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# Pennsylvania Department of Education

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

## **Professional Education 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

## Professional Education 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
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
Chris Watkins	Fleetwood Elementary, Fleetwood Middle School	Parent	School Board
Debra Kutz-Zuchowski	Fleetwood Elementary School	Elementary School Teacher	FEA
Jane Fawcett	District-wide	Administrator	Administrative Team
Jessica Miller	Fleetwood Middle School	Ed Specialist - School Counselor	FEA
Jill Shade	District-wide	Secondary School Teacher	FEA
Joanne Wojszwillo	Elementary-wide	Elementary School Teacher	FEA
Kenneth Daniel	St. Paul's United Church of Christ	Community Representative	School Board
Kristin Evans Snyder	Fleetwood Middle School	Middle School Teacher	FEA
Lisa Wily	Andrew Maier Elementary School	Parent	School Board
Lori Koehler	Fleetwood Elementary	Administrator	Administrative Team
Melody Kurtz	Richmond Township	Business Representative	School Board
Michael Noll	Richmond Township	Board Member	School Board
Michelle Jackson	Richmond Elementary School	Administrator	Administrative Team
Ray Nester	Fleetwood Police/Fire Departments	Community Representative	School Board
Richard Meares	Fleetwood Bank	Business Representative	School Board

## Needs Assessment

1. PSSA results, the results of local language arts assessments at the elementary level, results of the MAT, High Schools That Work Assessments, and classroom level assessment results are used to identify needs to be addressed through the professional development plan. Grade level teams or departments select an annual student achievement goal based upon needs reflected in relevant achievement data.

2. Annual teacher surveys are distributed and compiled to provide information on goals and areas of need. Additionally, curriculum review teams survey colleagues and identify strengths and weaknesses in each curricular area, according to the curriculum review cycle. New teachers and mentors complete a program and needs assessment as a part of the new teacher induction program. Parents in all buildings completed the parent perception survey as a part of the strategic planning process in 2006-07 and results were summarized in the development of this plan. Alumni also provided input through surveys completed as a part of an alumni study commissioned to provide high school program evaluation.

## Professional Education Action Plan

### Goal: ACADEMIC STANDARDS AND CURRICULUM

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

### 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
Professional Development Activity Information		
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</u></li> </ul>

		<p>skills based on research on effective 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>
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**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> </ul>

		<ul style="list-style-type: none"> <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>• 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>	

<b>Activity</b>	<b>Description</b>	
Study Skills Program	Staff at the middle and high school levels will develop and evaluate specific instruction in study skills.	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Christopher Redding	Start: 7/25/2007 Finish: N/A	\$0.00
<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	6	70
<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>
Study skills effective in increasing student achievement	Programs and practices will be analyzed based upon evidence of effectiveness	<i>For classroom teachers, school counselors and education specialists:</i> <ul style="list-style-type: none"> <li>• Increases the educator's <u>teaching skills</u> based on</li> </ul>

		<p>research on effective practice, with attention given to interventions for struggling students.</p> <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> </ul>
<b>Educator Groups Which Will Participate in this Activity</b>		
<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>School counselors</li> </ul>	<ul style="list-style-type: none"> <li>Middle (grades 6-8)</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>Mathematics</li> <li>History</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> <li>Analysis of student work, with administrator and/or peers</li> <li>Creating lessons to meet varied student learning styles</li> <li>Peer-to-peer lesson discussions</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> </ul>	

**Goal: DIFFERENTIATED INSTRUCTION**

*Description:* Staff will design instruction to meet the needs of all students.

**Strategy: Effective, research-based practices**

*Description:* Staff will utilize effective, research-based best practices to address the individual learning needs of all students.

*Educational Practices:* Quality Teaching

<b>Activity</b>	<b>Description</b>	
English Language Learners	Staff will utilize effective strategies to instruct English Language Learners	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Bethany Bosold	Start: 7/25/2007 Finish: N/A	\$0.00
<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	1	250
<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>
*Awareness of the needs of English Language Learners (ELLs) *Effective strategies for instructing English Language Learners *Appropriate accommodations for English Language Learners *Assessment procedures for ELLs and assistance for students not meeting proficiency standards *Translation and other resources available through the English Language Acquisition program *Understanding of the district's written program plan for English Language Learners, including identification and exit procedures	Trained ESL teachers utilize current research and best practice information to inform instruction	<p><i>For classroom teachers, school counselors and education specialists:</i></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</i></p>

