
Pennsylvania Department of Education

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

Academic Standards and Assessment Report

Monday, March 03, 2008

Entity: Exeter Township SD

Address: 3650 Perkiomen Ave
Reading, PA 19606-2798

Phone:

Contact Name:

Organization Description

The Exeter Township School District serves the communities of Exeter Township and St. Lawrence Borough, located just east of Reading, PA. The district serves a geographic area of approximately 27 square miles, and includes just over 4400 students. We are growing at a rate of about 3-4% annually. We currently have one grade 9-12 high school, a junior high school serving grades 7 and 8, a middle school serving grades 5 and 6, and 3 K-4 buildings. A new elementary school is in the planning stages, with a completion date anticipated of September 2010. We currently employ approximately 330 professional staff members, and a large number of support staff, as well as 25 administrators. The Exeter Township School District is a suburban

district. About 16% of our students receive free or reduced price lunch, and about 16% of our students have a disability requiring an Individualized Education Program. An additional 4% have a Gifted Individual Education Program. Approximately 83% of our graduating seniors move on to post-secondary education. In addition to our academic program, we pride ourselves in having a strong extracurricular program, especially in athletics and the fine arts.

Core Purpose

Mission

The Exeter Township School District Community will provide differentiated learning opportunities in a safe, nurturing environment that will enable all students to fully develop their minds and their character to become successful, productive citizens in a constantly changing world.

Vision

The Exeter Township School District, in partnership with its community, will provide a safe and nurturing learning environment, uniting all diverse groups therein to provide the best resources and opportunities to assist students in reaching their full potential in both cognitive and affective domains.

Shared Values

We, the staff, parents, and community members of the Exeter Township School District share these common beliefs:

- All children can learn, given appropriate time, instruction, and access to resources necessary to meet their individual needs.
- Education is a shared responsibility dependent upon strong alliances, open communication and collaboration among students, school personnel, and parents/guardians. We are all accountable for student learning, and fostering the development of personal responsibility in students.
- Our schools should be inclusive learning communities in which all students are provided a safe environment and challenged to realize their full potential in the areas of academic, social, and character development.
- Our schools should be a vital part of our community. Our citizens should feel pride in our school system, and they should know they are valued for their contributions to our schools.
- Our curriculum must reflect what our children should know and be able to do in order to become successful people and contributing members of society.
- An effective balance and interdependence must exist among the written curriculum, instruction in the classroom, and assessment for, and of learning.

Goals

GOAL 1: READING:

By the year 2013, 91% or more of our students will demonstrate proficiency in reading as measured by the Pennsylvania System of School Assessment

GOAL 2: MATHEMATICS:

By the year 2013, 89% or more of our students will demonstrate proficiency in mathematics as measured by the Pennsylvania System of School Assessment

GOAL 3: GRADUATION:

By the year 2013, 95% or more of our students will graduate from high school with the skills and knowledge needed for success in their post-secondary goals.

GOAL 4: FACILITIES:

By the year 2013, we will have sufficient facilities address our growth needs and to provide an exceptional, state-of-the-art educational program to every one of our students.

GOAL 5: AFFECTIVE DOMAIN:

It is our responsibility to graduate students who are good citizens, and who are prepared to succeed in the world socially as well as academically. Therefore, it is our goal to integrate the affective domain into our instruction, focusing on universal values such as respect for all, honesty, kindness toward others, and a strong work ethic.

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

Description: Graduation rate will demonstrate growth over its current status of 93%, raising it to 95% or better.

Goal: MATHEMATICS

Description: By the year 2013, at least 89% of all students will be proficient in Mathematics, as measured by the annual state-wide PSSA assessments.

Goal: Provide and Maintain Excellent Educational Facilities to Support the District Mission

Description: By the year 2013, we will have sufficient facilities address our growth needs and to provide an exceptional, state-of-the-art educational program to every one of our students.

Goal: READING

Description: By the year 2013, least 91% of all students will be proficient in Reading, as measured by the annual state-wide PSSA assessments.

Goal: To educate the "whole child" focusing on the affective, as well as the academic domain

Description: The Exeter Township School District community strongly believes that it is not sufficient for schools to focus on the academic needs of its students, although academics are certainly our primary mission and responsibility. We are committed to graduating responsible, productive citizens, who will contribute to the future through the decisions and the direction they take in their adult lives after exiting our system. Toward that end, we feel it is incumbent upon us to assist students by providing instruction and tools in the development of social skills to interact appropriately with others and such universal character attributes as responsibility, honest, respect, kindness, empathy, and work ethic.

Academic Standards

The Exeter School District instructs students in grades K-12 in the Academic Standards of section 4.12 of 22 PA. Code in the following disciplines:

Arts and Humanities
Career Education and Work
Civics and Government
Economics
Environment and Ecology
Family and Consumer Sciences
Geography
Health, Safety and Physical Education
History
Mathematics
Reading, Writing, Speaking, and Listening
Science and Technology

Each course of studies taught in our classrooms has a fully developed curriculum guide for our teachers that is linked to the relevant Academic Standards. All of our curriculum documents and

textbooks are approved by our Board of School Directors and are available for public review. A more complete description of each course of study can be found on the Curriculum link of the Exeter Township School District's website home page.

Graduation Requirements

GRADUATION REQUIREMENTS:

Each student must complete 28 credits in Grades 9 through 12 in order to attain a high school diploma. The curricula outlined will assist students in preparing for their further education or employment after graduation from high school. Individualization of these curricular options is possible with the approval of the senior high school principal. However, since the primary goal of each program is to prepare students for life, approved program alterations must result in improved educational opportunities. The minimum number of credits required in each subject area for graduation is as follows:

English 4

Social Studies 4

Mathematics 3

Science 3

Additional Mathematics or Science 1

Fitness and Wellness/Driver Education/Health 2

Arts and Humanities 2

Electives 9

TOTAL MINIMUM CREDITS FOR GRADUATION 28

COMMUNITY SERVICE:

Graduating students will have a 30-hour community service requirement. The district suggests that students complete ten hours of community service per year between 9th and 12th grades. Starting early is recommended.

GRADUATION PROJECT:

Beginning in ninth grade, students will receive a handbook highlighting their three project choices: career oriented research, community service, and work experience. The handbook also details requirements, suggestions, examples, and scoring procedures. At any point in their high school career when they have completed all requirements, students will present their project to their homeroom teacher and one other faculty member. The project is pass/fail. To facilitate these presentations, the staff will be available after school one day a month and during two early dismissal in-service days in spring. All students will complete the graduation project by May of their senior year in order to take part in graduation ceremonies.

