
Pennsylvania Department of Education



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

Professional Education Report **Friday, August 01, 2008**

Entity: South Western SD
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Contact Name: Dr. Barbara Rupp, Superintendent

Professional Education Planning Committee

Name	Affiliation	Membership Category	Appointed By
Barbara Kehr	South Western School District	Administrator	Administration
Brad Arnold	South Western School District	Administrator	Administration
Brian Cromer	South Western School District	Administrator	Administration
Carol Freer	South Western School District	Community Representative	Administration
Chris Sponseller	South Western School District	Elementary Teacher	Teachers
Christine Blevins	South Western School District	Administrator	Administration
Danielle Alric	South Western School District	High School Teacher	Teachers
Deb Cromer	South Western School District	Elementary Teacher	Teachers
Holly Culp	South Western School District	Elementary I Teacher	Teachers
Jil Manga	South Western School District	Administrator	Administration
Kathy Stetter	South Western School District	Elementary Teacher	Teachers
Kevin Duckworth	South Western School District	Administrator	Administration
Kris Strausbaugh	South Western School District	Administrator	Administration
Macklyn Warner	South Western School District	Middle School Teacher	Teachers
Mary Kay Kelly	South Western School District	Administrator	Administration
Mike Renoll	South Western School District	High School Teacher	Teachers
Molly Wiles	South Western School District	High School Teacher	Teachers
Nancy Griffin	South Western School District	Elementary Teacher	Teachers
Patricia Fuhrman	South Western School District	Middle School Teacher	Teachers
Patty Steback	South Western School District	Elementary Teacher	Teachers
Ramona Tipton	South Western School District	Community Representative	Administration
Robbi Meckley	South Western School District	Elementary Teacher	Teachers
Shannon Resh	South Western School District	Elementary Teacher	Teachers
Susan Kolmer	South Western School District	Parent	Administration
Tom O'Connor	South Western School District	Ed Specialist - School Counselor	Teachers
Walter Graves	South Western School District	Administrator	Administration

Needs Assessment

PSSA scores, 4Sight scores, and the results of a professional development survey were analyzed to determine professional development needs.

Professional Education Action Plan

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 life and career skills needed to be successful in the 21st century, including health and civic literacy.

Activities:

Activity	Description
Teaching 21st Century Learners	<ol style="list-style-type: none"> 1. Create an awareness in all staff about what the 21st century learner and classroom looks like and South Western's expectation for meeting these needs. Show where we are headed and how we will get there. 2. Lead a series of sessions for faculty marrying proven student engagement techniques with best practices in regard to web 2.0 tools. 3. Lead morning or afternoon (depending on building level) technology sessions with the assistance of the district librarians about information literacy in regard to modeling and selecting the appropriate online resource for the task. This would showcase the best use of Google, netTrekker, Pennsylvania POWER Library, and other subscription based databases available within the district. 4. Develop a character education committee to plan a program to focus on the appropriate use of technology as compared to face to face learning. This would focus the students on the most appropriate ways to respond and post to blogs, wikis and other web 2.0 tools utilized in the classroom and beyond. 5. Continue to offer on campus graduate level courses that address web 2.0 tools and project based learning.
Person Responsible	Timeline for Implementation
Barbara Kehr	Start: 6/18/2009 Finish: 6/18/2009

Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
5	5	200
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
South Western School District	<ul style="list-style-type: none"> • School Entity 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Teachers will acquire knowledge and skills in the following: awareness of what the 21st century learner and classroom looks like; web 2.0 tools; information literacy; selecting the appropriate online resource for the task; appropriate ways to respond and post to blogs, wikis and other web 2.0 tools utilized in the classroom and beyond	NETS-T standards	<i>For classroom teachers, school counselors and education specialists:</i> <ul style="list-style-type: none"> • Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. • Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. <i>For school and district administrators, and other educators seeking leadership roles:</i>

		<ul style="list-style-type: none"> Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning. Instructs the leader in <u>managing resources</u> for effective results.
Educator Groups Which Will Participate in this Activity		
Role		Grade Level
<ul style="list-style-type: none"> Classroom teachers Principals / asst. principals Superintendent / asst. superintendents School counselors Other educational specialists 		<ul style="list-style-type: none"> Early childhood (preK-grade 3) Middle (grades 6-8) Elementary (grades 2-5) High school (grades 9-12)
Follow-up Activities		Evaluation Methods
<ul style="list-style-type: none"> Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Creating lessons to meet varied student learning styles 		<ul style="list-style-type: none"> Student PSSA data Participant survey

