Pennsylvania Department of Education

Commonwealth of Pennsylvania
Department of Education
333 Market Street
Harrisburg, PA 17126-0333

Academic Standards and Assessment Midpoint Review
Wednesday, February 22, 2012
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Educational Community

The East Penn School District is located in eastern Pennsylvania in the southern part of Lehigh County. The District encompasses 45.4 square miles and is composed of Alburtis, Emmaus, and Macungie Boroughs and Lower Macungie and Upper Milford Townships. The school district serves students in seven elementary schools, two middle schools, and one high school. The K-12 enrollment in October 2011 was 8011 which included 3532 elementary, 1918 at the two middle schools and 2561 at the high school. There are approximately 541 faculty members.

Community Profile

The East Penn School District is located in the Lehigh Valley's metropolitan area which has a total population of a half million people. With proximity to New York City, Philadelphia, the Pocono Mountains and the New Jersey shore, East Penn is an ideal location that is experiencing residential and business growth.

Students and Programs

The K-12 enrollment in October 2011 was 8011 which included 3532 elementary, 1918 at the two middle schools and 2561 at the high school. The Pennsylvania Department of Education has projected continued growth.

East Penn is noted for its academic excellence. Of the Class of 2011, 55% are attending four-year colleges or universities, 24% are attending two-year colleges and 3% are attending business, nursing or technical schools for a total of 82% seeking higher education. Nineteen advanced placement courses and 20 honor courses are offered at the high school. There are classes for special needs students and academically gifted on all levels.

Student activities include dramatics and musical performances as well as an active club program. At the secondary level, 25 varsity and 23 junior varsity sports are offered with over one-third of the students participating.

Staff:

The East Penn staff consists of approximately 541 professional and 422 support members. Nearly 83% of the teachers hold a master degree or beyond. Another 10% has at least 24 credits beyond their bachelor degree. In addition to attending many workshops and conferences each year, every professional employee participates in various workshops and training activities through the Employee Development Program to enhance their particular skills. Members of our professional staff are resource persons for state, national and international conferences, adjunct college professors and published writers and researchers.

Elementary

The elementary curriculum focuses on the development of mental, physical, emotional and social abilities. A strong emphasis is placed on basic skills in language arts and mathematics, but the development of independent thinking and problem solving skills is also encouraged.

A variety of grouping strategies is used for instructing students in language arts and mathematics. Team-teaching approaches are used in some elementary schools. Enrichment and remediation are available to meet the needs of individual students.

*Kindergarten registration: Entrance age for admission to kindergarten is 5 years old before September 12. Birth certificate and proof of immunization are required at registration. Hearing and speech/language screening are offered as part of the kindergarten process.

*Kindergarten programming is conducted on a half-day basis with a full-day option available in some buildings for students who demonstrate academic need. The curriculum includes reading readiness, mathematics, science, social studies, language development, art and music, physical fitness, library, opportunities for social growth and the development of good work habits.

*Elementary curriculum (grades 1-5) includes language arts, mathematics, science, social studies, health and safety, physical education, penmanship, art, vocal and instrumental music and library education. Use of computers and associated educational technology are integrated into the various subject areas.

*The PSSA are given in grades 3 to 8 and 11.

*Special education programming includes life skills, learning support and emotional support classes in grades K-5. A gifted support program is offered in grades 1-5.

Middle and High School

The instructional program emphasizes the development of content areas skills as well as critical thinking and problem solving. Individual and small group counseling is provided to help students develop a self-awareness of their talents and interests. Additionally, counselors provide a full range of services aimed at helping students attain personal, educational and career goals.

*The Middle School curriculum includes language arts, mathematics, social studies, science, world languages, wellness/fitness, art, music, technology education, family and consumer science, keyboarding/introduction to word processing, and vocal and instrumental music. Honors level courses are offered for some subjects.

*The Senior High curriculum includes required and elective offerings in computer science, wellness/fitness, art, music, technology education, family and consumer science, driver education and vocal and instrumental music. Honors and advanced placement courses are offered in English, social studies, math, science, world languages and computer science. Additionally, the East Penn School District is a participating member of Lehigh Career and Technical Institute. Students at the high school may elect to attend the institute and pursue a large variety of program offerings.

*Special education includes an academically gifted program, as well as learning support classes, emotional support classes and life skills support classes.

*Testing in the secondary program includes the PSSA, the Keystone Exams, semester exams, AP exams and PSAT/SATs.

*Co-curricular activities include clubs, intramural and interscholastic sports, plays and musicals, opportunities to participate in student government and jazz and vocal ensembles.

Mission

The East Penn School District will provide a learning environment in which students become problem solvers, collaborators, and critical thinkers.

Vision

The East Penn School District will empower students to maximize their individual potential and become lifelong learners and contributors to a global society.

Shared Values

1. We believe education is an ever-changing lifelong process and people need to view themselves as life-long learners.
2. We believe students have a shared responsibility for their own learning.
3. We believe students of today will live in a different future and we must prepare them to confront new challenges.
4. We believe the East Penn School District must continue to provide an excellent program that addresses the educational needs of all students in a safe and supportive environment.
5. We believe a commitment to continuous improvement is essential to achieve the mission of the East Penn School District.
6. We believe the collaboration between the home, the school district, and the community has a direct correlation to the quality of the educational system and the experience of each student.
7. We believe a strong foundation of experiences leads to constructively contributing citizens who understand the effects of their actions.
8. We believe that a strong and effective education system is essential to both the survival and prosperity of a democratic society.
9. We believe that the East Penn School District must manage financial assets in an efficient manner that is fiscally responsible to all members of the community.

Academic Standards

It is the belief of the East Penn School District that assessments are essential to good learning. Diagnostic, formative, and summative assessments provide critical information regarding student understanding of essential concepts, and data from such assessments can be used to drive curriculum, instruction, and on-going assessment. Student achievement in academic standards is measured through performance on state-mandated standardized tests and through benchmark assessments administered in reading and mathematics. Data is used to monitor academic progress relative to mastery of the standards and to plan for further instructional needs and/or support.

Strategic Planning Process

December 2007 to February 2008

Conduct internal and external needs assessment:

Needs were determined through the use of three survey instruments. A Parent/Guardian Survey (conducted by Futuristics Research, Inc.), Staff Survey (conducted by JB Associates) and Student Focus Discussion Groups (conducted by the Schlechty Group).

January 14, 2008

Board resolution to:

1) authorize the superintendent to undertake a revision of the strategic plan; 2) appoint internal facilitators; 3) authorize the board president to appoint two representatives to the Steering Committee; 4) ensure that the steering committee represent the entire EPSD community to the greatest possible extent; 5) establish progress on the strategic plan as a standing Board Agenda item.

Send letter to all current Steering Committee members asking if they would like to continue. East Penn Education Association and Act 93 appoint their own. Principals select one student from each grade 8, 9, 10, and 11.

East Penn Press display ad for community volunteers for the Steering Committee.

January 28, 2008

Confirmation and Board appointment of Steering Committee.

February 5 and 19, 2008
Steering Committee meetings

Initial meetings of Steering Committee—Tuesday, February 5 and February 19, 2008.

February 5 - The Superintendent of Schools, welcomed the members of the Steering Committee and outlined the process to be followed over the course of the next seven months. He discussed the surveys that were completed by various stakeholders that impacted the direction of the strategic plan.

The internal facilitators reviewed the charge of the committee; procedures (consensus, all are equals, all ideas are important, etc.); the timeline, and the key components of the current Strategic Plan.

February 19 — The Superintendent introduced a short video entitled; "Student Vision of Today." The members of the committee where divided into four groups. They were asked to discuss the professional journal articles that were sent to them in late January and list key concepts that should be considered when developing the strategic plan.
Using the information gained from the small group discussion, work began on the Vision and Mission Statements. Finally, the committee members were asked to take time before the next meeting to review the goals and objectives of the current Strategic Plan and determine what elements should be carried over into the next plan.

March 4, 2008
Steering Committee Meeting

Steering Committee developed Belief Statements.

Using the high frequency rating developed by the group in February, the Steering Committee again broke into small groups to continue working on the Vision and Mission Statements by reviewing and discussing the Belief Statements from the previous Strategic Plan.

