
Pennsylvania Department of Education



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

Professional Education Report

Monday, March 03, 2008

Entity: Exeter Township SD

Address: 3650 Perkiomen Ave
Reading, PA 19606-2798

Phone:

Contact Name:

Professional Education Planning Committee

Name	Affiliation	Membership Category	Appointed By
Beverly Martin	Exeter Township School District	Administrator	Superintendent
David Stankiewicz	Exeter Township SD	Business Representative	School Board
Dorian Weidner	Exeter Township Junior High School	Middle School Teacher	Teachers and School Board

Eric Flamm	Exeter Township Junior High School	Administrator	Superintendent
Jackie Nardo	Lorane Elementary School	Elementary School Teacher	Teachers and School Board
Marcia Miller	Exeter Township SD	Parent	School Board
Russell Diesinger	Exeter Township SD	Board Member	School Board
Scott Schaeffer	Exeter Township SD	Ed Specialist - Instructional Technology	Superintendent
Tracy Weiss	Exeter Township SD	Parent	School Board
Deb Kubovcik	Exeter Township School District	Secondary School Teacher	Teachers and School Board
Deb Lambdin	Exeter Township School District	Secondary School Teacher	Teachers and School Board
Dawn Kobar	Exeter Township School District	Middle School Teacher	Teachers and School Board
Wendy Wegman	Exeter Township School District	Elementary School Teacher	Teachers and School Board
Suzanne Blankenbiller	Exeter Township School District	Ed Specialist - School Nurse	Superintendent

Needs Assessment

1. Student Achievement Data

PSSA Scores- Three Year View Reflection

Our PSSA results over the past three years show a slight increase in overall reading scores and fairly consistent math scores at each grade level. Overall, our scores are strong as evidenced in our county comparisons. In Berks County, Exeter ranks second in reading and fourth in math for the 2007 PSSA.

A closer look at the PSSA results, however, shows a decrease in the percentage of students scoring at the proficient/advanced levels throughout the grades. For example in looking at the most recent PSSA results, 90% of our 3rd graders scored proficient/advanced but only 63% of our 11th graders scored in these categories. This phenomenon is not present in our reading scores. This decrease in math scores throughout the grades is one area for professional education.

4Sight Scores- Current Year Baseline Reflection

In September of this year, the vast majority of our students from 3rd grade through 8th grade completed the 4Sight baseline testing. At the high school, grades 9 through 12, those students who scores at the non-proficient levels on the 2007 PSSA also completed this baseline testing.

There were no obvious patterns of achievement in this testing. Specifically, at each grade level, at each school, in both reading and math, different needs and degrees of need emerged. With that in mind, each grade level analyzed their own data to identify the needs specific to their students. Our teachers and administrators would like to acquire the skills and disposition to analyze their student performance data, identify needs, priority and implement strategies and monitor student growth. This is another area for professional education.

DIBELS- Current Year Baseline Reflection

Three times each year, school-wide progress monitoring is used to determine academic progress of all K-3 students. DIBELS is used to assess early literacy skills, a writing sample is used to assess early writing skills and a maze cloze assessment is used at the end of first and second grade to monitor reading comprehension. In addition, kindergarten teachers use Marie Clay's Letters and Sounds to assess student's sound/symbol relationships. Students who are just below established benchmarks receive

additional instruction and practice in the regular classroom by the classroom teacher and instructional aides. Students who are determined to be in need of more intensive instruction, additional programs and further practice receive support from the reading specialist and the IST teacher. Depending upon specific needs derived from data analysis of assessment results, some students are identified to be supported by a kindergarten and first grade RTI model. Students who are not meeting DIBELS benchmarks are progress monitored biweekly or monthly depending on progress goals. Strategies to improve student academic needs include an extensive KID WRITING program in kindergarten. Students in first and second grade receive additional instruction in phonics and writing skills through the use of the Houghton Mifflin Soar to Success Program. Each student involved in the RTI model is continually assessed and materials specific to the student's exact need are used for instruction and practice. The realistic goal of the district is to have 80% of all students at bench by the end of each school year.

Given that student learning extends far beyond the content of the PSSA, 4Sight, and DIBELS, our teachers and administrator realize the importance of Common Formative Assessment. Moreover, we are realizing the power of formative assessments to learn what an individual student or group of students need to practice or are ready to learn next. The effective use of departmental and grade-level formative assessment is another area for professional education.

