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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

## **Academic Standards and Assessment Report** **Thursday, August 28, 2008**

**Entity:** Penn Manor SD  
**Address:** 2950 Charlestown Rd  
Lancaster, PA 17603  
**Phone:** (717) 872-9500 Ext: 2245  
**Contact Name:** Michael Leichter

## **Organization Description**

Penn Manor School District has a total K-12 student population of approximately 5300 students and is the fourth largest among the seventeen districts in Lancaster County. The district is the second largest geographically in the county covering 110 square miles including several small municipalities. The district is classified as rural but draws from a combination of rural, suburban, and borderline urban populations of the City of Lancaster. Millersville University, a part of the State System of Higher Education is located within the school district. The district has a total of ten buildings: seven elementary schools, two middle schools, and one high school. The high school houses 1900 students. The student populations in the elementary and middle schools range from 280 to 530 students.

## **Core Purpose**

### **Mission**

The Penn Manor community will work collaboratively to help students define and achieve their academic and life goals.

### **Vision**

Penn Manor: A Family of Learners Committed to Academic and Personal Excellence

## **Shared Values**

- Every person has value.
- Students learn in different ways.
- Students must be prepared to meet the challenges of a changing world.
- Each individual has the potential and the responsibility to contribute to society.
- Education supports the intellectual, social, emotional, and physical needs of the student.
- Individuals must learn to be responsible for their actions.
- Individuals deserve to live and to learn in a safe and secure environment.
- Education should empower all persons to reach their full potential.
- Education is the shared responsibility of student, family, school and community.
- A qualified and dedicated staff, sensitive to student needs is essential to the learning process.
- The public school must operate in a fiscally prudent manner.
- Quality public education is essential for a democratic society.
- The appreciation of diversity enriches a community.
- Ethical conduct is the foundation of productive relationships.
- Communication promotes understanding.
- Learning is lifelong.

**Goals**

Goal: Attendance

Description: Average daily attendance at all District schools shall be 95% or higher through the 2014 school year.

Goal: Graduation Rate

Description: Penn Manor High School will maintain a graduation rate of 95% or greater through the 2014 school year.

Goal: Mathematics

Description: Penn Manor students, schools and subgroups of grades 3-8 and 11 shall meet adequate yearly progress (AYP) targets on federal, state and local assessments by achieving proficiency at the following percentages by the year indicated:

56% 2008  
56% 2009  
56% 2010  
67% 2011  
78% 2012  
89% 2013  
100% 2014

Goal: Participation Rate

Description: The participation rate of eligible students in grades completing mandatory federal, state, and local assessments shall meet or exceed 95% annually through 2014.

Goal: Reading

Description: Penn Manor students, schools and subgroups in grades 3-8 and 11 shall meet adequate yearly progress (AYP) targets on federal, state and local assessments by achieving proficiency at the following percentages by the year indicated:

63% 2008  
63% 2009  
63% 2010  
72% 2011  
81% 2012  
91% 2013  
100% 2014

Goal: Science

Description:

Penn Manor students, schools and subgroups of grades 3-8 and 11 will achieve proficiency on state assessments and exceed state targets at the following percentages by the year indicated:

56% 2008  
56% 2009  
56% 2010  
67% 2011  
67% 2012  
67% 2013  
78% 2014

Goal: Writing

Description: Penn Manor students, schools and subgroups in participating grades 3-8 and 11 will achieve proficiency on state assessments and exceed state targets at the following percentages by the year indicated:

63% 2008  
63% 2009  
63% 2010  
72% 2011  
72% 2012  
72% 2013  
81% 2014

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

*Description:* The Penn Manor graduation rate shall exceed the 80 % state goal with a district target of 95% annually through the 2014 school year.

**Goal: MATHEMATICS**

*Description:* Penn Manor students, schools and subgroups of grades 3-8 and 11 will meet adequate yearly progress (AYP) targets on federal, and state assessments by achieving proficiency at the following percentages by the year indicated:

56% in 2008  
56% in 2009  
56% in 2010  
67% in 2011  
78% in 2012  
89% in 2013  
100% in 2014

**Goal: READING**

*Description:* Penn Manor students, schools and subgroups in grades 3-8 and 11 will meet adequate yearly progress (AYP) targets on federal, and state assessments by achieving proficiency at the following percentages by the year indicated:

- 63% in 2008
- 63% in 2009
- 63% in 2010
- 72% in 2011
- 81% in 2012
- 91% in 2013
- 100% in 2014