STATE ASSESSMENT:

Students complete the PA System of Student Assessment in grade 11. All students who fail to meet state proficiency standards in reading and/or mathematics are required by district policy to retake the PSSA in grade 12. Those who fail to reach proficiency the second time must pass rigorous curriculum-based assessment in order to graduate. A small percentage of students with severe cognitive limitations must successfully complete the PA Alternate System of Assessment prior to graduation.

Strategic Planning Process

The Strategic Planning Process for the Exeter Township School District has been a collaborative effort that has spanned nearly a full school year, and has involved more than 80 administrators, school board members, teachers, parents, and community members. Each of those members was part of the overall Steering Committee, as well as a subcommittee, which reflected their interest. All professional staff members were invited to participate, and teachers representing each school were selected by their peers. Members of the Professional Education subcommittee were Board-approved and represented the appropriate levels of education and community and parent involvement. District administrators headed sub-committees that collaboratively developed the plans, such as Professional Education, Induction, Technology,

Chapter 4, Student Services, and Special Education, while the entire Steering Committee worked in both large and small groups to develop the Goals, Mission Statement, Vision Statement, Shared Values, and Organizational Description.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Albert Hartman	Exeter Township School District	Parent	Superintendent
Andrea Sandusky	Exeter Township School District	Parent	Superintendent
Angie Finney	Exeter Township SD	Parent	Superintendent
Anne Thomas	Exeter Township SD	Parent	Don Cramer
Barb Quick	Jacksonwald Elementary School	Elementary School Teacher	Teachers and School Board
Barry Webb	Exeter Township School District	Administrator	Superintendent
Becka McDevitt	Exeter Township School District	Parent	Superintendent
Beverly Martin	Exeter Township School District	Administrator	Superintendent
Bill Wolf	Exeter Township School District	Parent	Superintendent
Carole Kutscher	Exeter Township School District	Board Member	Superintendent
Dale Horner	Exeter Township School District	Community Representative	Superintendent
David Stankiewicz	Exeter Township SD	Business Representative	School Board
Deb Dawson	Lorane Elementary School	Administrator	Superintendent
Deb Franklin	Exeter Township School District	Parent	Superintendent
Debbie Sottosanti	Exeter Township School District	Parent	Superintendent
Debra Jimski	Exeter Township School District	Parent	Superintendent
Don Cramer	Exeter Township SD	Administrator	Superintendent
Don Zook	Reiffon School	Middle School Teacher	Teachers and School Board
Donna Barnhart	Exeter Township SD	Elementary School Teacher	Superintendent
Dorian Weidner	Exeter Township Junior High School	Middle School Teacher	Teachers and School Board
Eileen Unger	Exeter Township Senior High School	Secondary School Teacher	Superintendent
Eric Flamm	Exeter Township Junior High School	Administrator	Superintendent
Gregory Fries	Reiffon School	Administrator	Superintendent

Jack Linton	Exeter Township School District	Board Member	Superintendent
Jackie Nardo	Lorane Elementary School	Elementary School Teacher	Teachers and School Board
James Smith	Exeter Township School District	Other	Superintendent
Jan Bertolet	Jacksonwald Elementary School	Elementary School Teacher	Teachers and School Board
Jane Schimek	Exeter Township School District	Ed Specialist - School Psychologist	Superintendent
Jeff Franklin	Exeter Township SD	Parent	Don Cramer
Joe Bertolet	Jacksonwald Elementary School	Elementary School Teacher	Teachers and School Board
Joe Schlaffer	ML Lausch Elementary School	Administrator	Superintendent
Joe Way	Exeter Township SD	Administrator	Superintendent
John Arty	Exeter Township Junior High School	Administrator	Superintendent
John Miller	Exeter Township School District	Parent	Superintendent
Joseph King	Exeter Township School District	Parent	Superintendent
Judy Giering	Exeter Township SD	Community Representative	Don Cramer
Karen Williams	Lorane Elementary School	Elementary School Teacher	Teachers and School Board
Karyn Algeo	ML Lausch Elementary School	Elementary School Teacher	Teachers and School Board
Kathy Harris	Jacksonwald Elementary School	Administrator	Superintendent
Kevin Creamer	Exeter Township School District	Parent	Superintendent
Kim Rank	ML Lausch Elementary School	Elementary School Teacher	Teachers and School Board
Kristine Schmidt	ML Lausch Elementary School	Elementary School Teacher	Teachers and School Board
Linda Misterkiewicz	Exeter Township School District	Administrator	Superintendent
Linda Waterbury	Exeter Township School District	Community Representative	Superintendent
Lisa Lewis	Lorane Elementary School	Elementary School Teacher	Teachers and School Board
Lois Drumheller	Exeter Township School District	Administrator	Superintendent
Lori Taliaferro	Exeter Township School District	Parent	Superintendent
Lori Weisser	M.L. Lausch Elementary School	Elementary School Teacher	Superintendent

Lorie Martin	Exeter Township School District	Parent	Superintendent
Marc Bellettiere	Exeter Township Senior High School	Administrator	Superintendent
Marcia Miller	Exeter Township SD	Parent	School Board
Mary Tobias	Exeter Township School District	Community Representative	Superintendent
Matt Hathaway	Jacksonwald Elementary School	Elementary School Teacher	Teachers and School Board
Michele Snyder	Jacksonwald Elementary School	Elementary School Teacher	Teachers and School Board
Mike Jurasinski	Exeter Township SD	Community Representative	School Board
Nancy Gajewski	Exeter Township Senior High School	Secondary School Teacher	Teachers and School Board
Nicole Piffer	Exeter Township SD	Parent	Don Cramer
Pamela Wetzel	Exeter Township Senior High School	Secondary School Teacher	Teachers and School Board
Rebecca Bush	Jacksonwald Elementary School	Elementary School Teacher	Superintendent
Rob Petro	Exeter Township Junior High School	Middle School Teacher	Superintendent
Robyn Berger	Exeter Township SD	Parent	Don Cramer
Russell Diesinger	Exeter Township SD	Board Member	School Board
Sally Sinclair-Hubbard	Exeter Township School District	Community Representative	Superintendent
Sally Traczuk	Exeter Township School District	Community Representative	Superintendent
Scott Schaeffer	Exeter Township SD	Ed Specialist - Instructional Technology	Superintendent
Sharon High	Exeter Township School District	Parent	Superintendent
Sharon Lountzis	Exeter Township SD	Parent	Superintendent
Stephanie Isselmann	Reiffon School	Middle School Teacher	Teachers and School Board
Susan Cook	Jacksonwald Elementary School	Administrator	Superintendent
Susan Egolf	Exeter Township School District	Parent	Superintendent
Susan Hayden	Lorane Elementary School	Elementary School Teacher	Teachers and School Board
Susan Ummarino	Exeter Township Senior High School	Secondary School Teacher	Teachers and School Board
Tera McFarland	Exeter Township Senior High School	Secondary School Teacher	Don Cramer
Tom Henderson	Exeter Township Senior High School	Secondary School Teacher	Teachers and School Board
Tracy Halsey	Exeter Township School	Parent	Superintendent

	District		
Tracy Weiss	Exeter Township SD	Parent	School Board
Wendy Skoczen	Exeter Township School District	Administrator	Superintendent

Goals, Strategies and Activities

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

Description: Graduation rate will demonstrate growth over its current status of 93%, raising it to 95% or better.