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
Teaching with Technology	<ol style="list-style-type: none"> Develop Technology Literacy Standards <ul style="list-style-type: none"> Communicate technology literacy standards Develop and present needs assessment Plan workshops to develop standards Develop tracking system to ensure all teachers have met the standards Provide ongoing training for new teachers Expand the Technology Integrator Program <ul style="list-style-type: none"> Develop a timeline for training all teachers Revise training modules for integrators Provide opportunities for integrators to share with grade levels/departments/buildings Create Independence in Webpage Development <ul style="list-style-type: none"> Investigate software that promotes self-reliance in webpage development Develop standard webpage format and expectations Purchase webpage design software solution and train staff to use this product Provide Online Learning and Communication Opportunities <ul style="list-style-type: none"> Investigate and develop online learning opportunities <ul style="list-style-type: none"> — Videoconferencing/Skype/Webinars

	<ul style="list-style-type: none"> — WEB simulations — Wikis or other forums — Course Management Systems (Moodle) • Develop workshops related to online learning tools • Encourage use of online tools to facilitate collaboration between staff/parents/students <p>5. Create time for teachers to work together to develop activities, share best practices, and to learn from one another.</p>
Person Responsible	Timeline for Implementation
Barbara Kehr	Start: 7/2/2008 Finish: N/A

Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
6	3	250
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
South Western School District	<ul style="list-style-type: none"> • School Entity 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Develop an understanding of technology literacies Use technology effectively for teaching Author appropriate web materials for instruction Develop on-line learning opportunities for students		<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> • Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. • Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. • Empowers educators to work effectively with <u>parents and community partners</u>. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> • Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. • Instructs the leader in <u>managing resources</u> for effective results.

Educator Groups Which Will Participate in this Activity		
Role	Grade Level	
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • Superintendent / asst. superintendents • School counselors • Other educational specialists 	<ul style="list-style-type: none"> • Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades 9-12) 	
Follow-up Activities	Evaluation Methods	
<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussions 	<ul style="list-style-type: none"> • Student PSSA data • Participant survey 	

Activity	Description
Using Technology-Infused Instructional Strategies	<ol style="list-style-type: none"> 1. Identify and communicate to staff about the needs of students <ul style="list-style-type: none"> • require greater stimulation • self directed learning • multi-tasking • instant feedback • individual student pacing • do not take a linear approach to learning, love to explore links and layers 2. Provide professional development about the need for change to staff <ul style="list-style-type: none"> • Problem Based Learning • Project Based Learning • New Blooms Taxonomy • ISTE Standards
Person Responsible	Timeline for Implementation
Barbara Kehr	Start: 7/2/2008 Finish: N/A

Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
6	5	10
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
South Western School District	<ul style="list-style-type: none"> School Entity 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
<p>Knowledge of the needs of 21st century learners</p> <p>Skills in use of the following to enhance student learning:</p> <ul style="list-style-type: none"> Problem Based Learning Project Based Learning New Blooms Taxonomy NETS-S Standards 		<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making. Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning. Instructs the leader in <u>managing resources</u> for effective results.
Educator Groups Which Will Participate in this Activity		
Role	Grade Level	
<ul style="list-style-type: none"> Classroom teachers Principals / asst. principals 	<ul style="list-style-type: none"> High school 	

<ul style="list-style-type: none"> • Superintendent / asst. superintendents • Other educational specialists 	(grades 9-12)	
Follow-up Activities	Evaluation Methods	
<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussions 	<ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Classroom student assessment data 	

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
Best Practices	<ul style="list-style-type: none"> • Provide training for K - 12 teachers in the seven tested comprehension skills (Main idea, Sequencing, Compare/Contrast, Fact/Opinion, Cause/Effect, Literary Elements, Inferences) • Sequence and focus instruction in comprehension skills across the curriculum • Provide training for teachers in effective strategies for teaching vocabulary • Provide training opportunities for teachers to develop and share meaningful independent learning experiences for students to do during guided reading. • Provide Reading Apprenticeship training for all secondary teachers.
Person Responsible	Timeline for Implementation
Barbara Kehr	Start: 12/22/2007 Finish: 10/25/2012

Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
6	4	25
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
South Western School District	<ul style="list-style-type: none"> School Entity 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
<ul style="list-style-type: none"> Knowledge of the seven tested comprehension skills (Main idea, Sequencing, Compare/Contrast, Fact/Opinion, Cause/Effect, Literary Elements, Inferences) Sequence and focus instruction in comprehension skills across the curriculum Effective strategies for teaching vocabulary Reading Apprenticeship training for all secondary teachers 		<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making. Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning. Instructs the leader in <u>managing resources</u> for effective results.

