

---

# Pennsylvania Department of Education

---



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

## **Chapter 4 Educational Strategic Plan**

**Thursday, August 16, 2007**

**Entity:** Fleetwood Area SD  
**Address:** 801 N Richmond St  
Fleetwood, PA 19522-1031  
**Phone:** (610) 944-9598  
**Contact Name:** Paul Eaken

## **Organization Description**

### **Strategic Plan**

#### **Organizational Overview**

The Fleetwood Area School District serves the children of Fleetwood Borough, Maiden Creek Township, and Richmond Township. The district covers over thirty-nine square miles in northeastern Berks County. As of the close of school in June 2007, the district's enrollment was 2,694 students in grades K-12. These students are served in five buildings including three, K-4 elementary schools, a 5 - 8 middle school, and a high school for grades 9-12. There is one elementary school located in each of the three district municipalities. Equity of services to students has been a priority for the district. For example, both full day and half day kindergarten options are available to parents in each of the three elementary schools. The district honors parental requests for either full or half day programs to the best of its ability. The tax base for the school district is primarily residential, with a few exceptions, including the factories of East Penn Manufacturing and Giorgio Food Company.

The school district has experienced significant growth in its student population over the past fifteen years. To accommodate additional students, the district built a new high school nine years ago that was followed by renovations and an addition to its middle school. Each of the three elementary schools were renovated with additions between fifteen and twenty years ago. As a result of ongoing growth in the elementary student population, the district presently has eight modular classrooms attached to two of its elementary schools. The elementary student body continues to grow and the district is currently planning a fourth elementary building with occupancy expected for the fall of 2009. In addition to the increasing numbers of students, the district has undergone a gradual shift from primarily a small town and agricultural community to one with an increasing number of students who speak English as a second language or display learning challenges. As a result, the district has employed additional staff to address these needs including English Language Acquisition teachers and instructors to support students with identified special education needs. Overall, 1004 students in grades K-4 are served by 85 instructional staff. There is one principal assigned to each of the three elementary buildings. There are 65 instructional staff to support 813 middle school students and there are 71 instructional staff at the high school to serve 881 students. At both the middle and high school levels, a principal and an assistant are assigned. Central administration includes a superintendent and assistant superintendent who jointly oversee the operation of the school district. The superintendent directly supervises the business operation of the school district in conjunction with the business manager and her assistant. In addition, the superintendent also supervises the director of student services whose responsibilities include special education and pupil services staff and programs. The assistant superintendent is responsible for designing and supervising curriculum implementation district-wide and, together with the superintendent, supervises the principals.

The Fleetwood Area School District Board of School Directors is dedicated to provide the best education to its students while maintaining responsibility to district taxpayers.

The district is one of eighteen public school districts that comprise the Berks County Intermediate Unit (#14). The intermediate unit hosts regular meetings for leaders of its member districts including superintendents, curriculum coordinators, human resource directors, and principals. These meetings facilitate sharing best practices, addressing problems, and planning professional development initiatives.

The district is proud of its collaborative relationships with local businesses and the Chamber of Commerce. Presently, the superintendent serves as a director on the Northeast Berks Chamber of Commerce board and on the Berks Business Education Coalition board. Both of these organizations support the training of students to provide the county with a viable workforce. There is ongoing communication between the school district and local employers as to their needs and expectations for new employees.

In addition, the district has many specialized classes assisting students to not only prepare themselves for college, but also to earn college credit. The district offers advance placement courses in English, World History, US History, Calculus, US Government & Macroeconomics, Chemistry, and Biology. In addition, the district has dual enrollment agreements with the Reading Area Community College for Calculus, US History, Biology, English, Accelerated Physics, and Spanish III & IV. The district also has an agreement with Lehigh Carbon Community College for Television Production.

## **Core Purpose**

### **Mission**

The Fleetwood Area School District is committed to excellence in providing the educational resources and opportunities that empower all students to become life-long learners, productive community members and responsible citizens in a dynamic global environment.

### **Vision**

The Fleetwood Area School District, in partnership with families and the community, upholds high expectations, values diversity, utilizes current technology and resources, and creates a safe, active learning environment to enable each child to reach his or her potential.

### **Shared Values**

We believe that children learn best when:

- instruction is active, engaging and relevant.
- provided with appropriate time, resources and technology.
- they are involved and responsible for their own success.
- valued, accepted and treated with dignity and respect.
- provided with a safe learning environment.
- individual needs are met.
- they take responsibility for learning and actions.
- the school, family, and community work together to support the education of all children.

### **Goals**

The district will work to meet or exceed the performance targets for each state goal selected for achievement of adequate yearly progress.

#### **Goal: ACADEMIC STANDARDS AND CURRICULUM**

*Description:* Staff will align written curriculum and instructional practice with state and district standards, assessments and expectations.

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

*Description:* Graduate rate will meet an 80% threshold and/or show growth.

#### **Goal: MATHEMATICS**

*Description:* All students will be proficient in Mathematics, as measured by the annual state-wide

PSSA assessments, at the rates stipulated by the PA Department of Education.

**Goal: READING**

*Description:* All students will be proficient in Reading, as measured by the annual state-wide PSSA assessment, at the rates stipulated by the PA Department of Education.

**Goal: STUDENT ATTENDANCE (any school that does not graduate seniors)**

*Description:* Student attendance will meet a 90% threshold and/or show growth.

**Academic Standards**

Fleetwood Area School District has adopted the academic content standards as developed under Chapter 4.12 of 22 Pa. Code. Administrators and staff have worked collaboratively in grade level and content area teams to align the district's planned instruction and related documents with PA Academic Standards in the following areas: Reading, Writing, Listening, Speaking, Mathematics, Science and Technology, Environment and Ecology, History, Economics, Civics and Government, Geography, Arts and Humanities, Health, Safety and Physical Education, Family and Consumer Sciences, and Career Education and Work. In content areas for which Pennsylvania Academic Standards are not available, district staff utilizes standards produced by national content area professional organizations to guide instruction and to provide focus for curriculum.

In addition, content area and grade level teams have analyzed the PSSA assessment anchors and eligible content, where developed, to further align curricula taught within the district with these expectations. Content area standards have been imbedded within the district curricula across all grade levels.

**Graduation Requirements**

The school board awards a regular high school diploma to every student enrolled in this district who meets the requirements for graduation established by the board. The requirements for graduation are the attainment of performance standards representing the district's instructional program.

The board identifies the planned instruction documents for which credit toward graduation is awarded. These written plans are on file in the district and shall be made available upon request for review by the designated representatives of the Department of Education.

The board requires twenty-five (25) credits for graduation.

No student who has completed the requirements for graduation shall be denied a diploma as a disciplinary measure, but s/he may be denied participation in the ceremony of graduation when personal conduct so warrants. Such exclusion shall be regarded as a school suspension.