Strategy: Students will receive increased time with counselors to develop post-secondary goals and explore all options.

Description: Students will meet with counselor on a more frequent basis during the post-secondary planning process to identify goals and explore options. Counselors will communicate more frequently with parents as well, so as to help them assist their students in post-secondary planning.

Activities:

Activity	Description	
Provide additional counselor at the high school level for career counseling	An additional high school counselor will allow more time to be devoted to assisting students and their families through the post-secondary planning process. This counselor will focus on individual goal development with students who are preparing to transition to higher education, careers, advanced technical training, etc. An additional staff member would permit more time for course selection in high school to be aligned to post-secondary goals, interests, and aptitude.	
Person Responsible	Timeline for Implementation	Resources
Beverly Martin	Start: N/A Finish: N/A	\$56,681.00

Activity	Description	
Review K-12 counseling program to insure sufficient compliance with career standards.	To ensure that the PA Career Standards are met, and that our students are well-prepared for their futures when they graduate from our District, the Counseling Department will review their stated program to verify inclusion of the Career and Work Standards at appropriate grade levels. The National Standards for School Counselors will also be incorporated into the Counseling Program, as well as recommendations made through a program audit conducted by Dr. Cormandy.	
Person Responsible	Timeline for Implementation	Resources
Beverly Martin	Start: N/A Finish: N/A	\$400.00

Strategy: Support for students at risk of failure

Description: The high school will use data to identify students who are under-performing as they enter high school, and continuing through the high school years. These strategies will include interventions in reading and math, as needed, as well as frequent meetings with counselors to define areas of strength and develop academic and career goals. Students who fail courses will have opportunities to complete them and graduate with their classmates.

Activities:

Activity	Description
Provide interventions in reading and math for at-risk students	Increase instruction in reading and in math for students who are below proficient in those subjects through after school programs, summer school opportunities, and during-the-school day scheduling changes, (in lieu of study halls, for example). Monitor progress through frequent formative assessment.

Person Responsible	Timeline for Implementation	Resources
Beverly Martin	Start: N/A Finish: N/A	\$145,000.00

Activity	Description
Use of benchmark assessments to predict success	The 4Sight PSSA predictive assessments will be given and analyzed twice yearly to inform instructional decisions for students at risk of failure, especially members of the IEP and Economically Disadvantaged subgroup. During the 2007-08 and 2008-09 school years, teachers and principals will be trained in data analysis, goal setting, and monitoring/adjusting of instructional goals.

Person Responsible	Timeline for Implementation	Resources
Warren Mata	Start: N/A Finish: N/A	\$75,000.00

Activity	Description
Use of data analysis to identify students at-risk	In the year 2008, the District will begin to use Performance Tracker to store and analyze data to identify students who require intervention to become successful. Principals, curriculum/dept chairpersons, and technology personnel will be trained in the use of Performance Tracker during the 2007-08 school year.

Person Responsible	Timeline for Implementation	Resources
Warren Mata	Start: N/A Finish: N/A	\$75,000.00

Goal: MATHEMATICS

Description: By the year 2013, at least 89% of all students will be proficient in Mathematics, as measured by the annual state-wide PSSA assessments.

Strategy: Conduct audit of math program to insure alignment with anchors and standards

Description: Conduct an ongoing review of the math program to determine the extent to which research based programs, best practices, and strong curricular articulation are in place, and identify and remediate any programmatic weaknesses that surface. Our district math coordinator, high school dept. chairpersons, and elementary math liaisons will conduct these periodic reviews.

Activities:

Activity	Description
Revise District curriculum documents in mathematics to align with Anchors.	Teachers at all grades will have a curriculum guide that reflects goals and objectives in the areas of assessment on the PSSA for that grade, as well as the appropriate standards that are not assessed through state testing.

Person Responsible	Timeline for Implementation	Resources
Beverly Martin	Start: N/A Finish: N/A	\$7,500.00

Activity	Description
Use Tech Paths to assist the process of aligning	The Tech Paths component of the Performance Pathways suite of products will assist staff in identifying appropriate grade level goals

math curriculum	and activities to optimize success for their math students.	
Person Responsible	Timeline for Implementation	Resources
Warren Mata	Start: N/A Finish: N/A	\$13,000.00

Strategy: Math Coordinator

Description: A full time Math Coordinator is an administrative position which could provide a growing district like the Exeter Township School District an opportunity to focus on mathematics instruction by leading curricular articulation and alignment, math data analysis, professional development in best practices in math instruction, and lead the implementation of needed programmatic changes to improve the math program in Exeter Township.

Activities:

Activity	Description	
Provide direction in the articulation and revisions of math curricula	One of the main responsibilities of the Math Coordinator will be to oversee the curriculum, and monitor student progress in the area of mathematics. He/she will determine that the math standards and anchors are taught at the appropriate grade level, and that students are progressing and meeting or exceeding the thresholds of No Child Left Behind. He/she will work closely with principals and special education administrators to monitor and improve sub-group performance in math. He/she will lead curriculum revision and textbook adoption processes as needed, and lead the implementation of appropriate assessments. He/she will also provide modeling and training to staff to ensure that best practices are implemented in math classrooms.	
Person Responsible	Timeline for Implementation	Resources
Beverly Martin	Start: N/A Finish: N/A	\$37,000.00

Activity	Description	
Provide support for math teachers.	The Math Coordinator will assist teachers through coaching, providing materials, math content workshops, and by bringing additional support and resources to the classroom level.	
Person Responsible	Timeline for Implementation	Resources
Beverly Martin	Start: N/A Finish: N/A	\$3,000.00

Strategy: Provide in-class support for math instruction

Description: Utilize district math aides to assist with small group instruction in targeted area determined by data analysis.