March 18, 2008
Steering Committee Meeting

Steering Committee voted on Vision and Mission Statements.

The suggested Vision and Mission Statements were developed as a result of the committee's discussion during the past two meetings. By a vote of 18 Yes; 1 No the following Vision

Statement was adopted:

The East Penn School District will empower students to maximize their individual potential and become lifelong learners and contributors to a global society.

By a vote of 14 Yes; 6 No, the Steering Committee adopted the following Mission Statement:

The East Penn School District will provide a learning environment in which students become problem solvers, collaborators and critical thinkers.

The committee was divided into four small groups and asked to report back to the whole committee, their work on the two Belief Statements. The committee then voted on the proposed changes/decision of each Belief Statement.

Adopted Belief Statements

1. We believe education is an ever-changing lifelong process and people need to view themselves as life-long learners. 20 Yes, 1 No
2. We believe students have a shared responsibility for their own learning. 19 Yes; 2 No
3. We believe the student of today will live in a different future and we must prepare them to confront new challenges. 21 Yes; 0 No
4. We believe the East Penn School District must continue to provide an excellent program that addresses the educational needs of all students in a safe and supportive environment. 20 Yes; 1 No
5. We believe a commitment to continuous improvement is essential to achieve the mission of the East Penn School District. 21 Yes; 0 No
6. We believe the collaboration between the home, the school district, and the community has a direct correlation to the quality of the educational system and the experience of each student. 20 Yes; 1 No
7. We believe a strong foundation of experiences leads to constructively contributing citizens who understand the effects of their actions. 16 Yes; 5 No
8. We believe that a strong and effective educational system is essential to both the survival and prosperity of a democratic society. 20 Yes; 1 No

The members of the committee were asked to review, before the April 1st meeting, the action plans from the previous Strategic Plan and think about what should be included in the new plan.

April 1, 2008
Steering Committee Meeting

A member of the committee proposed an additional Belief Statement. It read:

We believe that the East Penn School District must set and achieve aggressive productivity improvement targets by producing measurably higher achievement in its students for each dollar it spends.

There was an extensive debate regarding the statement. Some felt the statement was too business oriented while others stated that there should be a relationship between achievement and the district spending plan. A vote was taken and the proposed statement was defeated by a vote of 3 Yes; 20 No.

The Steering Committee was divided into six groups and assigned two goals. Their charge was to modify the goal or abandon the goal completely. After extensive work, the following goals were adopted.

Adopted Goals

1. The East Penn School District will provide a curriculum that includes a broad array of learning experiences and opportunities. 22 Yes; 0 No
2. The East Penn School District will encourage and promote community involvement and collaborative partnerships. 18 Yes; 4 No
3. The East Penn School District will foster professional growth and provide opportunities to enhance the performance of the entire employee team so as to be consistent with students, educator, building and district needs.
4. The East Penn School District will maintain a healthy, safe, secure, and supportive environment in all facilities to accommodate and enhance the learning process. 22 Yes; 0 No
5. The East Penn School District administrative team and the teachers will regularly evaluate and enhance the comprehensive annual student assessment program. 22 Yes, 0 No
6. The East Penn School District will set and achieve standards to establish our school district as a leader in education. 21 Yes; 1 No

At this point, the Steering Committee agreed to stop and resume working on April 15th.

April 15, 2008
Steering Committee Meeting

The meeting began with the introduction of the new Director of Information Technology.

The committee member proposed a modified version of the previously proposed Belief Statement. It read:

We believe that the East Penn School District must manage financial assets in an efficient and effective manner that is fiscally responsible to all members of the community.

After a brief discussion a vote was taken. The 9th Belief Statement was adopted by a vote of 12 Yes and 2 No.

Three versions of Goal #3 were introduced. The following goal was adopted by a vote of 14 Yes; 0 No.

The East Penn School District will foster professional growth and provide opportunities to enhance the performance of the entire employee team so as to be consistent with student, educator, building and district needs.
Goals 7, 8 and 9 were read and after some discussion, changes were suggested and the goals were modified.

7. The East Penn School District will continue to research, develop and implement its current and future technology plan to enhance student learning and foster new opportunities. 12 Yes; 6 No
8. The East Penn School District, in an effort to improve the overall vitality of the school district, will develop and implement a consistent approach to decision making. 17 Yes; 1 No
9. The East Penn School District will develop, routinely monitor, and review a district-wide Master Plan based on demographic trends, regulations, and the overall quality of existing buildings and facilities. The plan will include a set of prioritized short and long term facility enhancement projects. 18 Yes; 0 No.

April 29, 2008
Steering Committee Meeting

The Educational Technology Sub-Committee, led by the Director of Information and Technology, shared the sub-committee's work with the Steering Committee, by reviewing the objectives that were related to Goals: 2, 3, 4, 5, 6, 7, and 8.

The Special Education Sub-Committee, led by the Special Education Supervisor for the Middle Level, shared the sub-committee's work with the Steering Committee, by reviewing the objectives that were related to Goals: 1, 2, 3, 5, 6, 7, and 8.

A Steering Committee member questioned why a gifted education component was not addressed in the plan. One of the internal facilitators said she would contact PDE to find out where the gifted and talented objectives should be placed in the plan.

May 21, 2008
Steering Committee Meeting

The Special Education Sub-committee, led by the Supervisor for the Middle Level, presented the report for Gifted Education.
The Teacher Induction Sub-committee, led by the Director of Curriculum and Instruction, presented the report. Objectives related to Goals 3, 6 and 8 were shared.

May 28, 2008
Steering Committee Meeting

The Professional Education Sub-committee report, led by the Director of Curriculum and Instruction, presented the report. Objectives related to Goals 2, 3, 6, 7, and 8 were shared.

May 29, 2008
The Special Education Report was submitted to the Pennsylvania Department of Education.

June 3, 2008
Steering Committee Meeting

The Academic Standards and Assessment Sub-committee report was presented by the Director of Curriculum and Instruction. Objectives related to Goals 1, 2, 3, 5, were shared.

The Student Services Sub-committeee report was presented by the Director of Pupil Personnel Services. Objectives related to Goals 1, 2, 3, and 4 were shared.

June 10, 2008
Steering Committee Meeting

Objectives related to Goals 8 and 9 were presented by the Superintendent of Schools. Steering Committee members will continue to review the plans as they are submitted to the Pennsylvania Department of Education.
The Steering Committee will meet periodically to review the progress of the work done to implement the Plan.

July 2, 2008
The Special Education Plan was approved by the Pennsylvania Department of Education.

July 14, 2008
The East Penn Board of School Directors approved the 2008-2014 Strategic Plan Vision, Mission, and Belief Statements.

July 25, 2008 to August 25, 2008
Public review of the final drafts of all Plans. Plans were available on the East Penn School District website.

September 8, 2008

School Board approved the 2008-14 Strategic Plan.

September 25, 2008
Strategic Plan submitted to the Pennsylvania Department of Education

October 17, 2011
Steering Committee Meeting

Midpoint Review
All Plans (Academic Standards/Assessment, Professional Education, Educational Technology, Special Education, and Student Services) were shared with members. Key administrators explained the work done since the approval of the Plan in 2008. They also shared the work that will be done from 2011 to 2014.

The Steering Committee approved the Midpoint Review.

October 24, 2011

Midpoint Review

All Plans (Academic Standards/Assessment, Professional Education, Educational Technology, Special Education, and Student Services) were shared with members. Key administrators explained the work done since the approval of the Plan in 2008. They also shared the work that will be done from 2011 to 2014.

November 14, 2011

Midpoint Review

All Plans were reviewed by the East Penn Board of School Directors. The Board approved the Midpoint Review.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Noack, Susan	East Penn School District	Administrator	East Penn School District

Data

Reflections

There are currently no reflections selected for this section.

Goals, Strategies and Activities

Goal: 1. Curriculum

Last Modified: 8/19/2011

Description: The East Penn School District will provide a curriculum that includes a broad array of learning experiences and opportunities.

Strategy: **Deliver learning experiences utilizing a differentiated approach which allows for flexibility and fluidity in response to individual student needs.**

Last Modified: 8/19/2011
Description: The practice of instruction will be analyzed in order to gauge learning experiences within the district.