Graduation Credit Requirements

Graduation requirements include minimums in the following areas:

<b>Subject</b>	<b>Credit</b>
English	4

Social Studies	4
Science	3
Mathematics	4
Computer Applications	.25
Art — 9 <sup>th</sup> grade	.25
Technology Education — 9 <sup>th</sup> grade	.25
Music — 9 <sup>th</sup> grade	.25
Health — 9 <sup>th</sup> grade and 11 <sup>th</sup> grade	.50
Independent Living	.25
Family Living	.25
Driver Education	.25
Physical Education	2
Job Search (includes graduation project)	.25
Electives	5.5
<b>TOTAL CREDITS</b>	<b>25</b>

### Grade Requirements

Students are required to achieve a proficiency grade in each of the required planned instruction areas listed above. The district's grade structure is listed below:

A	90-100%	Excellent
B	80-89%	Advanced
C	70-79%	Proficient
R	0-69%	Remediation
F	0-69%	Insufficient Effort
I		Incomplete

### Remediation Policy

R = Remediation (available from the end of the marking period to two weeks after report card issue date)

I = Incomplete (available from the end of the marking period to two weeks after report card issue date)

For those students who need extra time beyond the marking period to complete work due to circumstances beyond their control, an "I" for incomplete will be used on the report card. The building procedures to change an "I" to an "A", "B", or "C" will be followed.

Remediation is available for all courses. An "R" will be placed on the report card with the final grade or percentage (even if the student is still below a 70%) when the marking period grade is recalculated. The maximum grade a student can receive after remediation is 70% for the marking period.

For those high school students completing quarter courses, related arts courses (middle school), or demonstrating insufficient effort in a major course (grades 2 -12), a

percentage below 70% (“F”) will be used to indicate failure. “Insufficient effort is defined as a student not participating in class activities, not completing assignments within allotted time, not turning in papers from home with the required parent signature(s), not taking advantage of remediation opportunities, or demonstrating disruptive or off-task classroom behavior on a consistent basis.

### **Options**

#### Early College Admissions

Early college admission, full-time, or part-time college enrollment is allowed for eligible students who meet district guidelines.

#### Other Educational Experiences

Students may demonstrate achievement of academic standards through community service, correspondence study, weekend classes, study at summer camp, work experiences, independent study, tutorial instruction or educational travel under procedures and policies established by the superintendent and the school board. The procedures and policies shall include methods of assessing academic standards.

#### Culminating Career Graduation Project

A culminating project is required of all students for graduation and is completed during Job Search class in the junior year. A comprehensive research project on a chosen career path must be completed, in accordance with satisfactory performance expectations, as indicated by the class instructor. No project will be accepted after the due date. If the student fails the course, it must be repeated his/her senior year.

#### Students with Disabilities

Students with disabilities who satisfactorily complete a special education program identified in an Individualized Education Plan under the Individuals with Disabilities Education Act shall be granted and issued a regular high school diploma by the school district.

### **Strategic Planning Process**

A Strategic Planning Steering Committee was formed to represent district stakeholder groups in the development of the Fleetwood Area School District's Strategic Plan. Each Steering Committee member also served on one or more subcommittees. Subcommittees were formed for the development of each of the individual plans required as a part of the strategic plan. Subcommittees included: Technology, Student Services (Chapter 12), Special Education, Professional Education, New Teacher Induction and Chapter 4. Representatives from specific membership groups were selected, as required by the guidelines for the Professional Development Plan. Teacher representatives were chosen by the Fleetwood Education Association Executive Council on October 11, 2006. The District Superintendent and Assistant Superintendent chose the administrative representatives. Strategic Planning Steering Committee membership was approved by the Board of School Directors at their meeting on October 17, 2006.

The Strategic Planning Steering Committee met throughout the 2006-07 school year to complete the information required as a part of the Strategic Plan overview. Tasks included the

development of a vision and mission statement and shared beliefs/values. The Steering Committee also completed an analysis of district data related to achievement and demographics, as well as perceptual and contextual data. The committee created data reflections and selected goals for the district based upon the data analysis. The Steering Committee also provided responses to information related to district resources and to parent and community involvement.

Subcommittees were led by either a chair or co-chairs, providing input on the specific areas required within each plan. Because representatives from each subcommittee participated as a part of the Strategic Planning Steering Committee, the district goals and priorities were shared with subcommittees and are reflected within components of individual plans. The Special Education Subcommittee completed its work first, creating the Special Education Plan for adoption by Board of School Directors at their meeting on May 15, 2007. The plan was subsequently submitted to Pennsylvania Department of Education and was approved in July 2007. The remainder of the subcommittees continued their work throughout the summer of 2007. A draft of all plans (except the Student Services, Chapter 12 plan) was submitted to the Board of School Directors on August 14, 2007. The Strategic Plan was then posted on the website and placed in the Fleetwood Community Library for a 28 day comment period prior to final approval by the Board of School Directors on September 18, 2007.

The Student Services, Chapter 12 plan will be developed as soon as guidelines are created and disseminated by the Pennsylvania Department of Education.

### Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Ann McDowell	Fleetwood High School	Parent	School Board
Anne Henderson	Fleetwood High School	Secondary School Teacher	FEA
Anne Regar	District-wide	Administrator	Administrative Team
Bethany Bosold	District-wide	Administrator	Administrative Team
Bonnie Fansler	Fleetwood High School	Ed Specialist - School Nurse	FEA
Carol Bausher	Fleetwood High School	Secondary School Teacher	FEA
Charlene Fisher	Fleetwood High School	Secondary School Teacher	FEA
Chris Redding	Fleetwood Middle School	Administrator	Administrative Team
Chris Schaeffer	Elementary-wide	Elementary School Teacher	FEA
Chris Watkins	Fleetwood Elementary, Fleetwood Middle School	Parent	School Board
Colleen Lenett	Fleetwood High School	Secondary School Teacher	FEA
Deanna Tipton	District-wide	Ed Specialist - School Psychologist	FEA
Debbie Phillips	Fleetwood Middle School, Department Chair	Middle School Teacher	FEA
Debra Kutz-	Fleetwood Elementary School	Elementary School	FEA