Activities:

Activity	Description	
Provide some interventions in primary math classrooms, implementing an RTI model.	RTI has been implemented for primary students in the area. Many students have weaknesses in math in the primary grades as well, and could benefit from a model of intervention, and regular data collection and analysis to determine what really works for struggling students.	
Person Responsible	Timeline for Implementation	Resources
Beverly Martin	Start: N/A Finish: N/A	\$5,000.00

Strategy: Use Performance Tracker to identify specific needs of students and group for instruction

Description: The use of benchmark assessments in math provides the opportunity to use data to inform instructional decisions. In order to do so, it is critical to employ a powerful tool to store and analyze data, so that teachers have current information at their fingertips in the lesson-planning process.

Activities:

Activity	Description	
Common Formative Assessments	In addition to PSSA predictive benchmark assessments, each department or grade level will develop local common formative assessments to gain knowledge of the current and past status of student learning, and make adjustments in lesson plans accordingly. These common assessments will focus on key knowledge and understandings in each core subject area and will focus on standards and anchors where appropriate. This process will be expedited through the use of the Assessment Builder component of Performance Pathways.	
Person Responsible	Timeline for Implementation	Resources
Warren Mata	Start: N/A Finish: N/A	\$14,000.00

Activity	Description	
Use of Data Teams	Each school will develop a process for teachers to work collaborative to analyze, discuss, and develop lesson plans based on student formative assessment results.	
Person Responsible	Timeline for Implementation	Resources
Beverly Martin	Start: N/A Finish: N/A	\$18,000.00

Goal: Provide and Maintain Excellent Educational Facilities to Support the District Mission

Description: By the year 2013, we will have sufficient facilities address our growth needs and to provide an exceptional, state-of-the-art educational program to every one of our students.

Strategy: Acquire land and design and build new elementary school

Description: The superintendent and the School Board will work collaborative to identify and secure an appropriate site for a new elementary school. The superintendent will lead the planning and construction process and work collaboratively with PDE. The Educational Specifications will be designed to accommodate both current and planned programs, including expansion of the full day kindergarten program

Activities:

Activity	Description	
Acquisition of appropriate site	The District will employ the services of EI Associates architecture firm to assist us in identifying an appropriate site for a new elementary school, bearing in mind our long range plan, geographic and safety concerns, transportation needs, access to public water and sewer, and physical conditions of the site.	
Person Responsible	Timeline for Implementation	Resources
Beverly Martin	Start: N/A Finish: N/A	\$3,700,000.00

Activity	Description
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Successfully complete Plan Con process with the PA Department of Education	The District committee, with the assistance of its architect, will successfully complete all phases of the Plan Con process and construct a new school to educate K-4 students, and expand programs such as full day kindergarten and intervention programs for struggling students.	
Person Responsible	Timeline for Implementation	Resources
Beverly Martin	Start: N/A Finish: N/A	\$27,000,000.00

Strategy: Evaluate need for additional middle school building after completion of elementary building

Description:

Activities:

Activity	Description	
Determine placement of new middle level school, if needed		
Person Responsible	Timeline for Implementation	Resources
Beverly Martin	Start: N/A Finish: N/A	\$0.00

Activity	Description	
Re-evaluate need for new secondary school and select site if needed		
Person Responsible	Timeline for Implementation	Resources
Beverly Martin	Start: N/A Finish: N/A	\$0.00

Activity	Description	
Select site and design educational specifications, if needed		
Person Responsible	Timeline for Implementation	Resources
Beverly Martin	Start: N/A Finish: N/A	\$0.00

Strategy: Reassess future needs based on actual growth patterns by the end of the 2012-2013 SY

Description:

Activities:

Activity	Description	
Conduct new feasibility study for planning for future growth		
Person Responsible	Timeline for Implementation	Resources
Beverly Martin	Start: N/A Finish: N/A	\$20,000.00

Goal: READING

Description: By the year 2013, least 91% of all students will be proficient in Reading, as measured by the annual state-wide PSSA assessments.

Strategy: Implement Response to Intervention to identify students at risk for reading failure in primary grades

Description: Response to Intervention is a model that is characterized by ongoing analysis of student assessment data, scientifically proven programs and instructional practices, and intensive intervention for struggling students. Our District has already begun the process of implementing RTI in kindergarten and grade 1, and will continue to add grades each year, until we have achieved our objective of providing each student with the supports, programs and instructional practices he or she needs to become successful in the school setting. Expanding our RTI program will be key to meeting the mandates of NCLB.

Activities:

Activity	Description	
Training for teachers	Provide on-going support and training to teachers in scientifically-validated programs and instructional practices, such as differentiated instruction and data-driven decision-making.	
Person Responsible	Timeline for Implementation	Resources
Beverly Martin	Start: 12/18/2007 Finish: N/A	\$6,000.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3	8	140
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
The Exeter Township School District will utilize building level administrators, the Assistant Superintendent, and the Reading Coordinator to provide training. As needed the District will contract with the Intermediate Unit, the Center for Leading and Learning, and appropriate private consultants who are recognized experts in their fields to supplement District training. Train the trainer opportunities through the Center for Leading and Learning and B.C.I.U #14 will be provided to district administrators.	<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"> Understand and implement the RTI model. Understand the role of student formative assessment in improving student achievement. Understand how to administer and 	RTI is a recognized model that is supported and advocated by the PA Department of Education. The model relies on scientifically validated	<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

<p>analyze student assessments. - Understand how to use technology to assist data analysis.</p>	<p>programs and is well-grounded in research.</p>	<p>of the educator's certification or assignment.</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. • 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.
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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) 	<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 Lesson modeling with mentoring Journaling and reflecting 	<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 Participant survey 	

Activity	Description	
Use of data warehouse to track and analyze student progress		
Person Responsible	Timeline for Implementation	Resources
Beverly Martin	Start: N/A Finish: N/A	\$50,000.00

Strategy: Improve instruction and support for secondary students in reading strategies

Description: Students at the secondary level often do not receive the support and instruction they need to meet the demands of reading in the content areas at the middle and high school level. Our objective is to provide the tools to teachers to help students become more successful and independent readers, especially of academic material.

Activities:

Activity	Description	
Training for teachers in secondary literacy		
Person Responsible	Timeline for Implementation	Resources
Beverly Martin	Start: N/A Finish: N/A	\$4,000.00

Goal: To educate the "whole child" focusing on the affective, as well as the academic domain

Description: The Exeter Township School District community strongly believes that it is not sufficient for schools to focus on the academic needs of its students, although academics are certainly our primary mission and responsibility. We are committed to graduating responsible, productive citizens, who will contribute to the future through the decisions and the direction they take in their adult lives after exiting our system. Toward that end, we feel it is incumbent upon us

to assist students by providing instruction and tools in the development of social skills to interact appropriately with others and such universal character attributes as responsibility, honest, respect, kindness, empathy, and work ethic.