Activity: **Continue to provide appropriate instructional supports.**

Last Modified: 10/12/2011
Description: Instructional support teachers and academic support personnel will be utilized to support the instruction in classrooms, as needed.

Person Responsible	Timeline for Implementation	Resources
DeIvernois, Linda	Start: 9/6/2011 Finish: Ongoing	-

Status: In Progress — Upcoming

Activity: **Continue to provide support and time for professional collaboration to foster greater use of differentiated instructional teaching strategies.**

Last Modified: 10/19/2011
Description: Through the professional development program, conferences, and faculty meetings, activities will focus on fostering greater use of 21st Century learning, including STEM related activities, and differentiated instructional teaching strategies. Also included are various differentiated instructional strategies that focus attention on interventions for struggling students and extension/enrichment opportunities for advanced and Gifted students.

Person Responsible	Timeline for Implementation	Resources
DeIvernois, Linda	Start: 7/1/2011 Finish: 9/1/2014	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	3	200

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
East Penn School District Professional Development Program; Carbon Lehigh Intermediate Unit	• School Entity • Intermediate Unit	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Knowledge of various differentiated instructional strategies	Differentiated instruction applies an approach to teaching and learning that gives students multiple options for assimilating information and making sense of ideas. Differentiated instruction is a teaching theory based on the premise that instructional approaches should vary and be adapted in relation to individual and diverse students in classrooms (Tomlinson, 2001). The model of differentiated instruction requires teachers to be flexible in their approach to teaching and adjust the curriculum and presentation of information to learners rather than expecting students to modify themselves for the curriculum.	*For classroom teachers, school counselors and education specialists:* • 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.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
• Classroom teachers • Other educational specialists	• Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades 9-12)	• Pre-Kindergarten Early Learning Standards • Reading, Writing, Speaking & Listening • Science and Technology • Arts & Humanities • Civics and Government • Environment and Ecology • Health, Safety and Physical Education • World Languages • Kindergarten Early Learning Standards • Mathematics • History

- Career Education and Work
- Economics
- Family and Consumer Sciences
- Geography

Follow-up Activities	Evaluation Methods
• 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	• Participant survey • Portfolio

Status: In Progress — Upcoming

Date	Comment
10/11/2011	Professional development sessions, conferences, faculty meetings, and the New Teacher Induction Program will focus on the 21st Century teaching and learning.

Activity: **Encourage greater inter-disciplinary collaboration.**

Last Modified: 10/17/2011
Description: Through the use of teams at the middle level, professional learning communities (PLCs) throughout the district, and through department, grade-level, and subject leaders, interdisciplinary collaboration is facilitated.

Person Responsible	Timeline for Implementation	Resources

DeIvernois, Linda   Start: 7/1/2011   -
                                  Finish: Ongoing

Status: In Progress — Upcoming

Date	Comment
10/17/2011	The elementary teachers utilize PLC/Response to Instruction and Intervention (RtII) and time to collaborate; the middle level teachers utilize team planning time one day out of the six-day cycle; and high school teachers utilize department/faculty meeting time to collaborate.

Activity: Increase integration of technology across curricular areas.

Last Modified: 11/4/2011

Description: Through the professional development program, technology resource integration teachers, conferences, and faculty meetings, activities will focus on the integration of technology.

Person Responsible	Timeline for Implementation	Resources
DeIvernois, Linda	Start: 7/1/2011 Finish: 7/1/2014	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	1	200

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
East Penn School District and Carbon Lehigh Intermediate Unit	• School Entity • Intermediate Unit	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Use and integration of technology into classroom instruction.	The content in each session offers teachers ways to differentiate instruction to meet the diverse learning styles of students and incorporates 21st Century skills.	*For classroom teachers, school counselors and education specialists:* • Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. *For school and district administrators, and other educators seeking leadership roles:*

- 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
• Classroom teachers • Principals / asst. principals • School counselors • Other educational specialists	• Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades 9-12)	• Reading, Writing, Speaking & Listening • Science and Technology • Arts & Humanities • Civics and Government • Environment and Ecology • Health, Safety and Physical Education • World Languages • Kindergarten Early Learning Standards • Mathematics • History • Career Education and Work • Economics • Family and Consumer Sciences • Geography

Follow-up Activities	Evaluation Methods
• Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles	• Participant survey • Portfolio

- Lesson modeling with mentoring

Status: In Progress — Upcoming

Date	Comment
10/11/2011	Technology integration has been the focus of the district for the past three years. A project-based learning pilot was conducted in 2009-2010, a district elementary teacher was recognized as an Apple Distinguished Educator, during the summer of 2011, a team of educators attended both the Pennsylvania and the National ISTE conferences, and the assistant superintendent presented at the CoSN national conference.

Activity: **Increase real life applications in instructional delivery.**

Last Modified: 10/24/2011

Description: Utilize the community involvement committee, once established by the Superintendent, to identify resources and collaborative partnerships within the East Penn School District community. Real life applications can also be included in lesson design through building level activities, such as grade level meetings, team meetings, subject/department meetings, and faculty meetings, these resources and partnerships will be shared and promoted.

Person Responsible	Timeline for Implementation	Resources
DeIvernois, Linda	Start: 9/1/2011 Finish: Ongoing	-

Status: In Progress — Upcoming

Date	Comment
10/24/2011	The district will continue to outreach to the community for individuals and organizations to assist in furthering its educational mission.

Activity: **Provide professional development for teachers to become familiar with characteristics used to identify the needs of diverse learners, including academic and social/emotional needs.**

Last Modified: 11/8/2011

Description: Through the professional development program, conferences, and faculty meetings, activities focus on the identification and needs of diverse learners.

Person Responsible	Timeline for Implementation	Resources
DeIvernois, Linda	Start: 7/1/2011	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	1	100

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
East Penn School District and Carbon Lehigh Intermediate Unit	• School Entity • Intermediate Unit	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Knowledge of needs and characteristics of diverse learners; skills related to classroom management to meet the needs of diverse learners.	Identification of diverse learning styles and subsequent appropriate instructional techniques with attention to intervention for struggling students and enrichment for the more capable student.	*For classroom teachers, school counselors and education specialists:* • Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. • Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. *For school and district administrators, and other educators seeking leadership roles:* • Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
• Classroom teachers • Principals / asst. principals • School counselors • Other educational	• Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades 9-12)	• Reading, Writing, Speaking & Listening • Science and Technology • Arts & Humanities • Civics and Government

	• Environment and Ecology
	• Health, Safety and Physical Education
	• World Languages
	• Kindergarten Early Learning Standards
	• Mathematics
	• History
	• Career Education and Work
	• Economics
	• Family and Consumer Sciences
	• Geography

specialists

Follow-up Activities	Evaluation Methods
• Creating lessons to meet varied student learning styles • Lesson modeling with mentoring • Portfolio	• Participant survey • Review of participant lesson plans • Portfolio

Status: In Progress — Upcoming

Date	Comment
11/8/2011	Professional development sessions are scheduled based on building identified needs. Conferences continue to be made available.

Strategy: Review and revise the curriculum and assessments that currently meet or exceed the State Standards, Common Core Standards, and Chapter 4 regulations. The curriculum will include 21st Century learning skills.

Last Modified: 11/9/2011

Description: With Pennsylvania adopting the Common Core Standards as of July 2, 2010 for full implementation by July 1, 2013, East Penn School District now aligns its curriculum, not only to PA Standards but also to the Common Core Standards. In addition, courses include assessment benchmarks aligned to the Keystone Exams. These exams are end-of-course assessments designed to assess proficiency in the subject areas of Algebra I, Algebra II, Geometry, Literature, English Composition, Biology, Chemistry, U.S. History, World History, and Civics and Government.

For the graduating classes of 2015 and 2016, students must demonstrate successful completion of secondary-level course work in Algebra I, Biology, Literature, and English Composition, in which the Keystone Exam serves as the final course exam.

Activity: **Include formative/summative assessments and incorporate data to guide decision-making.**

Last Modified: 10/11/2011

Description: Faculty members continue to develop and utilize formative/summative assessments - both individually and departmentally. These assessments are analyzed and discussed during PLCs, team meetings, department meetings, and with building level principals.