2. Professional Development Data

Faculty/Administrator Survey of Professional Development Needs

At recent online survey of our teachers and administrators shows that 80% of 172 respondents are "very interested" or "interested" in the following instructional areas:

TOPIC	Percentage
Increasing student motivation	88
Using a variety of resources	85
Using a variety of teaching methods	85
Effective Instructional Strategies	81
Scaffolding Instruction	80
Differentiating Instruction	80
Using computer for efficiency	80

Induction Program Survey

Each year we distribute this survey to those teachers who have participated in our induction program. The most recent survey was completed on April 30, 2007. The survey asks respondents to comment/rate the following:

- § the relevance of workshop topics
- § the effectiveness of and access to assigned mentors
- § the awareness and availability of instructional resources
- § the ability to make classroom visits to other teachers
- § make suggestions of topics for our second year teacher support program.

Professional Education Action Plan

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: 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	
Common Formative Assessment Training	Junior and Senior High School teachers and administrators will participate in training activities related to the creation, development, and implementation of Common Formative Assessments	
Person Responsible	Timeline for Implementation	Resources
Warren Mata	Start: 1/16/2008 Finish: 6/2/2008	\$0.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1	5	12
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
	<ul style="list-style-type: none"> • School Entity 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Educators will be able to create and administer common formative assessment.	The content of the professional development is based on the research and best practices as noted the work "Common Formative Assessment" by Larry Ainsworth and Donald Viegut.	<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. • 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</u>

		learning, with an emphasis on learning.
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"> Middle (grades 6-8) High school (grades 9-12) 	
Follow-up Activities	Evaluation Methods	
<ul style="list-style-type: none"> Analysis of student work, with administrator and/or peers 	<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 Standardized student assessment data other than the PSSA Classroom student assessment data 	

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: 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	
Training for in-class math aides	Our math coordinator will provide ongoing training to in-class math aides regarding best practices of individual and small group intervention.	
Person Responsible	Timeline for Implementation	Resources
Warren Mata	Start: N/A Finish: N/A	\$0.00

Goal: READING

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

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
Reading and Writing Across the Curriculum	Under the direction of the Junior High School Principal and Language Arts Coordinator, teachers will continue their learning about and implementation of specific strategies which nurture and develop literacy skills in all content areas.

Person Responsible	Timeline for Implementation	Resources
Warren Mata	Start: N/A Finish: N/A	\$0.00

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	
Olweus Bully Prevention Program--- exploration and training	Our Junior High School Assistant Principal and counselors will explore and investigate the Olweus Bullying Prevention Program as a possible school-wide initiative. We are in the process of applying for a Safe Schools Grant for the 3-year implementation of this program. If our grant application is approved we will commence with the initial planning and implementation during the second part of the 2007-08 school year.	
Person Responsible	Timeline for Implementation	Resources
Warren Mata	Start: 12/28/2007 Finish: 6/2/2008	\$7,500.00

Annual Review Process

The Professional Education portion of the Strategic Plan is reviewed annually by the district's professional development/education committee. This committee is made up of teachers, building administrators, department chairpersons, grade-level team leaders, and curriculum coordinators in math and literacy. The process includes a review of our current professional education activities in light of our stated strategic planning goals. Areas of success and challenge are discussed with recommendations for improvements. In those areas where we are facing challenges, the committee will complete a "root cause" analysis and develop specific strategies for improvement.

One important measure of success in our Professional Education will be determined by the progress of our students as measured by the PSSA results. Each year these results are analyzed and new areas for professional development emerge from this analysis.

**APPENDIX B
ENTITY INFORMATION PAGE**

Entity: Exeter Township SD

Address:

3650 Perkiomen Ave
Reading, PA 19606-2798

Superintendent or Chief Administrative Officer: Dr. Beverly Martin

E-mail: bmartin@exeter.k12.pa.us

Telephone: 610-779-0700 x1022

Fax: 610-779-7104

Professional Education Committee Chairperson: Dr. Warren Mata

E-mail: wmata@exeter.k12.pa.us

Telephone: 610-779-0700 x1028

Fax: 610-779-7104

Act 48 Reporting Contact: Dr. Warren Mata

E-mail: wmata@exeter.k12.pa.us

Telephone: 610-779-0700 x1028

Fax: 610-779-7104

APPENDIX C
PROFESSIONAL EDUCATION REPORT ASSURANCES

We affirm that this Professional Education Report focuses on the learning needs of each staff member to ensure all staff members meet or exceed high academic standards in each of the core subject areas.

Signature Professional Education Committee Chairperson Date

I affirm that this Professional Education Report provides staff learning that improves the learning of all students as outlined in the National Staff Development Councils Standards for Staff Learning.

Signature Superintendent or Chief Administrative Officer Date

We affirm that this Professional Education Report has been developed in accordance with the laws, regulations and guidelines for the development, implementation and evaluation of the Professional Education Report as designated in Chapter 4 of the Regulations of the Pennsylvania State Board of Education.

Signature President of the Board of School Directors Date