		<i>leadership roles:</i> <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> <li>• Instructs the leader in <u>managing resources</u> for effective results.</li> </ul>
Educator Groups Which Will Participate in this Activity		
Role	Grade Level	Subject Area
<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>• Civics and Government</li> <li>• Environment and Ecology</li> <li>• World Languages</li> <li>• Kindergarten Early Learning Standards</li> <li>• Mathematics</li> <li>• History</li> <li>• Economics</li> <li>• Geography</li> </ul>
Follow-up Activities	Evaluation Methods	
<ul style="list-style-type: none"> <li>• Creating lessons to meet varied student learning styles</li> <li>• Lesson modeling with mentoring</li> </ul>	<ul style="list-style-type: none"> <li>• Standardized student assessment data other than the PSSA</li> <li>• WIDA ACCESS test (Results of state mandated English Language Proficiency testing)</li> </ul>	

Activity	Description	
Gifted Students	Staff will utilize effective strategies to meet the needs of gifted learners.	
Person Responsible	Timeline for Implementation	Resources
Anne Regar	Start: 7/25/2007 Finish: N/A	\$0.00

Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1	2	25
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
Appropriate strategies and accommodations to address the unique needs of gifted students Understanding of regulations for gifted programs and for addressing the needs of gifted students	The program for gifted learners and instructional strategies used with gifted students will be based upon current research and best practices.	<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 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> <li>Instructs the leader in <u>managing resources</u> for effective results.</li> </ul>
Educator Groups Which Will Participate in this Activity		
Role	Grade Level	Subject Area
<ul style="list-style-type: none"> <li>Classroom teachers</li> </ul>	<ul style="list-style-type: none"> <li>Early childhood</li> </ul>	<ul style="list-style-type: none"> <li>Reading, Writing,</li> </ul>

<ul style="list-style-type: none"> <li>• Principals / asst. principals</li> <li>• Superintendent / asst. superintendents</li> <li>• School counselors</li> <li>• Other educational specialists</li> </ul>	<p>(preK-grade 3)</p> <ul style="list-style-type: none"> <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>• 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 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> <li>• Analysis of student work, with administrator and/or peers</li> </ul>	<ul style="list-style-type: none"> <li>• Student PSSA data</li> </ul>	

**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>	
Response to Intervention (Rtl): Three-tiered Model	The professional development program is designed to implement Rtl utilizing research-based instruction/intervention matched to student needs and using learning rate over time and level of performance to make important educational decisions.	

Person Responsible	Timeline for Implementation	Resources
Lori Koehler	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	25	125
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
Educators will gain knowledge and skill in: Three-tiered model - Tier one -- core instructional program - Tier two -- strategic intervention - Tier three -- intensive intervention Assessment and data analysis - Conducting relevant and purposeful assessments, analyzing and interpreting data, and monitoring student progress. - Planning differentiated instruction, interventions, and strategies based on data. - Working in teams to develop achievement goals based on student need(s). Comprehensive literacy framework - Identify essential elements and components of effective literacy instruction. - Choose appropriate assessments and instruction by applying an understanding of a comprehensive literacy framework.	NCLB and IDEA 2004 require the use of scientifically-based interventions and curricula. National Reading Panel report (2000) identified proven research-based literacy strategies for effective instruction. Rtl model provides a framework for the selection of effective instruction/intervention strategies.	<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> </ul> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> <li>Instructs the leader in <u>managing resources</u> for effective results.</li> </ul>
<b>Educator Groups Which Will Participate in this Activity</b>		
Role	Grade Level	Subject Area
<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>Elementary (grades 2-5)</li> </ul>	<ul style="list-style-type: none"> <li>Reading, Writing, Speaking &amp; Listening</li> <li>Science and Technology</li> <li>Civics and Government</li> <li>Environment</li> </ul>

		<ul style="list-style-type: none"> <li>• and Ecology</li> <li>• Kindergarten Early Learning Standards</li> <li>• Mathematics</li> <li>• History</li> <li>• Economics</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> <li>• Analysis of student work, with administrator and/or peers</li> <li>• Creating lessons to meet varied student learning styles</li> <li>• Peer-to-peer lesson discussions</li> <li>• Lesson modeling with mentoring</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>• Standardized student assessment data other than the PSSA</li> <li>• Classroom student assessment data</li> <li>• Participant survey</li> <li>• Review of participant lesson plans</li> <li>• Review of written reports summarizing instructional activity</li> <li>• Portfolio</li> </ul>	

**Goal: SCHOOL CLIMATE AND SAFETY**

*Description:* District staff will engage in strategies, behaviors and activities to promote a positive and safe physical environment.