**Goal: SCIENCE**

*Description:* Penn Manor students, schools and subgroups of grades 4, 8, and 11 will exceed state targets at the following percentages by the year indicated:

- 58% in 2008
- 60% in 2009
- 64% in 2010
- 68% in 2011
- 72% in 2012
- 76% in 2013
- 80% in 2014

**Goal: WRITING**

*Description:* Penn Manor students, schools and subgroups in participating grades 5, 8, and 11 will exceed state targets at the following percentages by the year indicated:

- 65% in 2008
- 67% in 2009
- 70% in 2010
- 73% in 2011
- 76% in 2012
- 79% in 2013
- 83% in 2014

## **Academic Standards**

The Pennsylvania Academic Standards describe the knowledge and skills which students will be expected to acquire and demonstrate in the Penn Manor School District. The district shall provide for the attainment of the academic standards as described in Chapter 4, Section 12 of the Pennsylvania School Code. The Pennsylvania standards for reading, writing, speaking, listening, mathematics, science and technology, arts and humanities, family and consumer sciences and history shall guide the program in these areas across the district. Additionally, the district has established benchmarks designed from the PA Academic standards in these areas. The district engages each curricular area to review and align content with the available academic standards. The curriculum, based upon the Pennsylvania standards and/or national standards, serves as the standard for measuring student achievement.

## **Graduation Requirements**

### **I. General Graduation Requirements — Total Credits: 28**

- Social Studies: 4 credits (1 non-American history class)
- English: 4 credits
- Science: 4 credits
- Math: 4 credits
- P. E./Safety Education: 1 credit
- P. E./Health: 1 credit
- Graduation Project requirement
- Family & Consumer requirement

### **II. Career & Technology Center Student - Total Credits: 28**

In order to be considered a full-day CTC student, a student must complete at least 6 credits of vocational training. A student must meet the following requirements:

- Social Studies: 3 credits (may include one credit through their vocational program)
- English: 4 credits (including one credit through their vocational program)
- Science: 3 credits (may include one credit through their vocational program)
- Math: 3 credits (may include one credit through their vocational program)
- P. E./Safety Education: 1 credit
- P.E./Health: 1 credit
- Family & Consumer Science requirement
- Graduation Project requirement

### III. Agriculture Student — Total Credits: 28

In order to be considered as an Ag student, a student must complete 11 credits of Agriculture in grades 9 through 12. Substitution courses do not count toward the 11 credit total.

- English: 4 credits
- Social Studies: 3 credits
- Science: 3 credits (may include 1 credit of science through Ag curriculum\*\*)
- Math: 3 credits (may include 1 credit of math through Ag curriculum\*\*)
- P.E./Safety Education: 1 credit
- P.E./Health: 1 credit
- Family & Consumer Science requirement
- Graduation Project requirement

\*Students who successfully complete Ag. Science I, II, III, & IV and Ag. Business will meet the requirement for FCS course.

\*\*Agriculture courses counted as required academic credits for Ag students:

Concepts of Biotechnology — Science

CP Veterinary Science — Science

Agribusiness — Math

Ag Recordkeeping — Math

Included in the courses above are the district and state standards that students must attain in order to graduate from Penn Manor High School. These standards were approved by the Penn Manor Board of School Directors and in many cases exceed state requirements.

Prior to grade 9 students may accelerate their academic program if approved and agreed upon by parents and school administration. Accelerated courses must have identical course content and meet the same academic standards as those courses in grades 9-12. Any student who successfully completes an accelerated course program and meets course and student standards prior to grade 9 will have that course listed on the high school transcript but will not earn a high school course credit toward graduation. With the advance approval of the high school principal, students may also earn credits toward graduation at an accredited college, university, or technical school, or as part of an early admission program, at the student's expense.

### Strategic Planning Process

The Strategic Planning process was conducted with the support of a 20 member Steering Committee appointed by the Penn Manor Board of School Directors. The committee consisted of parent and community representatives recruited through the district's publications and teachers who were elected to serve through an invitation completed in cooperation with the Penn Manor Education Association, a school board representative elected by their fellow board members, district administrators elected by their fellow administrators, and the required district office personnel mandated by the regulations of the Pennsylvania Department of Education.

The Steering Committee worked cooperatively over a period of time beginning in October 2007. The Steering Committee as well as sub-committees conducted work sessions over this period of time.

### Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Michael Lechliter	Assistant Superintendent	Administrator	District Office
Ken Hoke	Board of School Directors	Board Member	School Board
Jerry Egan	Elementary Principal	Administrator	Administrators
Linda Deal	Teacher of the Gifted	Elementary School Teacher	Penn Manor Education Association
Melissa Mintzer	Foreign Language Teacher	Secondary School Teacher	Penn Manor Education Association
Eric Blazer	Parent	Parent	School Board
Pat Kline	Business Leader	Business Representative	School Board
Claudia Sciarretta	Business Leader	Business Representative	School Board

### Goals, Strategies and Activities

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

*Description:* The Penn Manor graduation rate shall exceed the 80 % state goal with a district target of 95% annually through the 2014 school year.

**Strategy: Enhance and improve inclusionary practices in classrooms to meet the needs of all students.**

*Description:* Students with special learning needs are addressed through a variety of programs and activities including services for those with IEPs. Evidence and experience suggests that students in a more restrictive learning environment does not work well for all students and is not as academically effective as placing students in mainstream classes. The district will continue to meet the needs of all students but will place an emphasis on providing supplemental aid and support in the regular classroom setting for as many students as possible.

*Activities:*

Activity	Description	
Emphasize inclusionary practices in schools	Enhance current co-teaching practices that promote and encourage academic success at the highest level possible for all students. The district will review current co-teaching practices and the related data at the middle school and high school levels. Best upon the results recommendations will be made for possible expansion throughout all core academic areas including English/reading, mathematics, social studies, and science.	
Person Responsible	Timeline for Implementation	Resources
Beth Campagna	Ongoing	\$0.00

**Strategy: Improve responsiveness to at-risk students**

*Description:* In order to reduce the number of drop outs and students who do not have a connection to school the district will engage in a process that involves identification and follow-up to students who are at-risk academically and socially.

*Activities:*

Activity	Description	
Implementation and refinement of high school intervention program	The district will monitor new students and provide them with resources and support in order to improve their success at the high school level. The supports provided will include academic interventions as well as supports through the school counseling program. Individual plans will be developed to be certain that all students are receiving the needed academic, and social interventions in order to ensure success.	
Person Responsible	Timeline for Implementation	Resources
Michael Lechliter	Ongoing	\$0.00

**Strategy: Increase student knowledge of post high school careers and educational opportunities**

*Description:* The rigor and relevance of all classes will be increased for students in the high school program. Professional staff will receive training regarding best practices for career education through resources provided through the Project 720 high school reform grant. Additionally, knowledge of expectations of businesses and post secondary schools for graduates will be explored in order to align curriculum and standards with the needs of students as they graduate from high school. All students will then be better advised on careers and training available to them.

*Activities:*

Activity	Description	
Develop a comprehensive, developmental school guidance program	The district will develop a comprehensive, developmental school guidance programs K-12 in accordance with the ASCA model. Emphasis will be placed on addressing the needs of all students through the development of a progressive and age-appropriate model that is data-driven.	
Person Responsible	Timeline for Implementation	Resources
Michael Leichliter	Ongoing	\$5,000.00

**Strategy: Provide students with a variety of opportunities to attain course credits.**

*Description:* Students at Penn Manor High School are required to take eight (8) credits per academic year. They may achieve this by taking traditional high school course offerings taught by high school faculty. The district recognizes that the needs of students can be met through other avenues and is committed to providing additional opportunities in order for students to gain high school credit through a variety of other opportunities.

*Activities:*

<b>Activity</b>	<b>Description</b>	
Increase participation in the dual enrollment program	Penn Manor will continue to increase the number of students who are able to access and participate in dual enrollment programs at area colleges and universities. An emphasis will be placed on finding opportunities for all students and not just those in the Honors Program. Relationships with areas schools including Millersville University, Harrisburg Area Community College, the Pennsylvania State University, and Thaddeus Stevens State College of Technology will be enhanced in order to create the best possible programming opportunities for high school juniors and seniors.	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Michael Leichliter	Ongoing	\$50,000.00

<b>Activity</b>	<b>Description</b>	
Participation in online and live summer school opportunities.	Penn Manor will continue to explore opportunities for students to receive credits beyond the traditional school day. Currently the district offers courses on the campus of Penn Manor High School for students in grades 7-12. In the past two school years students have participated in hybrid online summer school programming for students through a partnership with IU 13. The district will continue to explore new and innovative ways to provide the best opportunities available for students utilizing current resources as well as cost effective options utilizing technology.	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Ellen Pollock	Ongoing	\$5,000.00

**Goal: MATHEMATICS**

*Description:* Penn Manor students, schools and subgroups of grades 3-8 and 11 will meet adequate yearly progress (AYP) targets on federal, and state assessments by achieving proficiency at the following percentages by the year indicated:

- 56% in 2008
- 56% in 2009
- 56% in 2010
- 67% in 2011
- 78% in 2012
- 89% in 2013
- 100% in 2014

**Strategy: Curriculum and Instruction Alignment and Development**

*Description:* Teachers at all levels will have a deeper understanding of curricular content, scope, and sequence. Performance assessments will be designed to measure student understanding of key concepts and inform instruction.