Zuchowski		Teacher	
Debra Renninger	Fleetwood High School	Secondary School Teacher	FEA
Diane Chisdak	Fleetwood High School	Secondary School Teacher	FEA
Ellen Davies	Andrew Maier Elementary School	Elementary School Teacher	FEA
Jan Warischalk	Elementary-wide	Ed Specialist - School Nurse	FEA
Jane Fawcett	District-wide	Administrator	Administrative Team
Jared Bitting	Fleetwood Middle School	Middle School Teacher	FEA
Jessica Jones	Fleetwood High School	Secondary School Teacher	FEA
Jessica Miller	Fleetwood Middle School	Ed Specialist - School Counselor	FEA
Jill Shade	District-wide	Secondary School Teacher	FEA
JoAnn DeCesar	Fleetwood Middle School	Ed Specialist - School Nurse	FEA
Joanne Wojszwillo	Elementary-wide	Elementary School Teacher	FEA
Joe Burkhardt	Fleetwood High School	Secondary School Teacher	FEA
Kathi Fry	Andrew Maier Elementary School	Elementary School Teacher	FEA
Kathy Asiello	Richmond Elementary School	Elementary School Teacher	FEA
Kenneth Daniel	St. Paul's United Church of Christ	Community Representative	School Board
Kerry Motze	Fleetwood High School	Secondary School Teacher	FEA
Kim Price	Fleetwood Middle School	Ed Specialist - School Counselor	FEA
Kristin Evans Snyder	Fleetwood Middle School	Middle School Teacher	FEA
Kristin Yerger	Fleetwood Middle School	Middle School Teacher	FEA
Lisa Bernet	Fleetwood Middle School	Middle School Teacher	FEA
Lisa Wily	Andrew Maier Elementary School	Parent	School Board
Lori Koehler	Fleetwood Elementary	Administrator	Administrative Team
Margaret Fryzol	Andrew Maier Elementary School	Elementary School Teacher	FEA
Mark Coassolo	Fleetwood Area High School	Secondary School Teacher	FEA
Melanie Phillips	Fleetwood High School	Ed Specialist - School	FEA

		Counselor	
Melody Kurtz	Richmond Township	Business Representative	School Board
Michael Noll	Richmond Township	Board Member	School Board
Michelle Castiglioni	Fleetwood Middle School	Middle School Teacher	FEA
Michelle Guldner	Fleetwood High School	Secondary School Teacher	FEA
Michelle Jackson	Richmond Elementary School	Administrator	Administrative Team
Paul Eaken	District-wide	Administrator	Administrative Team
Ray Nester	Fleetwood Police/Fire Departments	Community Representative	School Board
Richard Meares	Fleetwood Bank	Business Representative	School Board
Robert Dziedzic	Fleetwood High School	Administrator	Administrative Team
Ryan Brobst	Fleetwood High School	Ed Specialist - School Counselor	FEA
Sarah Herrold	Andrew Maier Elementary School, Department Chair	Ed Specialist - School Counselor	FEA
Shannon Willard-Joseph	Fleetwood Middle School	Administrator	Administrative Team
Steven Schutt	Andrew Maier Elementary School	Administrator	Administrative Team
Thomas Salpino II	Fleetwood High School	Administrator	Administrative Team
Travis Williamson	Fleetwood Middle School	Middle School Teacher	FEA

## Goals, Strategies and Activities

### **Goal: ACADEMIC STANDARDS AND CURRICULUM**

*Description:* Staff will align written curriculum and instructional practice with state and district standards, assessments and expectations.

### **Strategy: Assessment and grading**

*Description:* District teachers and administrators will refine methods and procedures for assessing information on student learning and reporting progress to students and families

*Educational Practices:* Quality Teaching

<b>Activity</b>	<b>Description</b>	
Assessment committees	Administrators and staff will refine progress reporting, remediation, retention and opting out policies and practices and district-wide assessments	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Bethany Bosold	Start: N/A Finish: N/A	\$0.00

Activity	Description	
Consistent standards-based measures	Staff will examine and refine the district assessment system including report cards, remediation, retention and opting out policies, and district-wide assessments.	
Person Responsible	Timeline for Implementation	Resources
Chapter 4 Admin	Start: N/A Finish: N/A	\$0.00

**Strategy: Curriculum Evaluation**

*Description:* Staff will evaluate current curriculum and instructional practice to ensure alignment with state content and assessment standards and to ensure congruence between the written, taught and tested curriculum.

*Educational Practices:* Quality Teaching

Activity	Description	
Curriculum Review Implementation	Curriculum Review teams present changes made to curriculum during the review process	
Person Responsible	Timeline for Implementation	Resources
Bethany Bosold	Start: 7/25/2007 Finish: N/A	\$0.00
<b>Professional Development Activity Information</b>		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3	10	250
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Fleetwood Area School District	<ul style="list-style-type: none"> <li>School Entity</li> </ul>	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Implementation of revised curriculum using research and evidence based materials, strategies and programs Alignment of assessment and instruction with written planned course documents	Curriculum review teams develop changes to content area curriculum based upon an analysis of student data, teacher survey information, academic standards and best practices as described in literature and professional organizations.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.</li> <li>Increases the educator's <u>teaching skills</u> based on research on effective</li> </ul>

		<p>practice, with attention given to interventions for struggling students.</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> <li>• Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making.</li> <li>• Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.</li> <li>• Instructs the leader in <u>managing resources</u> for effective results.</li> </ul>
--	--	--

**Educator Groups Which Will Participate in this Activity**

<b>Role</b>	<b>Grade Level</b>	<b>Subject Area</b>
<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Principals / asst. principals</li> <li>• Superintendent / asst. superintendents</li> <li>• School counselors</li> <li>• Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>• Early childhood (preK-grade 3)</li> <li>• Middle (grades 6-8)</li> <li>• Elementary (grades 2-5)</li> <li>• High school (grades 9-12)</li> </ul>	<ul style="list-style-type: none"> <li>• Reading, Writing, Speaking &amp; Listening</li> <li>• Science and Technology</li> <li>• Arts &amp; Humanities</li> <li>• Civics and Government</li> <li>• Environment and Ecology</li> <li>• Health, Safety and Physical Education</li> <li>• World Languages</li> <li>• Kindergarten Early Learning Standards</li> <li>• Mathematics</li> <li>• History</li> <li>• Career Education</li> </ul>

		<ul style="list-style-type: none"> <li>and Work</li> <li>Economics</li> <li>Family and Consumer Sciences</li> <li>Geography</li> </ul>
<b>Follow-up Activities</b>	<b>Evaluation Methods</b>	
<ul style="list-style-type: none"> <li>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> </ul>	<ul style="list-style-type: none"> <li>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li> <li>Student PSSA data</li> <li>Classroom student assessment data</li> <li>Participant survey</li> <li>Portfolio</li> </ul>	

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

*Description:* Graduate rate will meet an 80% threshold and/or show growth.

