday Math, co-teaching, and a variety of workshops in the use of technology in supporting student learning. In an effort to help students in need of assistance to be successful, all teachers have received training in differentiated instructional strategies.

Textbooks and other instructional materials are reviewed on an on-going basis as part of our curriculum cycle. Prior to purchasing any new programs, a thorough investigation of research-based best practices is conducted. All potential purchases are also evaluated on how well they align to the district's curriculum and on their value in helping students master academic standards. The adoption of Everyday Mathematics, Connected Math, and Cognitive Tutor were three of our major research-based purchases designed to improve student achievement in mathematics K-12.

Assessments and Public Reporting

South Western School District provides a comprehensive assessment program for all students, which includes the PSSA for students in grades 3 - 8, and 11. Students in grades K - 2 are assessed quarterly through locally developed benchmark assessments in language arts and math. Students in grades 3 - 8 are assessed with 4Sight reading and math benchmark assessments as well as through locally designed common assessments in all subject areas. At the high school level, students are also assessed through 4Sight benchmark assessments in grades 9, 10, and 11, and through common assessments and final exams. The PSAT, SAT, ACT, and advanced placement exams are also administered at the high school level. Assessment data is analyzed and used to plan instruction, identify students' strengths and weaknesses, and

to measure student progress over time. All district assessment information is available to parents and to the community.

Targeted Assistance for Struggling Students

South Western School District is committed to helping all students achieve. Additional instructional support is provided to assist underperforming students. Beginning in the fall of 2008 universal screening will be implemented to help identify potentially struggling students.

Full day Kindergarten is offered to students at risk for school failure as identified through the district's Kindergarten screening process. Each elementary school has an instructional support teacher who helps to monitor the progress of non-proficient students and assists teachers with providing interventions to struggling students and their teachers. Quarterly progress review meetings are led by the building principals to ensure that plans are developed to help students who are not proficient on benchmark assessments. Reading Recovery is offered to first grade students in three elementary buildings. Title I or reading support services are provided by certified reading specialists to non-proficient students in grades 1-5. Soar to Success has been a highly successful component of our remedial reading program in the district. Successmaker is used within the classrooms as an individualized computer-based program to help meet students' needs for remediation or acceleration. Each elementary school offers after school tutorial programs for students who are not achieving standards in grades 3- 5. A four-week summer program to support elementary students in reading and math is also held as a way to assist the academic growth of struggling students.

At the middle school, teams meet regularly to monitor student progress. An instructional support teacher assists teachers with providing interventions to struggling students and their teachers. Certified reading specialists work with students who have been identified as non-proficient in reading. Compass Learning is used as an individualized computer-based program to help meet students' needs for remediation. Beginning in the fall of 2008, targeted students will be working with the Fast ForWord computer program to help support their need for reading remediation. After school tutorials and homework assistance are also provided at the middle level. A summer program for struggling students entering sixth grade was started in the summer of 2008.

Student progress toward meeting academic standards at the high school level is monitored through 4Sight benchmark assessments. PLATO and Study Island have been used as support for struggling students at the high school. A two-week summer program for struggling students entering ninth grade is also offered to students.

At all levels ESL, gifted support, and a full continuum of special education services are provided to students who need these programs to support their academic growth.

Support for Struggling Schools

No schools in the South Western School District are labeled as struggling. We have experienced challenges in helping our IEP subgroup make AYP and have supported these schools through reallocation of staff within the building and among schools.