Person Responsible	Timeline for Implementation	Resources
DeIvernois, Linda	Start: 1/1/2009 Finish: Ongoing	-

Status: In Progress — Upcoming

Date	Comment
10/11/2011	IST, instructional coaches, and principals led data discussions with teachers. With the elimination of instructional coaches in the district in September, 2011, this responsibility was assigned to team leaders, grade level leaders, content area leaders, IST, and principals.

Activity: **Integrate technology throughout the curriculum to provide more varied learning experiences and opportunities.**

Last Modified: 10/17/2011

Description: Teachers will be encouraged to investigate/integrate various technologies as part of the goal of providing students with more varied learning experiences and opportunities. Technology integrators will support the use of various technologies throughout the grade levels and disciplines. The district is also in its second year of working toward creating a hybrid learning environment.

Person Responsible	Timeline for Implementation	Resources
DeIvernois, Linda	Start: 1/1/2009 Finish: Ongoing	-

Status: In Progress — Upcoming

Date	Comment
10/17/2011	Teachers utilize various technologies to enhance learning opportunities. Examples of technologies include Moodle, PenPals, Audacity, Google-docs, SmartNotebook software, and iPods.

Activity: **Review and revise curriculum and assessments systematically.**

Last Modified: 10/11/2011

Description: Utilizing the approved district curriculum review/revision cycle, collaborate by department/subject area to map curriculum and to revise appropriately.

Person Responsible	Timeline for Implementation	Resources
DeIvernois, Linda	Start: 7/1/2011 Finish: Ongoing	-

Status: In Progress — Upcoming

Date	Comment
10/11/2011	Curriculum is revised and departments currently utilize the SAS tool to map K-12 curriculum both horizontally and vertically.
10/11/2011	The curriculum is approved by the Board and reflects state and national standards.

Activity: **Utilize technology to collect and share assessment data for the purposes of improving instruction, revising curriculum, and tracking student progress.**

Last Modified: 11/8/2011

Description: The district uses a data management system, Performance Tracker, that houses the assessment data. The district also utilizes a web-based dashboard that includes state assessment data, SAT scores, AP scores, demographic information, free and reduced lunch data, graduation rate, national merit scholars, student enrollment, summer school enrollment, truancy, and home education.

Person Responsible	Timeline for Implementation	Resources
Torma, Denise	Start: 1/1/2009 Finish: Ongoing	-

Status: In Progress — Upcoming

Date	Comment
8/19/2011	The practice of utilizing technology to assist in data management and analysis is routine.

Goal: 2. Community Involvement and Partnerships

Description: The East Penn School District will encourage and promote community involvement and collaborative partnerships.

Strategy: **Provide career exploration opportunities throughout the curriculum for the purpose of introducing career choices.**

Last Modified: 8/19/2011

Description: The career and work standards will be integrated throughout all grade levels and all disciplines as they relate to both grade level and content areas.

Activity: **Establish a school-community connection.**

Last Modified: 10/24/2011

Description: Establish a process for connecting the student with community resources; provide opportunities for further career exploration through visitations, job-shadowing, internships, etc.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 1/1/2009 Finish: Ongoing	-

Status: In Progress — Upcoming

Date	Comment
10/24/2011	As needs arise, members of the community will be asked to join the district to support activities for students that will allow students to explore and/or further their career aspirations.

Strategy: **Provide more creative opportunities for parental involvement.**

Description:

Activity: **Create additional opportunities for parental involvement.**

Last Modified: 10/17/2011

Description: Provide workshops and informational meetings for parents. For those unable to attend, utilize available technology, such as the EPSD website, podcasts/vodcasts; utilize existing parent advisory councils/parent teacher organizations to create a framework for providing parents with engagement opportunities at all grade levels. These organizations will be responsible for implementing and sustaining the process.

Person Responsible	Timeline for Implementation	Resources
DeIvernois, Linda	Start: 1/1/2009 Finish: Ongoing	-

Status: In Progress — Upcoming

Goal: 3. Professional Education

Last Modified: 11/4/2011

Description: The East Penn School District will foster professional growth and provide opportunities to enhance the performance of the entire employee team, to be consistent with student, educator, building and district needs.

Strategy: Continue to provide opportunities for professional development through the Professional Development Program.

Last Modified: 10/6/2011

Description: The Professional Development Program is based on building and district level SAI results, identified building needs, and student achievement results.

Activity: Provide a framework for workshops or activities for faculty and support staff that enhances knowledge skills, attitudes, and beliefs that foster a learning community that positively impacts student learning.

Last Modified: 10/6/2011

Description: The Professional Development Program provides professional learning opportunities for teachers that align with Act 48 regulations. The foundation that supports the District's Professional Development Program is built on best instructional practices for teaching and learning. The PD Program supports specific building needs based on student achievement results. Teacher choice of professional development activities continues to be included.

Person Responsible	Timeline for Implementation	Resources
Noack, Susan	Start: 7/1/2011 Finish: 7/1/2014	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	40	600
Organization or Institution Name	**Type of Provider**	**Provider's Department of Education Approval Status**
East Penn School District and Carbon Lehigh Intermediate Unit	• School Entity • Intermediate Unit	Approved
Knowledge and Skills	**Research and Best Practices**	**Designed to Accomplish**
Instructional strategies to meet the needs of diverse learners; data analysis skills;	All professional development opportunities are based on best teaching/learning practices. All curriculum content is aligned to	*For classroom teachers, school counselors and education specialists:*

curriculum/content development; assessment analysis and development.

state and national standards. Formative and summative assessments are developed according to research based practice and analyzed to reflect alignment to district, state, and national standards with a focus on improving student learning.

- Enhances the educator's content knowledge in the area of the educator's certification or assignment.
- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
- Empowers educators to work effectively with parents and community partners.

For school and district administrators, and other educators seeking leadership roles:

- Provides the knowledge and skills to think and plan strategically, 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 access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
• Classroom teachers • Principals / asst. principals • School counselors • Other educational specialists	• Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades 9-12)	• Reading, Writing, Speaking & Listening • Science and Technology • Arts & Humanities • Civics and Government • Environment and Ecology • Health, Safety and Physical Education • World Languages • Kindergarten Early Learning Standards • Mathematics • History • Career Education and Work • Economics • Family and Consumer Sciences • Geography

Follow-up Activities	Evaluation Methods
• 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	• 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 • Participant survey • Review of participant lesson plans • Review of written reports summarizing instructional activity • Portfolio

Status: In Progress — Upcoming

Date	Comment
8/19/2011	The East Penn School District continues to follow the Act 48 guidelines in providing meaningful professional development based on building based needs, student achievement results, and state and national mandates.

Activity: Reflect goals of educators and support staff at district and building levels through the Professional Development Program.

Last Modified: 11/4/2011

Description: Gather and evaluate student data and SAI survey results to determine the building level and district level professional development sessions needed to enhance student learning. Maintain the procedure for assessing the needs of teachers and support staff at building and district levels. Provide activities that promote best teaching/learning practices and/or enhance specific job skills. Provide professional development opportunities/activities that reflect 21st century skills, including the integration of technology into instruction. Provide opportunities through the Professional Development Program sessions for participation by parents, community members, and students, when appropriate. Include bus drivers and other sub-contracted/non-district employees in employee training activities, when appropriate. Include support staff in building staff meetings, employee development activities, and district-wide employee development days, when appropriate.

Person Responsible	Timeline for Implementation	Resources
DeIvernois, Linda	Start: 7/1/2011 Finish: 7/1/2014	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	40	600

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
East Penn School District and Carbon Lehigh Intermediate Unit	• School Entity • Intermediate Unit • Individual	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Instructional strategies to meet the needs of diverse learners; data analysis skills; curriculum/content development; assessment analysis and development. Job related skills for support staff, including administrative assistants,	All professional development opportunities are based on research based best teaching/learning practices. All curriculum content is aligned to state and national standards. Formative and summative assessments are developed according to research based practice and analyzed to reflect alignment to district, state, and	*For classroom teachers, school counselors and education specialists:* • 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

bus drivers, maintenance, food service, and sub-contracted, non-district employees, when appropriate.

national standards with a focus on improving student learning.

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>.