**Strategy: Mentoring**

*Description:* Provide teacher mentors for students at risk of academic failure

*Educational Practices:* Artful Use of Infrastructure

<b>Activity</b>	<b>Description</b>	
Mentor training	Provide training and strategies for teachers serving as student mentors to enhance their effectiveness.	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Bethany Bosold	Start: 5/7/2007 Finish: N/A	\$2,000.00
<b>Professional Development Activity Information</b>		
<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
1	2	20
<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>
Fleetwood Area School District	<ul style="list-style-type: none"> <li>School Entity</li> </ul>	Approved
<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>
Teacher mentors will learn skills and strategies to assist students needing extra assistance, support, or study	Literature from High School That Work on this topic will be	<i>For classroom teachers, school counselors and education specialists:</i>

<p>skills in order to be successful in their academic classes.</p>	<p>analyzed and shared with participants.</p>	<ul style="list-style-type: none"> <li>• Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> <li>• Empowers educators to work effectively with <u>parents and community partners</u>.</li> </ul> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> <li>• Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.</li> </ul>
--	---	---

**Educator Groups Which Will Participate in this Activity**

<b>Role</b>	<b>Grade Level</b>	<b>Subject Area</b>
<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Principals / asst. principals</li> <li>• Superintendent / asst. superintendents</li> <li>• School counselors</li> <li>• Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>• High school (grades 9-12)</li> </ul>	<ul style="list-style-type: none"> <li>• Reading, Writing, Speaking &amp; Listening</li> <li>• Science and Technology</li> <li>• Arts &amp; Humanities</li> <li>• Civics and Government</li> <li>• Environment and Ecology</li> <li>• Health, Safety and Physical Education</li> <li>• World Languages</li> <li>• Mathematics</li> <li>• History</li> <li>• Career Education and Work</li> <li>• Economics</li> <li>• Family and Consumer Sciences</li> <li>• Geography</li> </ul>

<b>Follow-up Activities</b>	<b>Evaluation Methods</b>
<ul style="list-style-type: none"> <li>• Analysis of student work, with administrator and/or peers</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li> <li>• Classroom student assessment data</li> </ul>

	<ul style="list-style-type: none"> <li>Participant survey</li> </ul>
--	--

**Strategy: Transition**

*Description:* Support student transition from one organizational level to another

*Educational Practices:* Quality Leadership, Quality Teaching

Activity	Description	
Ninth grade transition	Explore the concept of ninth grade academies and other effective strategies for aiding transition of ninth graders to the high school and preventing academic failure	
Person Responsible	Timeline for Implementation	Resources
Thomas Salpino II	Start: N/A Finish: N/A	\$0.00

Activity	Description	
Work study options	Explore work study options to aid postsecondary transition and as a strategy for dropout prevention	
Person Responsible	Timeline for Implementation	Resources
Thomas Salpino II	Start: N/A Finish: N/A	\$0.00

**Goal: MATHEMATICS**

*Description:* All students will be proficient in Mathematics, as measured by the annual state-wide PSSA assessments, at the rates stipulated by the PA Department of Education.

**Strategy: Institute a 4th year of high school math**

*Description:* Increase required number of math credits for all students

*Educational Practices:* Quality Teaching

Activity	Description	
Design new math course sequence	High school math department will design a new math course sequence to address the PA math standards for those students who have not achieved proficiency on the PSSA in grade 11	
Person Responsible	Timeline for Implementation	Resources
Thomas Salpino II	Start: N/A Finish: N/A	\$0.00

**Strategy: Performance of subgroups**

*Description:* Analyze data and develop interventions for students not achieving proficiency in mathematics

*Educational Practices:* Quality Teaching

<b>Activity</b>	<b>Description</b>	
Remediation activities	Design appropriate instructional groups, strategies and resources to address the learning needs of students who have not demonstrated proficiency on math standards	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Bethany Bosold	Start: N/A Finish: N/A	\$0.00

<b>Activity</b>	<b>Description</b>	
Student Achievement Goals	Teacher teams at each grade level will identify annual student achievement goals and specific implementation strategies based upon classroom, district or state-level data	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Paul Eaken	Start: N/A Finish: N/A	\$0.00

**Goal: READING**

*Description:* All students will be proficient in Reading, as measured by the annual state-wide PSSA assessment, at the rates stipulated by the PA Department of Education.

**Strategy: Performance of subgroups**

*Description:* Develop strategies and interventions for students not demonstrating proficiency in reading

*Educational Practices:* Quality Teaching

<b>Activity</b>	<b>Description</b>	
Remediation activities	Staff members work with students who have not demonstrated proficiency on PSSAs to identify specific instructional strategies and resources to improve reading performance	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Bethany Bosold	Start: N/A Finish: N/A	\$0.00

<b>Activity</b>	<b>Description</b>	
Student achievement goals	Teacher teams at each grade level will identify annual student achievement goals and specific strategies to improve achievement, based upon classroom, district or state-level data	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Paul Eaken	Start: N/A Finish: N/A	\$0.00

**Goal: STUDENT ATTENDANCE (any school that does not graduate seniors)**

*Description:* Student attendance will meet a 90% threshold and/or show growth.

**Strategy: Attendance monitoring**

*Description:* Staff will track attendance information

*Educational Practices:*

<b>Activity</b>	<b>Description</b>	
Attendance intervention	Staff will track attendance and intervene with students and families to develop specific strategies for improving attendance	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Bethany Bosold	Start: N/A Finish: N/A	\$0.00

**Measurable Annual Improvement Targets**

All students and subgroups in the Fleetwood Area School District will meet the annual proficiency standards and achievement targets for adequate yearly progress established by the PA Department of Education, as reflected by scores on the PSSA in subject areas tested. Administrative and teaching staff will use achievement data from state and local sources to identify students who are not performing at the proficient level. Instructional interventions will be planned and implemented, based upon student need. A Response to Intervention Model is being implemented at the elementary level, beginning during the 2007-08 school year, which involves universal screening and ongoing classroom level assessment to monitor student progress. Grade level data teams will meet to identify instructional improvement goals, based upon achievement data at the elementary, middle and high school levels. Instructional support teachers and teams will identify struggling students, design interventions and monitor progress at these levels. Ongoing curriculum and instructional alignment with standards, K - 12, will occur. Annual student achievement goals and strategies will be identified and implemented by each teacher, working with his or her department or a colleague team. Specific action plans will be developed annually based upon appropriate data sources, given the content area, and teams will monitor the effectiveness of the achievement goals. In addition, performance of subgroups, particularly that of students with IEP's will be closely monitored. Individual progress of students with IEP's in reaching achievement goals is monitored by special education teachers.

**Curriculum, Instruction and Instructional Materials**

**Planned Curriculum Instruction**

**The Fleetwood Area School District provides a program of planned instruction in grades K-12 based on the PA Academic Standards and developed to meet the comprehensive needs of all of our students for the 21<sup>st</sup> century. The district uses a curriculum review cycle to keep the curriculum up to date. This cycle involves a four year process. In the first year, content area teachers along with relevant administrators conduct a major review and program evaluation. This results in recommendations regarding any changes and updates in the program, including materials, resources, and textbooks. The review ensures that the**

planned instruction continues to be aligned with academic standards and the PSSA eligible content. During the review, programs, texts, or assessment measures may be piloted to assist the team in determining what should be recommended for implementation. The year of review and program evaluation culminates in a curriculum review report presented to the Board of School Directors that details the strengths and weaknesses of the current program, and identifies specific recommendations to improve the program. The curriculum review presentations are then consolidated into a curriculum review budget document that is subsequently approved by the board. During the second year of the curriculum review cycle, the teachers receive staff development to implement the program and its assessment measures. The assessment criteria are then shared with students, parents, and guardians. In the third year of this cycle, the planned instruction documents are finalized. In year four, the team continues implementation of the program. In year five, the curriculum review process begins again with a major review and program evaluation.