Strategy: Promote positive prosocial behavior and interpersonal skills

Description: Set standards for acceptable behavior in each school, appropriate to the developmental level of the student body, and enforce an appropriate, humanistic, and well-communicated system of behavioral management, including positive reinforcements and consequences for non-compliance.

Activities:

Activity	Description	
Anti-Bullying Program	Each school will provide instruction and guidance to students in the prevention of bullying in all forms, including cyber-bullying, and will intervene quickly to protect student victims of bullying, and stop the behavior. Guidance counselors, administrators, and teachers will play an important role in this endeavor. Staff and students will receive training in the recognition and reporting of signs of bullying, as well as how to react to both victims and perpetrators.	
Person Responsible	Timeline for Implementation	Resources
Chapter 12 Admin	Start: N/A Finish: N/A	\$7,500.00

Activity	Description	
School-wide Standards for Appropriate Behavior	Each school will standardize and support high expectations for student behavior and communicate them consistently to students and their families. This will be done both verbally and in written literature.	
Person Responsible	Timeline for Implementation	Resources
Beverly Martin	Start: N/A Finish: N/A	\$0.00

Measurable Annual Improvement Targets

Our overall student achievement goal is to meet and exceed the achievement mandates imposed under the No Child Left Behind legislation. While our students do well as a whole, we continue to have about 20-25% of our students who struggle to reach proficiency. Many of those students are members of subgroups identified under No Child Left Behind, such as students with special needs identified under the Individuals with Disabilities Educational Improvement Act (IDEIA), and economically disadvantaged students (ED). Because of the discrepancy between the performance of our students who do not belong to one of these subgroups, and those who do, an important component of our plan will be to analyze the performance of our subgroups, and work diligently to improve their achievement levels through focused instruction using research-based methods and materials, and effective, well-trained teachers, who are highly qualified and knowledgeable. Our measurable goal is to reduce the number of students who are basic and/or below basic each year, and increase the percentage of students who are proficient and advanced, in order to meet the thresholds set by the PA Department of Education at the conclusion of this Strategic Plan in 2013. This would involve the entire population of students, with specific emphasis placed on the underachieving subgroups identified above.

Our high school enjoys an enviable graduation rate that typically is between 92 and 94%, varying slightly from year to year. One of our goals is seeing that rate climb above 95% consistently over the course of this strategic plan.

The above achievement goals will become increasingly challenging, as the growth in our student population continues to bring more students who are disabled and/or economically disadvantaged. However, we believe that the professional development and instructional

infrastructure we will continue to provide will produce the results that we envision and to which we aspire.

Curriculum, Instruction and Instructional Materials

Curriculum	<p>*Our core curriculum aligns with PA Standards and Anchors</p> <p>*We have a written curriculum and Board-approved binder for each content area</p> <p>*We have in place a 5 year curriculum cycle to review each content area on a regular basis within the cycle to keep it current and challenging</p> <p>*For elementary science, we utilize hands-on materials from FOSS</p> <p>*For elementary math, we use the Harcourt PA-specific core program and have recently updated to the newest edition and will supplement with the NSF “Think Math” program</p> <p>*For elementary language arts we use the Houghton Mifflin core program and supplement with grade level readers</p> <p>*For elementary Social Studies we use the Scott Foresman product</p> <p>*Effective teaching practices utilized to deliver the curriculum are Literature Circles, Guided Reading Groups, Independent Learning, Flexible Grouping, Kidwriting, Dibels, RTI, leveled readers, use of math manipulatives, Graphic Organizers, Otter Creek — Mastering Math Facts program, etc.</p> <p>*Students who demonstrate specific learning needs in the language arts area are provided focused, sustained instruction through an appropriate research-based program at their level; specifically SRA's Reading Mastery Plus or Wilson Reading</p>
Materials	<p>Math: Manipulatives — Base-ten, geometric shapes, Judy clocks, counters, snap cubes, overhead demonstrations, fraction kits, graphic organizers, charts and graphs, posters, math enrichment readers, textbooks, teacher manuals, practice books, and test prep materials</p> <p>Language Arts materials — Leveled books, classroom libraries, anthologies, textbooks, teacher manuals, practice books, test prep materials, graphic organizers, posters, chapter books, Kidwriting, portfolios, Dibels</p> <p>Science — Use of F.O.S.S. materials for the teaching of science, teacher made guided-practice folders to support the hands-on activities</p> <p>Social Studies — Teacher manuals, textbooks, practice books, activity books, posters, projects, supplemental reading materials, maps & globes which need updating</p> <p>Technology is incorporated into all subject areas through the use of computers, other media, and portable labs</p>
Assessment/ Data Collection	<p>4Sight Benchmark Tests for Reading and Math</p> <p>PSSA prep materials for Reading and Math</p> <p>Chapter Tests, Quizzes, Theme Tests, Dibels, Formative Text Assessments, Teacher-made tests, Essay Tests, Multiple Choice tests, projects, reports, checklists, anecdotal records, Star Reader, Accelerated Reader, Fact Fluency district-wide quarterly tests, journals, portfolios, notebooks, homework, observation, teacher/parent input, R.A.F.T. assignments, etc. We are using the services of Performance Tracker to house and analyze the various data we collect. Teachers work together in data teams to make informed, data-driven instructional decisions.</p>
Learning Environment	<p>We provide a rich, varied, and risk-free learning environment where students can learn and grow through the use of a variety of resources. In</p>