For school and district administrators, and other educators seeking leadership roles:

- 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
• Classroom teachers • Principals / asst. principals	• Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5)	• Reading, Writing, Speaking & Listening • Science and Technology • Arts & Humanities

- School counselors
- Other educational specialists

- High school (grades 9-12)

- Civics and Government
- Environment and Ecology
- Health, Safety and Physical Education
- World Languages
- Kindergarten Early Learning Standards
- Mathematics
- History
- Career Education and Work
- Economics
- Family and Consumer Sciences
- Geography

Follow-up Activities	Evaluation Methods
- 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 - Job performance	- 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 - Participant survey - Review of participant lesson plans - Review of written reports summarizing instructional activity - Portfolio - Job performance eval (Support staff members are evaluated for performance of job-related skills.)

Status: In Progress — Upcoming

Date	Comment
10/11/2011	Since Summer, 2011, SAI results have been used to determine building level and district level professional development needs.

Activity: **Review and evaluate the Professional Development Program annually.**

Last Modified: 11/9/2011

Description: Distribute, collect, and analyze evaluation forms after each PD session (until the electronic evaluations are available). Maintain the EPSD voluntary employee development advisory team consisting of administrators, staff and instructional assistants, maintenance staff, food service employees, parents, and community members, as required by Act 48 regulations. This team will analyze data from annual surveys to improve and enhance PD Program offerings.

Person Responsible	Timeline for Implementation	Resources
Delvernois, Linda	Start: 7/1/2011 Finish: 7/1/2014	-

Status: In Progress — Upcoming

Date	Comment
11/9/2011	As per the Act 48 regulations, the EPSD voluntary employee development advisory team continues to meet annually and evaluations of each session are completed. Electronic evaluations are slated to begin Fall, 2012.

Strategy: **Continue to provide support, encouragement, and professional development for transitioning the new teacher into the EPSD learning community through the New Teacher Induction Program.**

Last Modified: 11/4/2011

Description: The two-year NTI program orients new teachers to the district, provides a forum for communicating and sharing district goals and initiatives, and provides identified needs specific to each new employee. Sessions focus on the 21st Century learner and instruction, including STEM related activities, to meet the needs of all learners.

Activity: **Build collegial relationships between new teachers and their mentors, as well as among new teachers, other professional staff members, and administrators.**

Last Modified: 10/7/2011

Description: Each new teacher will be partnered with a mentor in order to facilitate the professional growth of each inductee. The mentor will cultivate relationships between the new teacher and colleagues.

Person Responsible	Timeline for Implementation	Resources
Delvernois, Linda	Start: 7/1/2011 Finish: 7/1/2014	$44,000.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2.00	9	40
Organization or Institution Name	**Type of Provider**	**Provider's Department of Education Approval Status**
East Penn School District	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Knowledge of the East Penn School District procedures, policies, curriculum, assessment plans, instructional practices, building/district/community goals and expectations. Relationships will be cultivated between new teacher and colleagues to facilitate the professional maturation of each inductee.	Research indicates that the success and retention of new teachers is directly correlated to support provided during the initial year(s) of employment. This support includes providing each new teacher with a mentor/induction support teacher, as well as a structured ongoing program that addresses specific topics and individual needs.	*For classroom teachers, school counselors and education specialists:* • Enhances the educator's content knowledge in the area of the educator's certification or assignment. • Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. • Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. • Empowers educators to work effectively with parents and community partners. *For school and district administrators, and other*

educators seeking leadership roles:

- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
- Classroom teachers - School counselors - Other educational specialists	- Early childhood (preK-grade 3) - Middle (grades 6-8) - Elementary (grades 2-5) - High school (grades 9-12)	- Reading, Writing, Speaking & Listening - Science and Technology - Arts & Humanities - Civics and Government - Environment and Ecology - Health, Safety and Physical Education - World Languages - Kindergarten Early Learning Standards - Mathematics - History - Career Education and Work - Economics - Family and Consumer Sciences - Geography

Follow-up Activities	Evaluation Methods
- 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	- Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. - Classroom student assessment data - Participant survey - Review of participant lesson plans

- discussions
- Lesson modeling with mentoring
- Journaling and reflecting

Status: In Progress — Upcoming

Activity: **Foster growth and development of the new teacher in mastering and refining effective teaching skills.**

Last Modified: 10/12/2011

Description: Provide professional development that encourages analysis of student performance and constructive feedback from parents, teachers, and administrators. Documentation of self-reflection will be provided through journal writings, self-assessments, and evaluations. Establish a tiered, multi-year new teacher induction program.

Person Responsible	Timeline for Implementation	Resources
Delvernois, Linda	Start: 7/1/2011 Finish: 7/1/2014	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2.00	3	20

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
East Penn School District	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Analysis of data; decision-making; analysis of student performance; differentiated instruction to meet the needs of students; ability to elicit feedback from students, parents, teachers, counselors, administrators to drive instructional practice; utilize self-reflection practices to improve instruction.	Self-reflection promotes professional growth and is based on research indicating the positive impact of self-reflecting teaching.	*For classroom teachers, school counselors and education specialists:* • 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 assessment skills and the skills needed to analyze and use data in instructional decision-making.
- Empowers educators to work effectively with parents and community partners.

For school and district administrators, and other educators seeking leadership roles:

- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
• Classroom teachers • School counselors • Other educational specialists	• Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades 9-12)	• Reading, Writing, Speaking & Listening • Science and Technology • Arts & Humanities • Civics and Government • Environment and Ecology • Health, Safety and Physical Education • World Languages • Kindergarten Early Learning Standards • Mathematics • History • Career Education and Work • Economics • Family and Consumer Sciences

- Geography

Follow-up Activities	Evaluation Methods
• 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	• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Classroom student assessment data • Participant survey • Review of participant lesson plans

Status: In Progress — Upcoming

Date	Comment
8/19/2011	The New Teacher Induction Program continues to include an initial 3-day orientation for all teachers new to the profession as well as for those new to the district. Teachers new to the profession are mentored throughout year one and attend NTI sessions during year one and year two. All sessions are adapted based on need.

Activity: **Provide an induction program that is structured to adapt to the needs of the new teacher.**

Last Modified: 11/4/2011

Description: All mentors must be tenured teachers who have received satisfactory ratings on their annual evaluations. The new teacher and mentor will work in the same building and have the same type of assignment, if possible. An orientation program will be held prior to the start of the school year for new teachers and their mentors. This orientation is required for all professional staff who are new to the district. Evaluations of individual sessions, as well as mid-year and end-of-year assessments, will be conducted to determine the needs of participants. A district induction team will meet annually to evaluate, analyze, and refine the induction program. The district induction team is facilitated by administrators in the Office of Curriculum and Instruction and will include teachers/educational specialists, and other administrators. Upon successful completion of the first year, documentation will be forwarded to PDE as verification that the induction state requirement has been met.

Person Responsible	Timeline for Implementation	Resources
DeIvernois, Linda	Start: 7/1/2011 Finish: 7/1/2014	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2.00	9	40
Organization or Institution Name	**Type of Provider**	**Provider's Department of Education Approval Status**
East Penn School District	• School Entity	Approved
Knowledge and Skills	**Research and Best Practices**	**Designed to Accomplish**
Analysis of data; decision-making; analysis of student performance; differentiated instruction to meet the needs of students; ability to elicit feedback from students, parents, teachers, counselors, administrators to drive instructional practice; utilize self-reflection practices to improve instruction.	Self-reflection promotes professional growth and is based on research indicating the positive impact of self-reflecting teaching.	*For classroom teachers, school counselors and education specialists:* • 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. • Empowers educators to work effectively with <u>parents and community partners</u>. *For school and district administrators, and other educators seeking leadership roles:* • Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on

learning.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
• Classroom teachers • School counselors • Other educational specialists	• Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades 9-12)	• Reading, Writing, Speaking & Listening • Science and Technology • Arts & Humanities • Civics and Government • Environment and Ecology • Health, Safety and Physical Education • World Languages • Kindergarten Early Learning Standards • Mathematics • History • Career Education and Work • Economics • Family and Consumer Sciences • Geography

Follow-up Activities	Evaluation Methods
• 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	• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Classroom student assessment data • Participant survey • Review of participant lesson plans

Status: In Progress — Upcoming

Date	Comment
8/19/2011	EPSD continues to provide a two-year NTI program based on individual and group needs.