This cycle insures that each curricular area is regularly reviewed. With the content areas divided over a four year cycle, the district is able to dedicate significant budgetary resources to update curricular areas and implement recommendations from the curriculum review teams. Please see the curriculum review cycle chart that follows. Note that each content area examines its need for technology, library resources, and relevant career education goals as part of the review and program evaluation.

### Fleetwood Area School District

### Curriculum Review & Assessment Cycle

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Content Area/Cycle	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Mathematics						
Special Education	1	2	Finalize		1	2
Business Education			Planned			
Technology/Computer			Instruction			
Technology/Library/Career Ed						
Language Arts (Rdg K-8, Eng K-12)		1	2	Finalize		

Guidance				Planned		
Music				Instruction		
Gifted						
Technology/Library/Career Ed						
Science						
Technology Education		1	2	Finalize		
Family & Consumer Sciences				Planned		
Library				Instruction		
Physical Education						
Health (6-12)						
Technology/Library/Career Ed						
Social Studies						
Art/Humanities				1	2	Finalize
Foreign Language						Planned
Driver Education						Instruction
Technology/Library/Career Ed						
<p>(1) Major review and program evaluation [program change recommendations, materials and resources review and selection recommendations, align planned instruction with academic standards, pilot assessment measures (classroom, district, commercial, and state tools) to measure standards].</p> <p>(2) Staff development for all educators to implement the program and assessment measures, communicate assessment criteria to various stakeholders.</p>						

**Elementary Core Curriculum**

**Instruction at the elementary level (K-4) is delivered in self contained classroom environments. The instructional curriculum emphasizes education in the basic subject**

areas (core instructional areas) including: language arts (reading, writing, speaking, listening); mathematics; social studies; science; physical education; art; music; health; safety; guidance; career education; and technology. Teaching strategies include those specific to the content area such as the use of leveled books on a student's reading level to help the student practice and reinforce reading skills. Provisions are made for individualization of instruction with remedial assistance/resources available both within the regular classroom and through remedial teachers. For example, student reading levels are identified and students are grouped into small instructional groups for reading instruction within the regular classroom. This is in addition to receiving support outside of the classroom as needed. Resources for assisting children with special needs are typically delivered in a resource room with students generally spending the majority of their day in the general education classroom environment. Schedules vary depending upon on the needs of each child.

Each elementary school has a library/media center with regularly scheduled library visitations and instruction on a six day cycle. Likewise, physical education, art, music, and computer instruction are on the same schedule and complement the district's basic elementary curriculum. In addition to these classes, services for students needing guidance, English language acquisition, and special education are also available.

### Middle School Core Curriculum

The purpose of the middle school at Fleetwood Area School District is to provide a nurturing educational environment to help students transition from childhood to adolescence. This is a unique period of life and it is important to provide opportunities for the success of all students. Fleetwood Area Middle School has a deep commitment to the education of all students. The curricula provides students with an integrated and comprehensive course of study along with opportunities for exploratory learning. The classroom environments are structured so that as students progress from 5<sup>th</sup> through the 8<sup>th</sup> grade, they are taught how to organize their work, and to work with a greater number of teachers. For example, in 5<sup>th</sup> grade, students' instruction occurs primarily in one classroom with the opportunity to change to one or two other teachers during the course of the day for typically a science, math or social studies class. Starting in 6<sup>th</sup> grade, students begin changing classes for each subject area as teachers provide additional structure to assist students in coping with the different classes. As students progress through 7<sup>th</sup> and 8<sup>th</sup> grade, they are expected to exhibit greater independence in regard to their organization, study habits, etc. These greater expectations are preceded by specific instruction on how to organize assignments, how to study, etc.

The key to the middle school support is the teacher teams who meet regularly to review curricula, identify and address student needs, and to meet with parents. The goal of this teaming is to have a group of teachers from each major discipline (English, language arts, social studies, math, science, world language and special education) share the academic responsibility for the same group of students.

The middle school also offers a variety of special activities, clubs, or homerooms to encourage students to explore a variety of areas. The following areas are required and offered at different times throughout the child's middle school experience: art, family & consumer science, technology, world language, choral and instrumental music, physical education, health, library, and careers. Other exploratory activities, programs, or courses are offered to 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade students such as the student newspaper, yearbook, student council, Math Counts, Science Olympiad, Envirothon, and Reading Olympics. In addition, other activities include intramural athletics, an assignment center, working as a library aide, and participating in the peer mediation program, the middle school play, or the spelling or geography bees. The middle school also provides homerooms to give students further opportunity to explore their areas of interest. These specialty homerooms include the arts & crafts club, wrestling, yoga/crafts, drama club, science enrichment, physical education, and a helping hands club that does many things to help students and the school community at large. (The helping hands club is a student service group.) Altogether, these courses/activities offer study in a variety of areas that support healthy academic development in the young adolescent.

### **High School Core Curriculum**

The Fleetwood Area High School is a comprehensive high school that provides structured programs designed to help students pursue future professional or technical careers. The academic program specifies courses of study (career pathways) in the following broad areas: arts & humanities; business and technology; engineering/industrial technology; and health/science/human resources. These career pathways can be pursued on a professional level, or on a technical level through the appropriate selection of coursework. Honors and AP courses are available to challenge students. Foundation courses are available to support those students who are experiencing academic difficulty. The technical program is also supported with facilities with the Berks Career & Technology Centers. The high school has articulation agreements with local colleges. These agreements provide students with the opportunity to dually enroll in the college while taking select high school courses. The Fleetwood Area High School is also a High Schools That Work site.

The co-curricular program features participation in various vocal and instrumental ensembles. The high school experience is further augmented by extracurricular activities including athletic teams and clubs, to provide opportunities to develop physical skill and ability to play a sport, to provide service to others, and to develop skills necessary for employment.

### **Assessments and Public Reporting**

The Fleetwood Area School District assessment plan is an integral part of the instructional

process. Assessment occurs throughout this process initially providing feedback to the teacher as to whether the students are understanding instruction (formative assessment) and then assessing whether students can apply what they learned (summative assessment). Assessment is key to a successful learning environment. It provides the means for teachers to continually adapt their instruction to meet the individual needs of students. It is the key to ensuring that each student meets the PA Academic Standards.

The district's assessment plan is a comprehensive one that helps the district in general, and individual teachers in particular, verify student achievement and adjust methods to ensure individual needs of students are met. It also helps to provide expanded opportunities for student learning, continuous learning, and enables clear and effective communications between the teacher, students, and parents. The assessment plan provides opportunities for professional development in the design and use of assessment tools.