Educator Groups Which Will Participate in this Activity		
Role	Grade Level	Subject Area
<ul style="list-style-type: none"> Classroom teachers Principals / asst. principals Superintendent / asst. superintendents School counselors Other educational specialists 	<ul style="list-style-type: none"> Early childhood (preK-grade 3) Middle (grades 6-8) Elementary (grades 2-5) High school (grades 9-12) 	<ul style="list-style-type: none"> Reading, Writing, Speaking & Listening
Follow-up Activities		Evaluation Methods
<ul style="list-style-type: none"> Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussions 		<ul style="list-style-type: none"> Student PSSA data Participant survey

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	
Best Practices	<ul style="list-style-type: none"> Retrain middle school teachers in Connect Math through Michigan State University Provide additional and ongoing training in Cognitive Tutor Continue ongoing training for new teachers in Every Day Math Update middle school and high school math teachers on Every Day Math strategies 	
Person Responsible	Timeline for Implementation	
Barbara Kehr	Start:6/16/2008 Finish: 8/14/2013	
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
6	4	20
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
South Western School District Michigan State University	<ul style="list-style-type: none"> School Entity College 	Approved

Carnegie Learning (Carnegie Mellon University) EveryDay Math	<ul style="list-style-type: none"> Company 	
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Inquiry based math instruction		<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making. Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning. Instructs the leader in <u>managing resources</u> for effective results.
Educator Groups Which Will Participate in this Activity		
Role	Grade Level	Subject Area
<ul style="list-style-type: none"> Classroom teachers Principals / asst. principals Superintendent / asst. superintendents 	<ul style="list-style-type: none"> Early childhood (preK-grade 3) Middle (grades 6-8) Elementary (grades 2-5) High school (grades 9-12) 	<ul style="list-style-type: none"> Mathematics

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Peer-to-peer lesson discussions 	<ul style="list-style-type: none"> • Student PSSA data • Participant survey

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
Best Practices	<ul style="list-style-type: none"> • Form a committee to review the literature regarding best practices in writing • Retrain teachers K - 8 in writer's workshop • Train teachers in the use of technology for writing • Offer a graduate level course in teaching craft lessons • Develop craft lessons matched to standards and materials available • Arrange for teachers to conduct peer-observations of craft lessons • Conduct training in grammar instruction for elementary teachers
Person Responsible	Timeline for Implementation
Barbara Kehr	Start: 7/22/2009 Finish: 7/16/2014

Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
6	4	30
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
South Western School District Millersville University	<ul style="list-style-type: none"> • School Entity • College 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Writer's workshop strategies Use of technology for writing Teaching craft lessons		<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> • Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. • Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.

		<ul style="list-style-type: none"> Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making. Instructs the leader in <u>managing resources</u> for effective results.
Educator Groups Which Will Participate in this Activity		
Role	Grade Level	Subject Area
<ul style="list-style-type: none"> Classroom teachers Principals / asst. principals Superintendent / asst. superintendents Other educational specialists 	<ul style="list-style-type: none"> Early childhood (preK-grade 3) Middle (grades 6-8) Elementary (grades 2-5) High school (grades 9-12) 	<ul style="list-style-type: none"> Reading, Writing, Speaking & Listening
Follow-up Activities	Evaluation Methods	
<ul style="list-style-type: none"> Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Peer-to-peer lesson discussions 	<ul style="list-style-type: none"> Student PSSA data Participant survey 	

Strategy: Professional Development

Description: Training in research-based best practices models

Activities:

Activity	Description
Best Practices	<ul style="list-style-type: none"> • Develop a committee to look at the Learning Focused School Models to develop best practices • Investigate ways to communicate between levels
Person Responsible	Timeline for Implementation
Barbara Kehr	Start:8/5/2008 Finish: 11/24/2008

Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
6	4	30
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
IU 12	<ul style="list-style-type: none"> • Intermediate Unit 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Elements of balanced achievement Prioritized, mapped curriculum Effective instructional strategies of high achieving schools Acceleration strategies for catching kids up Monitoring learning		<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> • Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. • Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> • Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. • Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning. • Instructs the leader in <u>managing resources</u> for effective results.

Educator Groups Which Will Participate in this Activity		
Role	Grade Level	
<ul style="list-style-type: none"> Classroom teachers Principals / asst. principals Superintendent / asst. superintendents 	<ul style="list-style-type: none"> Early childhood (preK-grade 3) Middle (grades 6-8) Elementary (grades 2-5) High school (grades 9-12) 	
Follow-up Activities	Evaluation Methods	
<ul style="list-style-type: none"> Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Peer-to-peer lesson discussions 	<ul style="list-style-type: none"> Student PSSA data Participant survey 	

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	
Nurturing Students' Sense of Empowerment and Self-efficacy	<ul style="list-style-type: none"> Continue professional development activities that enable teachers to devise and implement co-teaching and inclusion strategies across the curriculum at all levels. Continue and expand workshops and graduate courses that equip teachers with strategies and tools for differentiating instruction. Increase opportunities for informal collaboration among faculty for the purpose of collegial sharing and integration of effective student empowerment strategies. 	
Person Responsible	Timeline for Implementation	
Barbara Kehr	Start: 8/19/2008 Finish: 6/24/2009	
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
6	4	30
Organization or Institution Name	Type of Provider	Provider's Department of Education