***Activity:* Provide ongoing professional development, exclusive of the district evaluation system, in a collaborative and supportive environment.**

Description: Establish a building level professional support system. This support system will be facilitated by the building induction team, which should include the principal, the mentors, induction support teachers, inductees, and support staff. It is recommended that the building induction team meet quarterly.

Person Responsible	Timeline for Implementation	Resources
Delvernois, Linda	Start: 7/1/2011 Finish: 7/1/2014	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2.00	4	70

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
East Penn School District	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Analysis of data; decision-making; analysis of student performance; differentiated instruction to meet the needs of students; ability to elicit feedback from students, parents, teachers, counselors, administrators to drive instructional practice; utilize self-reflection practices to improve instruction.	Self-reflection promotes professional growth and is based on research indicating the positive impact of self-reflecting teaching.	*For classroom teachers, school counselors and education specialists:* • 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. • Empowers educators to work effectively with <u>parents and community</u>

<u>partners</u>.

For school and district administrators, and other educators seeking leadership roles:

- 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.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
- Classroom teachers - Principals / asst. principals - School counselors - Other educational specialists	- Early childhood (preK-grade 3) - Middle (grades 6-8) - Elementary (grades 2-5) - High school (grades 9-12)	- Reading, Writing, Speaking & Listening - Science and Technology - Arts & Humanities - Civics and Government - Environment and Ecology - Health, Safety and Physical Education - World Languages - Kindergarten Early Learning Standards - Mathematics - History - Career Education and Work - Economics - Family and Consumer Sciences - Geography

Follow-up Activities	Evaluation Methods
- Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or	- 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

- 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

- PSSA
- Classroom student assessment data
- Participant survey
- Review of participant lesson plans
- Review of written reports summarizing instructional activity
- Portfolio

Status: In Progress — Upcoming

Date	Comment
8/19/2011	As of Summer, 2011, the secondary buildings have established professional development teams.

Activity: **Provide the new teacher with an understanding of effective teaching skills, as well as policies and procedures required to meet district and building expectations.**

Last Modified: 10/11/2011

Description: Provide resources that define policies and procedures in regard to district and building expectations. Provide professional development focused on best instructional practices to meet the needs of diverse learners. Provide professional development sessions and mentoring activities that model a learning environment which fosters 21st Century skill development, such as problem solving, critical thinking, and collaboration.

Person Responsible	Timeline for Implementation	Resources
Delvernois, Linda	Start: 7/1/2011 Finish: 7/1/2014	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2.00	9	40

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
East Penn School District	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Analysis of data; decision-	New teacher induction	*For classroom teachers,*

making; analysis of student performance; differentiated instruction to meet the needs of students; ability to elicit feedback from students, parents, teachers, counselors, administrators to drive instructional practice; utilize self-reflection practices to improve instruction.

opportunities are based on research based best teaching/learning practices to meet the needs of diverse learners. It also provides embedded professional development by modeling and mentoring activities focused on classroom and time management skills. Best practices in new teacher induction and mentoring are reinforced by Pennsylvania's induction requirement for Level I certification.

school counselors and education specialists:

- Enhances the educator's content knowledge in the area of the educator's certification or assignment.
- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
- Empowers educators to work effectively with parents and community partners.

For school and district administrators, and other educators seeking leadership roles:

- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
• Classroom teachers • School counselors • Other educational specialists	• Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5)	• Reading, Writing, Speaking & Listening • Science and Technology

- High school (grades 9-12)

- Arts & Humanities
- Civics and Government
- Environment and Ecology
- Health, Safety and Physical Education
- World Languages
- Kindergarten Early Learning Standards
- Mathematics
- History
- Career Education and Work
- Economics
- Family and Consumer Sciences
- Geography

Follow-up Activities	Evaluation Methods
- 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	- Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. - Classroom student assessment data - Participant survey - Review of participant lesson plans

Status: In Progress — Upcoming

Date	Comment
10/11/2011	Mentors are assigned to each teacher who is new to the profession. Professional development is provided to all new teachers during a two-year period. Mentors conduct periodic observations of new teachers.

***Activity:* Provide training for mentors in topics and skills critical to the success of the new teacher.**

Description: Mentors are trained to assist new teachers. Training sessions that support the new teacher include, but are not limited to, time management, professional dress, record keeping, and appropriate parent/teacher communication. The selection of mentors will be a collaborative decision between principals and administrators in the Office of Curriculum & Instruction. Training for the mentor teacher will also emphasize effective instruction for the 21st Century learner.

Person Responsible	Timeline for Implementation	Resources
Delvernois, Linda	Start: 7/1/2011 Finish: 7/1/2014	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	4	30

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
East Penn School District	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Adult learning styles; confidentiality; relationship building; review of procedures and policies; classroom management; coaching skills; instructional leadership skills; communication skills.	Research indicates that providing a new teacher with the ongoing support of an exemplary, experienced mentor teacher directly correlates to success and retention in the teaching profession.	*For classroom teachers, school counselors and education specialists:* • 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>. *For school and district administrators, and other educators seeking leadership roles:* • Empowers leaders to create a <u>culture of teaching and learning</u>, with an

emphasis on learning.

Educator Groups Which Will Participate in this Activity

Role	Grade Level
• Classroom teachers • School counselors • Other educational specialists	• Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades 9-12)

Follow-up Activities	Evaluation Methods
• Peer-to-peer lesson discussions • Lesson modeling with mentoring • Journaling and reflecting	• Participant survey • Review of written reports summarizing instructional activity

Status: In Progress — Upcoming

Date	Comment
8/19/2011	Mentor training is provided yearly for all mentors assigned to Year 1 new teachers. Mentors are selected based on their initial application and principal approval.

Goal: 5. Comprehensive Annual Student Assessment Program

Description: 5. The East Penn School District administrative team and teachers will regularly evaluate and enhance the comprehensive annual student assessment program.

Strategy: Measure and compare annually each student's level of achievement.

Description:

Activity: Assessment Analysis Procedures and Decision-Making

Last Modified: 10/17/2011
Description: Incorporate technology in order to make the data readily available, manageable, and usable for all stakeholders; develop strategies and methods to communicate each student's

academic progress; use student assessment data to determine the need for support or enhancement of instruction.

Person Responsible	Timeline for Implementation	Resources
Torma, Denise	Start: 1/1/2009 Finish: Ongoing	-

Status: In Progress — Upcoming

Activity: EPSD Assessment Program

Last Modified: 10/17/2011

Description: The EPSD assessment program includes state and local assessments. At the elementary level the assessment program includes oral and reading fluency probes, curriculum-based reading and math assessments, PSSA reading, math, and writing, and the Developmental Reading Assessment. At the middle level the assessment program includes PSSA reading, math, and writing, common assessments in core content areas, benchmark assessments. At the high school the assessment program includes PSSA reading, math, and writing, benchmark assessments, semester exams, advanced placement assessments, as prescribed, and scholastic aptitude tests, as appropriate.

Person Responsible	Timeline for Implementation	Resources
Campbell, Kristen	Start: 1/1/2009 Finish: Ongoing	-

Status: In Progress — Upcoming

Strategy: Student Achievement Assessment Plans

Description:

Activity: Collaborative analysis of assessment results

Last Modified: 11/9/2011

Description: The East Penn School Disitrict will analyze data to ensure well informed decisions.

Person Responsible	Timeline for Implementation	Resources
Campbell, Kristen	Start: 1/1/2009 Finish: Ongoing	-

Status: In Progress — Upcoming

Goal: 6. Leader in Education

Description: 6. The East Penn School District will set and achieve standards to establish our school district as a leader in education.

Strategy: Continue to provide professional development opportunities for the professional and support staff through the Professional Development Program.

Last Modified: 8/19/2011
Description: Professional development will be offered based on need, whether building focused or district focused.

Activity: Continue consistent professional development.

Last Modified: 10/6/2011
Description: The district's Professional Development Program will provide a framework of sessions/opportunities to effectively implement best instructional practices for teaching and learning.

Person Responsible	Timeline for Implementation	Resources
DeIvernois, Linda	Start: 7/1/2011 Finish: Ongoing	-

Status: In Progress — Upcoming

Date	Comment
8/19/2011	Professional development continues to reflect building and district goals with alignment to the strategic plan.