Setting clear and appropriate targets requires that the district's standards coordinate with state academic standards and assessment anchors, and the district's curricula will continue to be developed by relating key concepts and skills that students should know or be able to do in a particular field of study at appropriate grade levels. Consistent with Chapter 4 requirements, the district has a procedure to verify student mastery of the PA Academic Standards. These include the graduation project, displaying proficiency on classroom based assessments, and of course, proficiency on the PA State School Assessment (PSSA).

The methods and measures that will be used to monitor student proficiency have been aligned to the state academic standards and assessment anchors and combine state, district-developed, and commercial assessment tools. Assessments for all content areas are routinely revised as curricula are updated and new curricula are developed. For students having difficulty achieving proficiency on the state academic standards, the district provides expanded learning opportunities. These opportunities include, but are not limited to, individual assistance from the classroom teacher, remediation, small group instruction, and summer school. The results from the assessments will be used to design and revise curricula, provide information to inform and direct instruction in the classroom, give information to parents, set learning goals, identify students who need additional learning opportunities or assistance, and create a framework for providing necessary assistance. Appropriate assessment accommodations will be provided for students at every level as needed. Continuous monitoring of improvement occurs at all levels including the district, the building, and the individual student. Finally, this plan includes clear and effective communication to all district stakeholders. Such communication ensures that all stakeholders understand the components of this plan and can partner with the district in our efforts to help all children succeed.

The public shall be notified of the results of state, commercial, and district developed assessments as follows.

- Aggregated state test results will be reported annually in the district report card printed in the district newsletter and posted on the district website.
- Individual test scores will be sent to the parents of each student.
- Samples of student work will be available to parents at any time upon request.
- Assessments, which include projects, daily work, teacher-made tests, observation checklists, records of student demonstrations, and performances, shall be shared with parents through report cards and parent teacher conferences. Parents may request a conference with a student's teacher at any time to review the student's progress.

## Methods & Measures

State, commercial, and district made tests are used in the elementary, middle, and high school levels to assess student achievement. The results of these assessments are shared, not only with the grade level in which the assessment was given, but also the following grade level to assist in planning and addressing student needs in the subsequent year. Each year a specific testing schedule is published identifying the dates when assessments are administered. The schedule is listed below. Beside each assessment is a listing of the grade levels where the assessment is given and the time of the school year when it is administered.

Test Name Year	Grade Level	Time in School
Otis-Lennon School Ability Test (OLSAT)	2, 3	Late winter
PA System of School Assessment (PSSA) (Math & Reading)	3, 4, 5,6,7,8 & 11	Early spring
PA System of School Assessment (PSSA) (Science)	4, 8, & 11	Mid-spring
PA System of School Assessment (PSSA) (Writing)	5, 8, & 11	Mid-winter
Orleans Hanna Algebra Prognosis Test	7	Spring
ACT Career Planning Survey	8	Fall
Metropolitan Achievement Test	9	Fall
PA System of School Assessment (PSSA) (Retest — Math, Reading & Writing)	12	Fall

In addition to the above, textbook assessments are used district-wide as both formative and summative assessments. These are complemented with teacher- and district-made assessments that are specific to the district's curricula.

The district also utilizes anecdotal records of student work, performance based tasks that are assessed using rubrics, and writing samples. In addition, the following classroom assessment procedures are utilized:

- Oral assessment
- Class discussions
- Dynamic assessments including interactions with peers and teachers such as debates, take home assignments, exhibitions, demonstrations, simulations (including problem solving situations), notebooks, self evaluation, and journals.

Summative assessments also include the following:

- Portfolios
- Scientific experiments conducted by students
- Works of art or musical, theatrical, or dance performances
- Work samples, demonstrations or exhibitions, debating competitions, mock trial competitions

## **Targeted Assistance For Struggling Students**

The Fleetwood Area School District has numerous programs to assist students who are having difficulty achieving the Pennsylvania Academic Standards. The programs are designed to address the individual needs of the students that are appropriate for the subject matter and age of the students. Teachers and administrators jointly design and implement the programs throughout the district. Procedures and activities are modified to meet the individual student needs. Financial support for each program is included in the instructional budget of the school district.

An overview of programs district-wide includes the following:

- Title I or district sponsored remedial support for reading and math instruction (grades K-4)
- After school remediation with students' teachers (grades 5-12 before/after school)
- Response to intervention (grades K-4)
- Summer school (grades 6-12)
- Referral to the instructional support team (grades K-8)
- Referral to guidance counselor (grades K-12)
- Referral to student assistance program (grades 5-12)
- Software tutorial programs (grades K-12)
- Peer tutoring programs (grades 5-8)
- Honor society tutors (grades 9-12)
- Placement in 9<sup>th</sup> grade transition program
- Small group instruction conducted by reading coaches (grades K-4)

### Elementary grades K-4

Students receive remedial services through a variety of programs. These services are provided by elementary teachers, reading specialists, instructional support teachers, guidance counselors,

instructional aides, and volunteers. All remedial services are provided during the school day and are considered an integral part of the general education program.

The professional development program for elementary teachers has emphasized the need for children to build upon success by teaching at their instructional level. This requires a flexible grouping of students for instruction within the regular education classroom. The specific academic levels of students are assessed by classroom teachers and literacy support personnel who then deliver targeted instruction both within the classroom and in small group settings.

Elementary students have opportunity to receive intensive services through a number of support staff including reading specialists, instructional support teachers, and guidance counselors. Specific programs are developed to address the unique needs of individual students. Support personnel also work cooperatively with the elementary teacher to assure that there is a match between the instructional intervention provided outside the classroom and the regular classroom instruction. The district believes that providing students with a very strong foundation in the elementary grades will help ensure academic success as the student progresses through his/her education.

The elementary program requires the following to be successful:

1. Class sizes that are small enough to promote the teacher's ability to address individual student needs.
2. Reading specialists/coaches that provide both in and out of class support for identified students and help the regular classroom teacher plan to meet the needs of all students.
3. The instructional support team that provides assessment, and helps plan for academic and behavioral interventions to address individual student needs.
4. Developmental guidance and school health services that provide instruction for all students, as well as specific interventions, based upon individual student need. These services directly support instructional activities in the classroom and are critical to promote student adjustment and academic success.
5. An ample supply of volunteers (parents, high school and college students, etc.) necessary to support instruction. Each volunteer helps to provide reinforcement of instruction to students requiring further practice.
6. Parent reinforcement of skills.

#### Middle School (grades 5-8)

Students in the middle school receive remedial services that are designed to complement their regular classroom instruction. These services are provided by elementary and content area certificated teachers, instructional support teachers, guidance counselors, instructional aides, and parent volunteers. Remedial services are provided during the school day, as well as before and after school.