Qualified, Effective Teachers and Capable Instructional Leaders

At this time all teachers and staff in the South Western School District are classified as highly qualified. All new employees to the district go through a rigorous interview process before they are hired. In addition to a comprehensive hiring process for all staff, each new member of the professional staff participates in induction programs at the county, district, and school level. All teachers new to the district participate in four days of training in Dimensions of Learning. Professional development workshops and curriculum development opportunities are provided each summer. The district also offers graduate courses through Penn State York each semester during the school year. Through a partnership with Shippensburg University, South Western has offered a graduate program in educational leadership. We are currently offering an on-site masters program leading to reading specialist certification through Millersville University. At the administrative level, all administrators in the district all fully credentialed and engage in

continuous learning and professional development. One member of our administrative team is currently enrolled in the Pennsylvania Inspired Leadership program, and two additional administrators will participate in the training next year. One member of our administrative team is a trainer for the literacy component of the PILS training at the state level. Four members of the administrative team have earned Doctorates; four members are currently enrolled in doctoral programs.

Parent and Community Participation

South Western School District has a long history of parent involvement and community participation. Approximately 90% of parents attend fall parent-teacher conferences at the elementary and middle school levels. Attendance at Back-to-School Nights averages 85% at the elementary and middle school levels, and about 60% at the high school. Concerts and other events at all levels are well attended by both parents and other members of the community. Many parents serve as volunteers in elementary classrooms and in the publishing centers of each elementary school.

Parents of special education students have been invited to attend summer workshops to learn side-by-side with educators. The district is also in the process of developing a support group for parents of students with disabilities.

At all levels, community partnerships give students opportunities for learning beyond the classroom. Some examples of community partnerships at each level are as follows:

Elementary

York County Dog Training Group - Dog Therapy Program
Hanover Garden Club - primary learning support courtyard program
Homewood Continuing Care facility intergenerational program
DARE program with Penn Township and West Manheim Township police
Guthrie Memorial Library: Hanover's Public Library
Junior Achievement
Hanover Hospital — first and third grade programs
Red Cross Feed a Friend
American Heart Association Jump for Heart

Middle School

Red Cross — Feed-a-Friend
Homewood at Plum Creek
Codorus State Park

High School

Homewood At Plum Creek
YMCA and Club 2000 contract physical education
Conewago Construction and RH Shepard - school to career visitations
Members 1st Credit Union, Hanover Hospital, McClarin Plastics, Inc., Snyder's of Hanover, Inc., Cross Keys Village, The Sheridan Press, Harrisburg Area Community College, York College of PA, Penn State University, York Campus, York Technical Institute, ESAB, Hanover Chamber of Commerce, McClarin Plastics Inc. - Business Advisory Committee
Other local businesses - academic shadowing and Diversified Occupations experiences

Pre-Kindergarten Transition

No Pre-K Offered

Utilization of Resources and Coordination of Services

Service or Resource	Comment or Reflection
Alternative Education Programs	
Peer Helper, Peer Tutoring Programs	
Mentor Programs	
Truancy Elimination Team Planning	
504 Plans	
School Psychologist individual and group assistance	
Interagency Team Planning	
On-site Children and Youth Caseworker	
Summer enrichment programs	
Drop-out Prevention Team Planning	
Counseling services	
Psychological services	
Elementary Kids Groups	
Elementary guidance lessons	
Career education	
Mentor program	
Student Assistance Programs	
Instructional Support Programs	
Safe and Drug Free Schools program	
School Psychology Groups	
Adapted tests and assessments	
Adapted curricular materials	
Trainings for administrators, staff, and parents	
Co-teaching classrooms	
Small group instruction	
Behavior Intervention Plans	
Functional Behavioral Assessments	
Testing center at the high school	
Presentation: large print, magnification devices, Braille, tactile graphics, human reader, audio recorder, talking materials	
Response: express response to a scribe, type on or speak to word processor, speak into audio recorder, talking speller, adaptive pencils, use written notes, outlines, and instructions	
Setting: change location so students does not distract others, change location to increase physical access, change location to reduce distractions to student	
Graphic organizers, calculation devices, math tables and formulas	
Extended test taking time	
Frequency sound field systems	
Leveled readers	
Research based instructional strategies and programs for students with disabilities	

Curriculum modifications and adaptations	
Work experience programs	
Classroom assistant	
Accommodations for students in non-academic settings such as extracurricular activities, non-public school settings, special education centers, field trips	