Activity: The Professional Development Program is updated annually.

Last Modified: 10/6/2011
Description: Members of the EPSD Voluntary Employee Development Advisory Committee meet annually to review program offerings and scheduling. This process is aligned to Act 48 regulations. Principals set goals for professional development based on increasing student achievement and building needs. SAI is the tool used to determine need areas.

Person Responsible	Timeline for Implementation	Resources
Noack, Susan	Start: 7/1/2011 Finish: Ongoing	-

Status: In Progress — Upcoming

Date	Comment
8/19/2011	As per the Act 48 regulations, EPSD professional development continues to be updated annually based on building level and district level needs.

Goal: 7. Technology

Description: The East Penn School District will continue to research, develop, and implement its current and future technology plan to enhance student learning and foster new opportunities.

Strategy: Reflect the goals of educators and support staff at building and district levels to support the needs of students.

Description:

Activity: Provide technology professional development for faculty and staff through the PD Program.

Last Modified: 10/11/2011
Description: Continue to provide ongoing professional development in the integration of technology into classroom teaching/learning, as a strategy to address the needs of diverse learners. Professional opportunities will also be provided for EPSD staff members to improve job competencies utilizing technology.

Person Responsible	Timeline for Implementation	Resources
Mohn, Michael	Start: 7/1/2011 Finish: Ongoing	-

Status: In Progress — Upcoming

Date	Comment
10/11/2011	Technology integration has been the focus of the district for the past three years. A project-based learning pilot began in 2009, a district elementary teacher was honored as an Apple Distinguished Educator in 2011, a team of educators attended both the Pennsylvania and the National ISTE conferences, and the assistant superintendent presented at the CoSN national conference.

Goal: 8. Decision-making

Last Modified: 11/4/2011
Description: The East Penn School District, in an effort to improve the overall vitality of the school district, will develop and implement a consistent approach to decision-making at all levels in the organization with an emphasis on internal communications.

Strategy: Encourage greater inter-disciplinary collaboration.

Last Modified: 8/19/2011
Description: Time is dedicated to PLCs at the elementary level, team meetings at the middle level, and department meeting/faculty meeting times at the high school level.

Activity: Create grade level/interdisciplinary collaboration.

Last Modified: 11/4/2011
Description: Teachers are encouraged to collaborate. Elementary and middle level teachers will utilize common planning time for interdisciplinary collaboration; high school is investigating the PLC model as a means of developing more interdisciplinary collaboration.

Person Responsible	Timeline for Implementation	Resources
Delvernois, Linda	Start: 1/1/2009 Finish: Ongoing	-

Status: In Progress — Upcoming

Date	Comment
8/19/2011	Elementary teachers utilize PLC/RtII common time; middle level teachers utilize common team time (one day of every 6-day cycle is dedicated to curriculum integration); and high school teachers utilize department and faculty meeting time to collaborate.

Strategy: Facilitate data-informed decision-making.

Description: Planning teams will analyze data obtained from district data management system.

Activity: Foster professional learning communities.

Last Modified: 10/11/2011
Description: Our current PLC/RtII district-wide committee will continue to address the implementation of PLC/RtII at the buildings, as appropriate. These PLC's will be utilized as a means for teacher collaboration to analyze data. This analysis will be the impetus for instructional and curricular decision-making.

Person Responsible	Timeline for Implementation	Resources
Campbell, Kristen	Start: 7/1/2011 Finish: Ongoing	-

Status: In Progress — Upcoming

Date	Comment

8/19/2011 In addition to the RtII rollout at the elementary level, team meetings at the middle level allow for collaboration and data conversations.

Strategy: Include formative/summative assessments to guide decision-making.

Last Modified: 11/9/2011

Description: Classroom assessments can include a wide range of options -- from recording anecdotal notes while observing a student to administering standardized tests. The options are divided into two categories -- formative assessments and summative assessments.

Formative assessments are on-going assessments, reviews, and observations in a classroom. Teachers use formative assessment to improve instructional methods and student feedback throughout the teaching and learning process. For example, if a teacher observes that some students do not grasp a concept, she or he can design a review activity or use a different instructional strategy. Likewise, students can monitor their progress with periodic quizzes and performance tasks. The results of formative assessments are used to modify and validate instruction.

Summative assessments are typically used to evaluate the effectiveness of instructional programs and services at the end of an academic year or at a pre-determined time. The goal of summative assessments is to make a judgment of student competency after an instructional phase is complete. Summative assessments are used to determine if students have mastered specific competencies and to identify instructional areas that need additional attention.

Activity: Include formative/summative assessments for decision-making.

Last Modified: 11/4/2011

Description: Teachers will utilize individual and common formative/summative assessments. The analysis of these data will guide decision-making concerning curriculum development and instructional practice.

Person Responsible	Timeline for Implementation	Resources
DeIvernois, Linda	Start: 7/1/2011 Finish: Ongoing	-

Status: In Progress — Upcoming

Date	Comment
8/19/2011	Teachers at all three levels utilize assessments and subsequent assessment results to guide instructional practice, curriculum development, and assessment redesign.

Strategy: Measure and compare annually each student's level of achievement.

Description: Principals and building level data teams, including IST teachers and the Coordinator for Academic Support, will monitor student achievement annually.

Activity: **Communicate each student's academic progress.**

Last Modified: 8/22/2011
Description: Teachers will share information with grade level and subject area colleagues.

Person Responsible	Timeline for Implementation	Resources
Delvernois, Linda	Start: 7/1/2011 Finish: Ongoing	-

Status: In Progress — Upcoming

Date	Comment
8/19/2011	PLCs are built into the elementary climate; team meetings are a part of the middle level culture; department meetings/faculty meetings are scheduled at the high school level.

Activity: **Incorporate technology.**

Last Modified: 10/17/2011
Description: Utilizing a student data management system and Performance Tracker, data will be readily available and usable for all stakeholders.

Person Responsible	Timeline for Implementation	Resources
Mohn, Michael	Start: 1/1/2009 Finish: Ongoing	-

Status: Complete

Strategy: **Provide more creative opportunities for parental involvement.**

Description:

Activity: **Provide workshops and informational meetings for parents.**

Last Modified: 11/8/2011
Description: Workshops and informational meetings will be developed for parents, when appropriate. For those unable to attend, available technology, such as the EPSD website,

podcasts/vodcasts, local TV access, etc. will be utilized. Existing parent advisory councils/parent teacher organizations will be used to create a framework for providing parents with engagement opportunities at all grade levels. These organizations will be responsible for implementing and sustaining the process.

Person Responsible	Timeline for Implementation	Resources
DeIvernois, Linda	Start: 7/1/2011 Finish: Ongoing	-

Status: In Progress — Upcoming

Date	Comment
11/8/2011	Cyber bullying continues to be a priority for parent workshops. Information sessions continue to be provided for the East Penn Cyber Learning Program. Attempts to include more website communications (podcasts/vodcasts) will continue. PTO's, PAC's, and annual "Meet the Teacher" nights are part of all school entities.

Strategy: Reflect in the District's PD Program the goals of educators and support staff at building and district levels.

Last Modified: 8/19/2011
Description: The building level and district needs are identified yearly based on SAI survey results.

Activity: Maintain the EPSD Voluntary Employee Development Advisory Committee.

Last Modified: 10/7/2011
Description: The EPSD Voluntary Employee Development Advisory Committee, consisting of administrators, aides, maintenance staff, food service employees, parents, and community members (aligned to Act 48 regulations), will meet annually to review and revise the Professional Development Program to reflect individual educators, support staff members, building and district needs/goals.

Person Responsible	Timeline for Implementation	Resources
Noack, Susan	Start: 7/1/2011 Finish: Ongoing	-

Status: In Progress — Upcoming

Date	Comment
8/19/2011	As per the Act 48 regulations, this committee continues to convene annually.

Strategy: Review and revise systematically the curriculum.

Last Modified: 8/19/2011
Description: The curriculum will be reviewed and revised based on the Board approved curriculum review/revise cycle.

Activity: **Review and revise curriculum.**

Last Modified: 11/4/2011
Description: Teachers will collaboratively review and revise curricula - typically every 5-7 years. Curriculum mapping and data analysis are integral components of this process.