In grades 6-8, grade level teams are an essential part of the planning and implementation of students' remedial services. When a student is beginning to display academic or behavioral difficulties, the team discusses the student's performance and together, decides on appropriate interventions. Where needed, the student is referred for further assessment. These teachers

also work with one another to tailor instruction for a student or groups of students. When a general weakness is identified, teachers plan together to reinforce these skills at appropriate places within the curriculum across subject areas. One on one assistance is available before or after school as well as during the school day. These opportunities provide regular classroom teachers time to work with an individual child or small groups of children, to further assess the child(ren)'s needs and to provide direct remedial instruction. The instructional support teacher is also available to provide extra assistance in both assessing a student's needs and designing interventions.

### High School (grades 9-12)

High school students receive support initially through their regular classroom teachers. Additional services are available through special programs, (including the 9<sup>th</sup> grade transition program), as well as small group instruction. Students regularly obtain passes to take a later bus after school so that they can work individually with their classroom teachers to obtain extra support.

Due to ongoing weaknesses in math as assessed by the PSSA, the district has instituted both a computerized tutorial program as well as a math lab class where students can work in very small groups with a math certificated teacher. These remedial instruction opportunities are available during the school day, in addition to the math course taken as a part of the regular schedule.

Student's exhibiting academic difficulty in their eighth grade core subjects are placed into small English and math classes which are part of the 9<sup>th</sup> grade transition program. This program provides intensive instruction in English (including reading skills), math and study habits to help them develop the skills necessary for success at the high school level.

Students also receive additional support through their guidance counselor, student assistance program, alternative education program, or the summer school program.

## **Support for Struggling Schools**

The Fleetwood Area School District will support any school within the district needing assistance in meeting academic standards at a proficient level or higher. This process will follow the process established to address the needs of students in the special education subgroup. The following is a description of the procedure.

The first step in this process is to examine the student achievement as assessed, not only on the PSSA, but also through classroom measures, and comparing this data directly with the PA State Standards. This analysis shows strengths and weaknesses of student level and enables educators to prioritize and address the needs of these students. Skill deficiencies which are common to many students as well as those specific to one student are identified as well. With the support of the principals and support staff, the teachers identify specific instructional strategies to address the needs. These strategies could range from further instruction through a different modality, the incorporation of additional time to provide practice and reinforcement of newly presented skills, the inclusion of additional tasks to ensure the student can apply learned skills to various types of situations, and the incorporation of additional instructional materials to help students understand the concepts. The need for additional supplemental materials will also be assessed. Furthermore, the administration will assess the need for professional development to implement strategies that are identified. When this need is confirmed, the school district will either provide this professional development or will work with the intermediate unit to secure the services necessary to address the needs.

This process of review and assessment of student needs occurs each year as teacher teams and administrators review student achievement data. Meetings are held regularly for teachers

and administrators to discuss and review progress in addressing these needs. Assessing the effectiveness of the remedial efforts occurs during the course of the year; the district does not wait until receiving the next set of PSSA data.

### **Qualified, Effective Teachers and Capable Instructional Leaders**

The Fleetwood Area School District prides itself on highly qualified teaching and administrative staff. The district ensures qualified professional employees are employed to deliver the curriculum, instruction, and assessment requirements per state regulation. Personnel who teach and administer the district planned instruction and assessment program have the proper credentials in accordance with the federal legislation of NCLB. The district's personnel records indicate that 100% of our teachers meet the requirements for "highly qualified teacher" as specified by PDE under the NCLB legislation. In order to ensure continued professional growth, the professional development plan specifies measures the district is taking to provide this training to our staff.

### **Parent and Community Participation**

The Fleetwood Area School District believes that participation and involvement of parents and local community members is an important part of the education of students. There are many programs that are enhanced by the involvement of parents and community members while other programs are implemented entirely through these volunteers. For example, the district's career day at the middle and high school levels relies extensively on parent and community volunteers. The Junior Achievement Program is offered entirely through a local community agency (Junior Achievement of Berks County) and its volunteer members and business leaders. The district's SMILES program (Senior Motivators In Learning and Education Services) provides seniors with an opportunity to be involved in their local public schools while earning a rebate on their school property taxes. This program has proved to be beneficial to both the school and senior citizens.

Parents and community members are also essential for many special activities. These include chaperoning field trips and dances; both of these activities rely on parental support in order for them to occur. Another example are the fundraisers that parents conduct to benefit students, such as the *Pasta & Presto* concert to benefit the district's music program (parents cook and serve a pasta dinner while the music department showcases its program through student performances grades 3-12). A third example is an after-school physical activity program called SPARKS. This program was the result of a successful grant from Pennsylvania Blue Shield and provides opportunities for elementary students to be engaged in physical activity immediately after school. Staff and parents coordinate and supervise the program.

The district regularly shares information about school programs and student achievements with parents and members of the community. It publishes newsletters three times each year and an annual calendar that are mailed to each resident. In addition, the superintendent publishes a monthly column in the local newspaper. Building and teacher newsletters are regularly sent home to parents. The district is continually enhancing its website to foster this communication. Each teacher has a page connected to the district website describing their classroom and detailing expectations.

A number of events provide opportunities for parents and the community to obtain more detailed information. Each building hosts an open house or back to school night in the fall and parents are encouraged to attend conferences district-wide. The district offers orientation programs for all transitions including entrance into kindergarten, entering the middle school for 5<sup>th</sup> grade, and the high school in 9<sup>th</sup> grade. Various programs are held to address special topics. A recent parent training class by the school psychologists and a presentation by the US Attorney on drug abuse are examples.

The district's elementary schools offer specific programs to enable the active participation of parents in their children's education. These opportunities include parent-teacher groups, classroom volunteers, and participation in the instructional support team process. Middle school programs that encourage parent and community participation include middle school madness (students compete with one another on intramural teams), and meetings with grade level team teachers to discuss their child's overall performance. Special high school activities/events include financial aid informational programs, the high school play provided free of charge to senior citizens, and informational meetings on student scheduling.

Each building showcases student achievements through the spring open house programs where student work is on display. Other programs include musical performances and art shows that occur during the year.

The district also hosts a number of events to benefit the community. These include a blood drive twice each year. The district also hosts many community events and activities due to its emphasis on making the buildings and facilities available to community groups and organizations.

Overall, the district's efforts to involve parents and community members are constant. The district believes strongly in building a school-community partnership for the benefit of educating its students.

### **Pre-Kindergarten Transition**

No Pre-K Offered

### **Utilization of Resources and Coordination of Services**

<b>Service or Resource</b>	<b>Comment or Reflection</b>
Principal advisory council	A high school program consisting of three groups (students, parents, and staff) that provide the high school principal with feedback and assist in identifying resolutions to issues.
Student Council	High School and Middle School leadership and student government program.
Co-curricular activities	Related arts programs including art and music.
Extracurricular activities	Athletics and clubs that provide students with opportunities to further develop their athletic skills, learn a sport, and participate in student service groups.
Computer education	Instructional program for students to learn computer literacy.
Professional development	Programs provided by both district and other agencies (including the BCIU) to assist professional staff in further developing their skills to meet the learning needs of students.
Technology support	Services provided by district employees to enable the use of technological resources both in the classroom and for student management and organization.
Publications	Various publications including student newspapers and district publications that enhance communication between the school, parents, and the community.
College fairs	Opportunities for secondary students to meet with college representatives and explore college opportunities.
5th & 9th grade transition program	District programs to assist students and their parents in transitioning from the elementary to the middle school and the middle school to the high school.