**Strategy: Bully Prevention**

*Description:* Provide a systematic process of bully prevention at the elementary and middle school levels

*Educational Practices:* Artful Use of Infrastructure

<b>Activity</b>	<b>Description</b>	
Bully prevention program implementation	Middle level staff will implement a school-wide Bully Prevention Program	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Shannon Willard-Joseph	Start: 8/1/2007 Finish: N/A	\$0.00
<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	6	65
<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>
Staff will review local statistics related to bully prevention. Staff will learn the skills and strategies to implement the bully prevention program through class meetings with students.	The Olweus Bully Prevention program has a strong research base and record of effectiveness. Local statistics on bullying are compiled and used to guide the program.	<p><i>For classroom teachers, school counselors and education specialists:</i></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>Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making.</li> </ul>
<b>Educator Groups Which Will Participate in this Activity</b>		
<b>Role</b>	<b>Grade Level</b>	
<ul style="list-style-type: none"> <li>Classroom teachers</li> <li>Principals / asst. principals</li> <li>School counselors</li> <li>Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>Middle (grades 6-8)</li> <li>Elementary (grades 2-5)</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> <li>Creating lessons to meet varied student</li> </ul>	<ul style="list-style-type: none"> <li>Participant survey</li> <li>Bullying data (Incidents involving bullying are recorded and data is collected through the program for use in program design, implementation and to determine effectiveness)</li> </ul>	

learning styles	
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**Strategy: Health, safety and wellness**

*Description:* Staff will engage in practices that promote health, safety and wellness.

*Educational Practices:* Artful Use of Infrastructure, Continuous Learning Ethic

Activity	Description	
CPR	Staff will receive training in CPR, first aid and use of the AED.	
Person Responsible	Timeline for Implementation	Resources
Paul Eaken	Start: 6/10/2008 Finish: 6/18/2008	\$0.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
7	3	45
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
CPR First Aid - Infant, adult and child Emergency response team scenario training	The district utilizes the American Red Cross program which is based on research and updated to reflect advancements in medical knowledge.	<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> </ul> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> <li>Instructs the leader in <u>managing resources</u> for effective results.</li> </ul>
Educator Groups Which Will Participate in this Activity		
Role	Grade Level	Subject Area
<ul style="list-style-type: none"> <li>Classroom teachers</li> <li>Principals / asst. principals</li> </ul>	<ul style="list-style-type: none"> <li>Early childhood (preK-grade 3)</li> <li>Middle (grades 6-8)</li> </ul>	<ul style="list-style-type: none"> <li>Health, Safety and Physical Education</li> </ul>

<ul style="list-style-type: none"> <li>• Superintendent / asst. superintendents</li> <li>• School counselors</li> <li>• Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>• Elementary (grades 2-5)</li> <li>• High school (grades 9-12)</li> </ul>	
<b>Follow-up Activities</b>	<b>Evaluation Methods</b>	
<ul style="list-style-type: none"> <li>• Lesson modeling with mentoring</li> </ul>	<ul style="list-style-type: none"> <li>• Participant survey</li> </ul>	

### **Annual Review Process**

The Professional Education Committee will meet annually to analyze data and feedback on assessment of programs. Goals, strategies and activities will be revised or added based upon feedback and new needs assesment data from a number of sources.

## APPENDIX B

### ENTITY INFORMATION PAGE

**Entity:** Fleetwood Area SD

**Address:**

801 N Richmond St  
Fleetwood, PA 19522-1031

**Superintendent or Chief Administrative Officer:** Paul B. Eaken

**E-mail:** [peaken@fleetwoodasd.k12.pa.us](mailto:peaken@fleetwoodasd.k12.pa.us)

**Telephone:** 610-944-8111 ext.1

**Fax:** 610-944-9408

**Professional Education Committee Chairperson:** Lori Koehler

**E-mail:** [lkoehler@fleetwoodasd.k12.pa.us](mailto:lkoehler@fleetwoodasd.k12.pa.us)

**Telephone:** 610-944-8404 ext. 4510

**Fax:** 610-944-5341

**Act 48 Reporting Contact:** Jane Fawcett

**E-mail:** [jfawcett@fleetwoodasd.k12.pa.us](mailto:jfawcett@fleetwoodasd.k12.pa.us)

**Telephone:** 610-944-8111 ext.1501

**Fax:** 610-944-6952

## APPENDIX C

### PROFESSIONAL EDUCATION PLAN ASSURANCES

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

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Signature

Professional Education Committee Chairperson

Date

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

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Signature

Superintendent or Chief Administrative Officer

Date

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

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Signature

President of the Board of School Directors

Date