	<p>areas where technology can bring additional resources or more in-depth exploration of instructional content, we are committed to utilizing it fully. Cooperative Learning Groups, Whole Group Instruction, Flexible Groups, Guided Reading Groups, Homogeneous groupings for math in the intermediate grades, Academic buddies, Partner readers and math fact practice partners. We provide an inviting and kid-friendly environment rich in language and content displays through the use of word walls, manipulatives, computers, content/thematic displays in a multi-sensory environment where there is open communication. We encourage each classroom to be a classroom community of learners where instruction is relative to the lives of the learners. The use of a discipline system is in place, as well as the use of student recognition programs.</p>
Instruction/ Instructional Strategies	<p>We encourage the use of best practices in every classroom through the use of differentiated instruction, flexible grouping, guided reading, homogeneous grouping by skill level, cooperative learning experiences, think-pair-share, fluency practice, use of K-W-L charts, learning style activities, R.A.F.T. assignments, projects, portfolios, authentic assessments, use of rubrics or goal charts, Dibels, and remediation through the RTI and IST process.</p>
Student Performance Goals	<p>The ETSD has established rigorous expectations for all students. While we realize students have different learning style and abilities, we have established performance guidelines for students in all of the core content areas. This expectation is reflected in the classroom, in district and classroom communications, and documented in our progress reporting procedures.</p> <p>Further, it is expected that through effective classroom instruction and academic activities, students will meet the performance targets of the PSSA and NCLB requirements.</p>
Highly Qualified Staff	<p>In order to provide for rigorous expectations for all students, the ETSD makes every effort to recruit and hire highly qualified staff to teach in our district. 100% of our teaching staff is certified in the area in which they teach. In addition, we provide opportunities for staff to attend conferences and workshops throughout the school year. Over the summer break, we offer on-site workshops to our professional staff which are taught by administrators, staff, and professionals who are experts in various areas of education. A Needs Assessment completed by staff as well as District goals drive the topics of our professional development.</p>
Rigorous Program	<p>In order to provide for a rigorous academic program, we must continue to deliver core curriculum which is grounded in research and which includes extensions and supports for students at all learning levels.</p> <p>We must continue to differentiate instruction at all levels and provide for continuous assessments throughout the school year (not just one test per chapter).</p> <p>We must provide for remedial instruction for those students identified as not meeting grade level expectations.</p> <p>We must continue to convene the Curriculum Committees who will monitor the progress of the program and plan for the future.</p>
Educational Goals	<ul style="list-style-type: none"> *Provide a rigorous curriculum to address the needs of <i>all</i> students to develop their individual potential as an important member of society with an awareness of the importance of life-long learning in a global world. *Encourage respect for education in families, communities and schools. *Mirror enthusiasm for learning in all areas. * Establish a few, clear, concise goals that are specific, measurable, and time-bound.

Program as it relates to Chapter 4 Standards	<p>*Continue to make standards visible throughout the schools district-wide. Meeting the standards in all academic classes should be the primary focus in all planned lessons. To that end, all lessons should be planned around PA Academic standards and eligible content requirements. Standards should be communicated to parents and students through district and classroom communications. By focusing on standard-driven curriculum, it is suggested we streamline content and increase depth of the curriculum.</p> <p>Continue to monitor our core programs through curriculum committees, the curriculum review cycle, and curriculum writing activities to assure that what we teach is aligned to the current grade-level expectations from PDE. Use Performance Pathways' Tech Planner product to engage staff in curriculum mapping and articulation activities.</p>
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K-6 Content Areas:

K-6 Math	<p>*Continue to use a program that clearly meets PA standards</p> <p>*Continue to provide support materials for areas of weakness as indicated on PSSA testing results</p> <p>*Continue using the supplemental programs for problem-solving, basic math facts, and provide hands-on experiences using manipulatives.</p> <p>*Continue emphasizing how relevant the use of math is in the daily lives of all students through the use of authentic experiences.</p> <p>Suggestion: Consider extending homogeneously grouping for math to third grade now that the PSSA test is designed for third graders to give our struggling students more basic practice, and to give our brightest students the challenges they need to forge ahead.</p>
K-6 Language Arts	<p>*Continue to explore programs that will support our philosophy of encouraging all children to be life-long learners.</p> <p>*Choose programs that include PA state standards (and meet them).</p> <p>*Select a program which includes supports for fluency instruction.</p> <p>*Select a program that includes accountability for independent reading.</p> <p>*Continue to use D.O.L., analogies, literature circles, guided reading, anecdotal assessments, and basic writing strategies.</p>
K-6 Science	<p>*Assure that the FOSS science program is aligned with the new PA standards and anchors recently released.</p> <p>*Review the K-6 program for supplemental visual supports and texts</p> <p>*Provide for supplemental materials across grade levels including refill kits and supplies through the budget/bid process</p> <p>*Topic of "Space/Solar System" is a carry-over from the former science book — determine if this is appropriate content for 4th grade</p>
K-6 Social Studies	<p>*Evaluate the social studies curriculum to align with PA Standards and Anchors.</p> <p>*Refine the social studies curriculum to eliminate redundancy year after year (i.e., explorers, native Americans, etc. It is important to cover the Civil War in 5th & 6th grades rather than repeating content from year to year)</p>

	<p>*Apply social studies content to present day examples and relate it to the lives of the students</p> <p>*Refine the amount of content covered in an attempt to teach more depth.</p>
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In Summary:

The Exeter Township School District provides for a challenging curriculum for all students through the use of current and updated curriculum texts and materials which are aligned to the Pennsylvania State Standards and Eligible Content and which provide rich learning experiences for all students. Additionally the ETSD assures that all classrooms will be staffed by highly qualified teachers who utilize a variety of effective teaching practices to meet the needs of all students. Professional staff adheres to the requirements of Act 48 to remain highly qualified through continuing educational workshops and conferences offered by the school district. In order to deliver a rigorous curriculum, the school environment is continually adapted to meet the needs of the diverse learners through team building, collaboration, and an educational climate that is risk-free, safe, and healthy. The curriculum is constantly examined through the curriculum review process to meet the changes and expectations of PDE. Each lesson is planned to meet specific academic standards. Updated information regarding standards and anchors is disseminated to professional staff in an effective and timely manner so as to positively impact the curriculum and learning goals for all students. The ETSD effectively communicates academic information to parents, community members, and staff through calendars, newsletters, and various publications.

Assessments and Public Reporting

The Exeter Township School District's assessment plan is designed to measure student achievement toward meeting Pennsylvania academic standards and district goals/objectives, and to share this information with parents and all stakeholders. A variety of formative and summative measurement tools will be used to gather data:

Formative Assessments:

Textbook-based Assessments, including common formative assessments by course or discipline
 Authentic Assessments, including group work, projects, research, labs, etc.
 Performance Assessments, such as writing tasks, fine arts performances,
 Informal Assessments, such as teacher questioning and observations, worksheets, homework, etc.

Summative Assessments:

Unit and chapter tests
 Vocabulary tests and quizzes
 Essays and written evidence of knowledge and skills
 Performance-based and authentic assessments as described above
 Homework and class work when appropriate

Whenever possible, rubrics that align with the assessment/goals will be used to delineate expectations of performance. Checklists are frequently employed for performance-based tasks.

Standardized Assessments:

PSSA
 4Sight Benchmark
 DIBELS
 PSAT/SAT

The District has a variety of formal methods for communicating student performance, including quarterly report cards (the elementary grades have a standards-based reporting system developed in 2003-2004), interim progress reports, parent-teacher conferences, LetterGrade online student performance tracking system. In addition, teachers are strongly urged to make frequent parent contacts and send home regular updates on progress for struggling learners.