		Approval Status
South Western School District	<ul style="list-style-type: none"> • School Entity 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Co-teaching models and skills Strategies to differentiated content, product, and process		<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> • Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. • Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. • Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> • Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making. • Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning. • Instructs the leader in <u>managing resources</u> for effective results.
Educator Groups Which Will Participate in this Activity		
Role	Grade Level	
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • Superintendent / asst. superintendents • School counselors • Other educational specialists 	<ul style="list-style-type: none"> • Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades 9-12) 	
Follow-up Activities	Evaluation Methods	

<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Peer-to-peer lesson discussions 	<ul style="list-style-type: none"> • Student PSSA data • Participant survey
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Activity	Description
Recognizing and Acting on the Signs of Drug Abuse and Distribution	<ul style="list-style-type: none"> • Train all SWSD employees and volunteers to recognize signs of drug and alcohol involvement and abuse by utilizing local law enforcement, and treatment professionals for regular “awareness” programs throughout each school year. • Through the utilization of appropriate community personnel, provide specific instruction to all employees and volunteers on how to properly report suspected illicit drug, alcohol, and substance abuse, and how to connect victims with treatment and recovery resources.
Person Responsible	Timeline for Implementation
Barbara Kehr	Start: 8/24/2009 Finish: 8/26/2013

Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
4	2	300
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
South Western School District	<ul style="list-style-type: none"> • School Entity 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Knowledge of signs of drug and alcohol abuse Knowledge of treatment and recovery resources		<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> • Empowers educators to work effectively with <u>parents and community partners</u>. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> • Instructs the leader in <u>managing resources</u> for effective results.
Educator Groups Which Will Participate in this Activity		
Role	Grade Level	
<ul style="list-style-type: none"> • Classroom teachers 	<ul style="list-style-type: none"> • Early childhood 	

<ul style="list-style-type: none"> Principals / asst. principals Superintendent / asst. superintendents School counselors Other educational specialists 	<prek-grade 3)<br=""></prek-grade> <ul style="list-style-type: none"> Middle (grades 6-8) Elementary (grades 2-5) High school (grades 9-12) 	
Follow-up Activities	Evaluation Methods	
<ul style="list-style-type: none"> SAP meetings 	<ul style="list-style-type: none"> Participant survey 	

Activity	Description
Recognizing and Helping At-Risk Learners	<ul style="list-style-type: none"> Increase faculty and staff awareness of early warning signs that help identify school-leavers, including both research-based and local indicators. Develop greater faculty awareness of, and opportunities for, mentoring-quality relationships with all students, but particularly for those at-risk for school-leaving. Develop and provide initiatives that help teachers devise and incorporate greater opportunities for students' self-expression, conflict resolution, peer-supported problem solving, persistence, and self-advocacy within the school environment. Assist teachers and administrators in the collaborative development of after-school and summer "academies" for student enrichment and remediation.
Person Responsible	Timeline for Implementation
Barbara Kehr	Start:9/9/2008 Finish: 9/10/2013

Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2	5	20
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
South Western School District	<ul style="list-style-type: none"> School Entity 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Awareness of early warning signs of potential dropouts Awareness of mentoring opportunities and skills		<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. Empowers educators to work effectively with <u>parents and community partners</u>. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p>

		<ul style="list-style-type: none"> Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making. Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning. Instructs the leader in <u>managing resources</u> for effective results.
Educator Groups Which Will Participate in this Activity		
Role	Grade Level	
<ul style="list-style-type: none"> Classroom teachers Principals / asst. principals Superintendent / asst. superintendents School counselors Other educational specialists 	<ul style="list-style-type: none"> Middle (grades 6-8) High school (grades 9-12) 	
Follow-up Activities	Evaluation Methods	
<ul style="list-style-type: none"> SAP meetings 	<ul style="list-style-type: none"> Student PSSA data demographic data (Tracking of attendance and drop out statistics) 	

Annual Review Process

Assessment, refinement, and amendment of the plan will be an on-going process, and will be led by the professional development committee which meets on at least an annual basis. Each year individuals participating in professional development complete evaluations of the specific workshops, activities, and trainings they attend. Based on this feedback, the professional development committee evaluates the program's effectiveness and makes recommendations for future professional development.

APPENDIX A

ENTITY INFORMATION PAGE

Entity: South Western SD

Address:

225 Bowman Rd
Hanover, PA 17331-4213

Superintendent or Chief Administrative Officer contact information:

Dr. Barbara Rupp, Superintendent
717-632-2500

Professional Education Committee Chairperson contact information:

Dr. Barbara Kehr, Assistant Superintendent
717-632-2500

Act 48 Reporting Contact contact information:

Dr. Barbara Kehr, Assistant Superintendent
717-632-2500