District website	Website of the district containing many resources including information about district programs.
Student handbooks	Handbooks provide students and their parents with specific information including district policies, guidelines, and schedules.
Student and teacher mentoring	An opportunity for students who are experiencing academic difficulties to work with a teacher to help them improve; an opportunity for new teachers to work with an experienced teacher in transitioning into the district.
Teacher teams	Grade level teachers meet together to address both curricular and individual student needs.
Berks Career & Technology Centers	Vocational programs for senior high students who seek more specialized instruction in numerous career and technology fields.
Co-curricular activities involving academic enrichment	Co-curricular activities such as Science Olympiad, Envirothon, FBLA, and Reading Olympics that provide opportunities for academic enrichment for students.
Co-curricular activities that provide opportunities for community service	Activities/clubs for students (such as Interact) that provide opportunities to work with community agencies.
Departmental structure	Teachers organized by department to further develop curriculum and instruction.
Parent teacher groups	Groups at each elementary school that provide support for special activities for students including the spring field day and field trips.
SMILES program	A district program that enables senior citizens to work within the school in exchange for a rebate on a portion of their property taxes.
Supportive school board	The district enjoys a very supportive school board that values excellence in education.
Berks Business Education Coalition	A coalition representing the local county school districts and local businesses that provide support for school district programs.
Northeast Berks Chamber of Commerce	The district has a relationship with the chamber to provide recognition of students excelling in career or technical programs as well as providing businesses with information on educational issues.
Blue Mountain Olivet Camp	All 5th grade students participate in a three day camping experience as part of their science and nature study.
Community resources	Local resources such as Nolde Forest and Hawk Mountain provide opportunities for science and environmental studies.
Community organizations	Organizations that provide support to the school district and its community including Rotary, Lions Club, Shriners, Reading Music Foundation, and Community Theatre.
Access Pennsylvania	An organization that provides library resources for use by students and teachers.
Professional organizations	Organizations that provide services to staff and students; e.g., Pennsylvania Music Educators Assn. that provides opportunities for students to perform at the district, regional, and state levels.
Staff wellness activities	Specific programs/activities ensuring the health and wellness of staff.
Special interest homerooms	Middle school homerooms that provide opportunities for students to further explore their interests.
Lunch program	Food services that provide a healthy lunch at free or reduced cost for students with limited family income.

Television studio	Secondary curricular offering that provides instruction in television program development and production.
Highly qualified staff	Staff of the district are highly qualified based upon state and NCLB regulations.
Excellent support staff	Support staff including secretaries, maintenance, and custodians that provide a good learning environment and support district operations.
Elementary after school activity program	An after school program that provides structured activities to ensure appropriate physical activity.
Instructional Support Team	A team that identifies the individual needs of students and alternate instructional strategies to meet those needs. The team then monitors student progress.
Drug abuse resistance education (DARE)	Program provided in conjunction with the local police department to teach students the dangers of substance abuse.
Student assistance program	Middle and high school program that identifies students needing special support. This support could be for behavioral, mental health, or substance abuse issues.
Junior Achievement	A career education program provided in conjunction with community volunteers.
Guidance counseling	Certificated professionals available in each of the district's buildings to provide assistance with academic, behavioral, emotional, and interpersonal issues.
Nursing services	Professional staff available in each of the buildings that assist students, teachers, and parents in addressing the physical needs of students.
Crisis intervention	Team of professionals within the district (using the expertise of outside agencies as needed) to address a student crisis.
Olewis Bully Prevention Program	A middle school initiative to educate students on appropriate interactions with others and to prevent intimidation or bullying.
Career education	A district wide initiative to make students aware of different career opportunities and to assist them in planning for their future beyond high school.
Peer tutoring	Program supervised by guidance counselors that enable students to provide tutoring to other students on their academic assignments.
English Language Acquisition program	A program for students whose primary language is other than English that provides individualized and small group instruction until such time as the student displays English proficiency.
School health programs	This includes both classroom instruction and specialized programs to teach students about proper health and nutrition.
Collaboration and partnerships with community agencies.	Includes COCA, SAM, and Friend, Inc. to provide support services to students and families.
Programs with BCIU	Specialized programs to meet the individual needs of students such as programs for migrant and homeless students, pregnant and parenting teens, and behavioral services.
Alternative education placements	An after-school program provided for middle and high school students who have not been successful in the regular school day program. This program is short in duration with the goal of reintegrating the student back into the regular educational program.
Special student programs	These include career day (offered at the middle and high school levels) and health fair offered at the high school level.

YMCA services	Collaboration with the Tri-valley Y to provide before and after school day care for elementary students as well as middle school recreational programs.
Specialists to meet the individual needs of students	Properly certificated specialists are available to provide primary and supplemental educational services to ensure that student needs are met. These services include occupational and physical therapists, school psychologists, speech and language clinicians, and teachers of the visually and hearing impaired.
Coordinator of transition services employed by the district.	This transition coordinator works with teachers both at the home school and the career and technology center to assist in planning and implementing transition plans. These plans enable students to prepare for the transition from secondary school to college or the world of work.
Coordination of services with outside agencies.	District staff work together with outside agencies to ensure that student needs are met. These agencies include those that provide mental health services both in and outside of school, child agencies, and children & youth.
Instructional Assistance	Additional staff provide opportunities for increased individualized instruction in the special education classroom.
Co-teaching	Regular and special education teachers work together to provide instruction in the regular education classroom. The special education teacher provides further individualized assistance to ensure that the special education students understand and master the material from the regular education curriculum.
Preparation for adult living	The program for students needing specific instruction on living independently. Instruction includes cooking for oneself and managing one's own resources.
Extended school year	Program for students who exhibit difficulty in retaining information over a prolonged break in instruction.
Community based instruction	A program for life skills support students that focuses on using community services and resources including shopping for groceries, clothing, going to a restaurant, swimming, and other recreational activities.
Specialized curricula	Curricula to meet the individual needs of students based upon their IEP's.
Gifted support and enrichment	Specialized instructional services for the students identified as gifted and specially designed enrichment activities for high-ability, non-identified students.

## Signatures

Date Submitted to PDE \_\_\_\_\_

School District/AVTS/Charter School

Name: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ Zip Code: \_\_\_\_\_

IU#: \_\_\_\_\_

Chief School Administrator: \_\_\_\_\_

Telephone (area code): \_\_\_\_\_ # \_\_\_\_\_

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

\_\_\_\_\_  
Signature Date  
School Board Secretary

\_\_\_\_\_  
Signature Date  
School Board President

\_\_\_\_\_  
Signature Date  
Chief School Administrator