Future Goals 2007-2013

Goal: Increased professional development in all facets of formative and summative assessment including the design, administration, interpretation of results, and use of data to inform instruction, including use of data warehouse for both local and standardized data analysis.

Goal: Increased use of common formative assessments across grade levels and within content areas, with analysis of assessment data and tailoring instruction to match student needs as identified through data analysis.

Goal: Evaluate the effectiveness of the secondary progress report as a tool for communicating student progress toward a set of goals, objectives, and standards.

Targeted Assistance For Struggling Students

Targeted Assistance for Struggling Students

Goal: 91% of Exeter students will be identified at proficient or advanced in reading.
89% of Exeter students will be identified as proficient or advance in math.

The following practices have been implemented to support students and assist them in meeting our stated goals above:

- Cutting-edge quality professional development designed to assist teachers in research-based instructional practices
- Title I classes and remedial reading classes
- Response to Intervention in Kindergarten and Grade 1
- Classroom aides to provide individual and small group skill reinforcement
- Scheduled remedial courses at the Exeter Junior and Senior High Schools
- Continual assessment of student progress
- Use of data to monitor and adjust instruction
- Instructional Support Teams to diagnose problems and design interventions at the elementary schools
- Elementary and secondary Summer School opportunities to address student needs
- Letter Grade to report student progress to both students and parent

Future Goals:

- Provide reading specialist services at the Senior High School.
- Decrease class size, especially in the primary grades
- Purchase books on tape-----textbooks/literature books.
- Explore new scientifically validated core reading programs for possible elementary adoption.
- Add classroom supplemental nonfiction reading materials at all levels.
- Explore the purchase of technology-based software programs, such as Study Island, to reinforce reading and math skills.
- Employ "Super Aides" (aides with teacher certification).
- Employ reading and math coaches to assist classroom teachers in the implementation of specific instructional practices.
- Develop guidelines for the professional staff as to what Letter Grade information should be posted.
- Create extended day opportunities for students who need reinforcement of skills.
- Create leveled book sections in the libraries.
- Add additional time for intervention in identified areas of weaknesses courses at the secondary level.
- Add Response to Intervention practices at all grade levels

Support for Struggling Schools

Support for Struggling Schools

In 2005-2006 the Exeter Township School District received a warning for the subgroup of special needs students not making AYP at the Junior High School and Reiffton School. In 2006-2007 Reiffton again did not make AYP for the same subgroup and was placed in School Improvement I. Reiffton School created a school improvement plan to increase the number of all students who achieve the performance levels of proficient and advanced in reading as measured by the PSSA test administration in the spring of 2007. Reiffton School plans on meeting the student achievement improvement target by using the formula for Safe Harbor (10% reduction in percentage of students performing at Basic or Below Basic), 27.9% to 35.1% of the number of IEP students, and 50.9% to 55.81% of the number of Economically Disadvantaged students proficient in reading as measured by PSSA test administration in the spring of 2007. Recent data received in the late summer of 2007 indicates that Reiffton School did indeed meet its goals and has been characterized as "Making Progress". Reiffton is working on Year 2 of its Improvement Plan. This plan will be taken to another level as thresholds increase in 2008 for the percentage of students overall and in each subgroup who must demonstrate proficiency in math and reading. As part of this goal, time in reading classes has increased, as has formative assessment and data analysis. Teachers have received more tools and training to meet the needs of struggling learners. This is a focus of our Professional Education Plan as well.

All four elementary buildings, the Junior High and High School are working to continue to improve test scores through the use of 4Sight tests and data analysis. This data will show the strengths and weaknesses of the student, which will allow educators to prioritize and address the needs of individual students. All teachers are also receiving data analysis training. Each building offers further assistance to students who are struggling in the content areas on the PSSA test.

Qualified, Effective Teachers and Capable Instructional Leaders

We believe that placing a caring, highly-qualified teacher in every classroom, and effective instructional leaders in every school are the keys to increased student achievement. This begins with a comprehensive human resources plan design to recruit, select, hire, develop and retain the best workforce possible. Every one of our teachers and administrators meets the highly qualified designation under the state of Pennsylvania's approved HOUSSSE plan for No Child Left Behind. We have implemented a rigorous selection process that allows us to hire the candidates who are the "best of the best". Our Induction Plan and Professional Development Plan are carefully crafted to provide the skills and the resources that our teachers and administrators need to succeed. Staff members receive training in formative assessment, data analysis, and instructional strategies to provide focused, data-driven assistance based on the evidence of student need. Students who fail to achieve proficiency standards on the PSSA are provided with excellent, experienced teachers to offer them interventions that have proven to be beneficial in increasing student achievement. At our high school, for example, every teacher who provides intervention to struggling learners is an experienced teacher, rather than a first-year teacher. Administrators take their role of instructional leadership very seriously, are we expect a high degree of visibility from them in classrooms. Principals have had training in data analysis, forming data teams in their schools, and other related topics. Further training in 2007-2008 will provide access to a data warehouse to further assist in data analysis, using both local and standardized assessment.

Parent and Community Participation

Strategic Plan

Action Plan

COMMUNITY RELATIONS ACTION PLAN

Objective :

Enhance communication and effectively involve parents in their child's school and educational experience

Step No.	Action Step	Person Responsible	Start Date
1	Modify the dates of the elementary parent teacher conference times in the spring to more effectively inform parents of their children's academic status and to allow for additional interventions in a more timely manner.	Elementary Principals	2007
2	Continue to use the automated phone messaging system, currently Connect-Ed, to inform parents of pertinent school information and/or any emergency information, including inclement weather delays or early dismissals.	Administrative Personnel	2007
3	Continue to refine and promote the use of on-line progress monitoring for parents allowing them to see their children's test results, attendance, current and future assignments, and overall academic performance by subject area.	Exeter School District	2007
4	Continue to promote positive school environments and school climates by becoming a more transparent school system that encourages and welcomes parents	Building Principals	2007
5	Continue to invite parents to volunteer in the classrooms reinforcing basic skills, clerical duties, curriculum implementation, helping on field trips, and in the school cafeterias.	Building Principals	2007
6	Provide ongoing opportunities for parents to attend APT sponsored assemblies and student entertainment events.	Building Principals	2007
7	Encourage parents to come into the schools to share their careers, the efforts and rewards associated with their choices, and the paths and challenges related to their chosen vocation.	Building Principals	2007