Person Responsible	Timeline for Implementation	Resources
DeIvernois, Linda	Start: 7/1/2011 Finish: Ongoing	-

Status: In Progress — Upcoming

Strategy: Utilize technology to collect and share assessment data for the purposes of improving instruction, revising curriculum, and tracking student progress.

Description:

Activity: **Integrate technology to collect and share assessment data.**

Last Modified: 10/17/2011
Description: A data management system will be utilized to collect and share K-12 assessment data for the purposes of improving instruction, revising curriculum, and tracking student progress.

Person Responsible	Timeline for Implementation	Resources
Mohn, Michael	Start: 7/1/2011 Finish: Ongoing	-

Status: Complete

Measurable Annual Improvement Targets

The East Penn School District, in an effort to continually improve the academic achievement of all students, will do the following:

- Review and revise all academic curricula and assessments on an ongoing basis to ensure they are aligned to the most current PA and Common Core Standards and assessment anchors with a focus on improving instructional practice.
- Measure and compare, on an ongoing basis, each student's level of achievement on state and local assessments. Teachers, principals, and central office administrators are

committed to improving student achievement by analyzing student assessment results in order to plan for future instruction.
- Measure students' comprehension of the District's standards-based curriculum through focused local assessments.
- Subgroups will be targeted with instructional practices and/or interventions based on individual need.

Curriculum, Instruction and Instructional Materials

The East Penn School District is committed to developing collaborators, critical thinkers, and problem solvers through a curriculum that is rigorous, relevant, and reflective of 21st Century skills. Curriculum, instruction, and instructional materials are reviewed on a cyclical-basis, reflecting alignment and integration with the PA Academic Standards, Common Core Standards, and assessment anchors.

Below is the approved curriculum review and revision cycle. It will guide those involved in the curriculum development and revision process.

EAST PENN SCHOOL DISTRICT CURRICULUM REVIEW CYCLE

CONTENT	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
MATH	Year 1 2 3	Year 1 2 3	Year 3	Year 4	Year 5	Year 6	Year 7
SCIENCE	1	2	3	4	5	6	7
HWF	1 2	3	4	5	6	7	
SOCIAL STUDIES/ FCS	(CC Alignment)?	1	2	3	4	5	6

	(CC Alignment)?	1	2	3	4	5
LANGUAGE ARTS/ MUSIC		1	2	3	4	5
ART/ TECHNOLOGY ED			1	2	3	4
WORLD LANGUAGE/ LIBRARY				1	2	3
BUSINESS COMPUTER SCIENCE					1	2

Year 1:   **Research & Curriculum Revision**
Year 2:   **Selection of Resources/Pre-implementation**
Year 3:   **Implementation**
Year 4-7:   **Evaluation**

EAST PENN SCHOOL DISTRICT
Curriculum Review & Development Process

Year 1: Research & Curriculum Revision
- Identify committee members (June)
- Identify best practices; evaluate district's current practice and student achievement data; examine practices in other districts (July, August)
- Map the current curriculum; identify gaps and overlaps; plan backwards from desired outcomes; identify benchmarks; develop a revised planned course of study/assessment for the content (Sept. — July)

Year 2: Selection of Resources/Pre-implementation
- Evaluate materials/texts and gain teacher consensus (July, August)
- Work with publishing companies for proposals (for budget purposes)
- Committee pre-implements (Sept. — June)
- Present revised curriculum and textbook recommendations to School Board

Year 3: Implementation

- Purchase materials (July 1)
- Provide professional development (August)
- Begin implementation of new curriculum and utilization of new materials (Sept.)
- Support teachers in the implementation of the new curriculum.
- Monitor and adjust as necessary; analyze assessment data (Sept. — June)

Years 4-7: Evaluation

- Collect data using the newly created/revised assessments; identify areas in need of improvement (end of implementation year and throughout years 4-7)
- Revise curriculum/assessments as necessary (July, August)

Assessments and Public Reporting

It is the belief of the East Penn School District that assessments are essential to good learning. Diagnostic, formative, and summative assessments provide critical information regarding student understanding of essential concepts and data from such assessments can be used to drive curriculum, instruction, and on-going assessment. Student achievement in academic standards is measured through performance on state-mandated standardized tests and through benchmark assessments administered in reading and mathematics. Data is used to monitor academic progress relative to mastery of the standards and to plan for further instructional needs and/or support.

Student achievement is reported through a District Report Card, through the District Website, and through student progress reports, report cards and parent conferences. The East Penn School District utilizes a K-5 standards-based report card, which identifies achievement relative to proficiency levels in standards for each grade. At the classroom level, teachers use diagnostic, formative, and summative assessments to determine and monitor individual student understanding and to also adjust instruction to meet student needs. These assessments provide teachers with information needed to plan and deliver differentiated instruction targeted to those student needs.

East Penn School District also uses student progress monitoring that enables administrators, teacher leaders, and instructional support teachers to track student performance in order to aid in meeting the requirements of the No Child Left Behind Act. Administrators, teacher leaders, and instructional support teachers share these data with classroom teachers during planned PLC sessions, team meetings, planning periods, etc.

At the elementary level, common assessments are administered in reading and math for all grades, fluency probes for all grades, and Developmental Reading Assessments for Grades K-2.

At the middle level, common assessments are administered in the four core content areas of language arts, math, science, and social studies as well as in world languages.

At the high school, mid-term and final exams are administered in English, math, science, social studies, health, family consumer science, and business education. Quarterly assessments are administered in world languages. Keystone Exams were administered for the first time in 2011 but have been put on hold by the state until further notice.

Targeted Assistance For Struggling Students

The East Penn School District currently offers assistance for struggling students at all grade levels with a number of different programs and instructional strategies. This academic support is provided to students identified through state assessment results as non-proficient in reading and/or math. At the elementary level, instructional support teachers (IST) and academic support aides assist classroom teachers with differentiated instruction to meet the needs of these learners. At the middle level, instructional support teachers (IST) and academic support aides assist classroom teachers in analyzing ongoing formative assessments and redesigning instruction incorporating differentiated lessons to meet the needs of these learners.   At the high school, principals and department leaders assist classroom teachers with analyzing ongoing formative assessments, including mid-terms and finals and also assist with redesigning instruction to meet the differentiated needs of these learners.

East Penn also offers an alternative education program, Learning to Succeed (LTS). It is designed to help certain students in grades 11-12, who, for various reasons, have shown that they are unable to or unwilling to succeed in a traditional school setting. LTS offers a more personal and informal atmosphere, smaller classes, a curriculum that ensures flexibility of instruction and relevancy for learning with a target of meeting the needs of each student. Each student will have the opportunity to develop his/her full potential academically, physically, creatively, and socially. Each teacher will use non-traditional instructional activities in his/her classrooms.

Support for Struggling Schools

The East Penn School District building administrators annually report to the Superintendent, the School Board, and the community the status of their students' proficiencies in reading and math as desginted by subgroup categories. The philosophy of the district is one of continuous assessment as a means to identify performance gaps. 4Sight data for students grades nine and ten guide building leadership teams (principals, counselors, and teachers) in redesigning instruction.

In addition to 4Sight data, the leadership teams analyze each year's PSSA scores in an effort to determine adequate yearly progress. The Pennsylvania Value-Added Assessment System (PVAAS) and E-Metric are additional resources that are used.

Qualified, Effective Teachers and Capable Instructional Leaders

The East Penn School District is committed to providing all students with highly qualified professional educators. The personnel records indicate that as of September 30, 2011, all teachers and instructional leaders have met the requirements for "highly qualified" status. In order to ensure continued professional growth, the East Penn School District provides a comprehensive professional development program for all professionals.

Parent and Community Participation

The East Penn School District strongly supports active involvement and participation of parents and local community members and agencies in our schools. Parent organizations meet on a regular basis and plan various events for students throughout the school year. Many parents also volunteer their time in our schools and in our co-curricular program. Parents and community members serve on various committees, such as: Strategic Plan Steering Committee, Professional Education Committee, Academic Standards and Assessment Committee, Special Education Committee, Student Services Committee, and Educational Technology Committee.

Pre-Kindergarten Transition

Presently, Pre-K is not offered in the East Penn School District.