8	Continue to offer college courses and organized health and physical fitness programs in the schools in cooperation with local universities and community colleges (i.e. yoga, aerobics, and foreign language offerings).	Secondary Principals	2007
9	Continue to provide the public with opportunities to use the weight room, tennis courts, basketball courts, and gymnasiums as exercise facilities in the Exeter Township School District.	Building Principals	2007
10	Continue to make use of the Exeter High School as a venue for police forums with the public, as well as a source for college information including how to apply to colleges, how to get financial assistance, etc.	High School Principal	2007
11	Provide new technology that will allow parents to see their children's lunch account, make payments electronically, and eliminate the paperwork currently associated with the program	Technology Department	2007
12	Field test and complete a district-wide survey of residence to establish their perceptions of the school systems, their input for improvement, and their knowledge of the facilities and opportunities currently offered to the public.	Committee	2007
13	Compile data into a report on the results of the survey questionnaire to the citizens of Exeter Township	Committee	2007

Pre-Kindergarten Transition

Goal: All pre-kindergarten children will make a positive transition from home/preschool to the Exeter School District's Kindergarten Program.

Continue with the following activities all ready in place and refine them as needed:

- Current registration procedures for kindergarten.
- Pre-kindergarten screening of pre-kindergartners (May).
- Prekindergarten summer school for invited students with no fee to parents.
- August tours of school buildings and bus rides.
- Pre-kindergarten parent questionnaire to gather anecdotal data on each student.

Recommendations for additional activities to support transition goal:

- Create a part-time position or delegate responsibility to a person to write a preschool newsletter to be distributed quarterly to the parents of four-year-olds.
- Resume monthly building story hours for four-year-olds.
- Increase communication with local preschools to exchange information and learn about how our programs can mutually support each other.
- Communicate Exeter's expectations for children entering kindergarten to parents and to local preschools.

- Increase communication between early intervention services, parents and school district personnel, especially kindergarten teachers.
- Order readiness for school booklets to distribute to parents at Pre-kindergarten screening.
- Offer workshops for parents/caregivers of four-year-olds dealing with various topics that would help home-to-school transition.
- Explore sources for funding so that each preschool child that attends pre-kindergarten screening would receive a book dealing with the transition.
- Revise the parent questionnaire and include it in the packet sent to parents before the pre-kindergarten visit.

Utilization of Resources and Coordination of Services

Service or Resource	Comment or Reflection
Professional Development Summer Teacher's Academy	Provides training to teachers to promote better learning and higher student achievement.
Data Team Meetings	Allow teachers to work collaboratively to analyze data and make instructional decisions to promote higher student achievement.
Berks County Intermediate Unit	Provides technical assistance and support as needed for educational initiatives, and provides training on specific topics to teachers and administrators.
4 Sight and Dibels Benchmark Assessments and data warehouses	Provides formative assessment tied to standards and anchors and a vehicle to store and analyze data for staff use.
Performance Pathways	Provides technological tools to teachers to assist in curriculum mapping, building common formative assessments linked to school-wide goals, and articulate curriculum vertically and horizontally.
Math and reading aides	Provide assistance to students in small groups and individually in specific areas of need.
Full Day kindergarten classes	Provide additional instruction to students to promote readiness for first grade academic work leading to higher student achievement.
EAP Grant	Provides tutoring to students in grades 7-11 who are not yet proficient in reading and/or math.
Crisis Intervention Flight Team	Trained to assist staff and students in times of acute crises in the district and throughout the county.
Bullying Prevention Program	Used in all schools to teach students respect, kindness, dignity, and acceptance.
Student Assistance Program	Designed to identify and assist students at risk academically, behaviorally, and with substance abuse.
Response to Intervention	Provides for early identification of factors that impede learning, and provides research based instruction and monitoring through frequent assessment and data analysis.
Title 1	Provides reading support to students who are below proficient in schools that qualify.
DARE Program	Provides education and refusal tools to students to help them avoid drugs, alcohol and tobacco.
Summer School Program	Assists in skill development and maintenance in elementary and secondary schools, and also provides credit make-up opportunities to high school students.

Orientation for new students	Assists in the ease of transitions
Academic Counseling	Assists students in course selection, determines appropriate placement, matches various styles of learning to appropriate instruction
Student Evaluation	Monitor student performance and progress and to develop a plan for student success
Health Evaluation	Periodic appraisals to monitor normal development and to determine absence of disease
Attendance Monitoring	Attendance patterns are reviewed and interventions are initiated when concerns arise
Career Development	Aids students in developing appropriate postsecondary plans through individual and/or group counseling and instruction in the use of technology-assisted career exploration
Wellness	Initiating and promoting programs to develop positive coping skills and support healthy behaviors.
Placement Services	Regular education scheduling, special education programs, Title I, homebound instruction, alternative education, specialized tutoring, Chapter 15 services,
Assessment Services	Interviews, observation, testing and surveys to identify strengths and weaknesses and to determine appropriate interventions and services
Counseling	Personal and social development, educational planning, coping with specific life situations
Community Outreach Services	When needs of a student extend beyond the available services of the school, the school contacts and brings the appropriate services to the student from within the community
Consultation	To advise in the areas of curriculum development, instructional processes, human growth and development, learning and behavior issues, and other emerging issues
Case Management	To coordinate services for each student to optimize his/her potential for success in school and in life
Home/Family/School Communication	To facilitate communication and coordination between home and school through such activities as parent conferences, LetterGrade, Connect-Ed, and workshop/information sessions
Staff Development	To bring to staff the most current information in their field and to provide opportunities to share their expertise with other staff
Parent Education	To promote student progress by informing parents about the parental role in student success
Berks Intermediate Unit	Provides assistance to special education teachers and paraprofessionals who teach student with special needs.
PATTAN	Provides assistance to special education teachers and paraprofessionals who teach student with special needs.
Transitions Program	Assists students with special needs in planning their futures after graduation.
Extended School Year	Assists students in skill maintenance and development over the summer months when schools are not in session.

Signatures

Date Submitted to PDE _____

School District/AVTS/Charter School

Name: _____

Address: _____

_____ Zip Code: _____

IU#: _____

Chief School Administrator: _____

Telephone (area code): _____ # _____

We affirm that this Academic Standards and Assessment report was developed in accordance with State Board of Education Chapter 4 Regulations. We also affirm that the contents are true and correct and that the report was placed for public inspection in the school district/AVTS offices and in the nearest public library until the next regularly scheduled meeting of the board or a minimum of 28 days whichever comes first.

Signature Date
School Board Secretary

Signature Date
School Board President

Signature Date
Chief School Administrator