*Activities:*

Activity	Description	
K-12 Curriculum Alignment	The district will increase efforts and activities to develop and align curriculum in a vertical manner to provide a seamless transition between grades and levels for all students. Increase the level of collaboration between teachers so that sound instructional decisions are being made in respect to units and assessments.	
Person Responsible	Timeline for Implementation	Resources
Ellen Pollock	Ongoing	\$0.00

**Strategy: Data analysis**

*Description:* The K-12 Math Department will consistently review data in order to plan for the instructional needs of all students. An emphasis will be placed on acquiring skills to accurately assess a student's current level using common local assessments as well as information available for tools such as eMetrics and PVAAS.

*Activities:*

<b>Activity</b>	<b>Description</b>	
Data review, analysis, and action planning	Review and analyze student data leading to an action plan for further development and implementation for students, particularly those students who have not achieved a status of proficient on state math exams.	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Michael Leichliter	Ongoing	\$0.00

**Strategy: Gifted Education**

*Description:* Increased emphasis has been placed on math acceleration for mentally gifted students. The district will continue to support students with special needs and will expand opportunities to capitalize on the gifts and talents of students with identified math needs.

*Activities:*

<b>Activity</b>	<b>Description</b>	
Revise instructional delivery models for math acceleration.	The district will explore varied instructional delivery approaches that will maximize math learning opportunities for gifted students in the area of mathematics.	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Michael Leichliter	Ongoing	\$0.00

<b>Activity</b>	<b>Description</b>	
Training	The district will continue to provide training to teachers K-12 in order that all professionals understand the unique needs of gifted learners in the classroom.	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Michael Leichliter	Ongoing	\$0.00

**Goal: READING**

*Description:* Penn Manor students, schools and subgroups in grades 3-8 and 11 will meet adequate yearly progress (AYP) targets on federal, and state assessments by achieving proficiency at the following percentages by the year indicated:

- 63% in 2008
- 63% in 2009
- 63% in 2010
- 72% in 2011
- 81% in 2012
- 91% in 2013
- 100% in 2014

**Strategy: Increase student reading comprehension in Grades K to 12**

*Description:* Teachers will be provided resources to promote student achievement that helps them recognize various levels of performance in a classroom. Continued professional development will help participants gain skills in lesson planning, vocabulary development, fluency, skills review and comprehension strategies.

*Activities:*

<b>Activity</b>	<b>Description</b>	
Assessment Training	Provide necessary skills and content knowledge to write/revise assessments K-12	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Ellen Pollock	Ongoing	\$0.00

<b>Activity</b>	<b>Description</b>	
Curriculum alignment	The district will continue the process of aligning curriculum to state standards and eligible content. Emphasis will be placed on curriculum mapping tools to ensure that the written, taught, and assessed curriculum is aligned to PA Standards.	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Ellen Pollock	Ongoing	\$0.00

<b>Activity</b>	<b>Description</b>	
Data Analysis Training	Teachers and administrators at all levels will receive specialized training in interpreting data collected from multiple sources.	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Michael Leichliter	Ongoing	\$0.00

<b>Activity</b>	<b>Description</b>	
Data review, analysis, and action planning	Review and analyze student data leading to an action plan for further development and implementation for students, particularly those students who have not achieved a status of proficient on state reading exams.	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Michael Leichliter	Ongoing	\$0.00

<b>Activity</b>	<b>Description</b>	
Growth Standards Training	Train teachers and administrators to use PVAAS to analyze student performance.	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Michael Leichliter	Ongoing	\$0.00

<b>Activity</b>	<b>Description</b>	
Vertical and horizontal articulation of K-12 reading curriculum	Review of reading curriculum by standard to determine area(s) of need. Continue updating reading curriculum to meet the standards not currently being addressed across grade level curriculum.	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Michael Leichliter	Ongoing	\$0.00

**Goal: SCIENCE**

*Description:* Penn Manor students, schools and subgroups of grades 4, 8, and 11 will exceed state targets at the following percentages by the year indicated:

- 58% in 2008
- 60% in 2009
- 64% in 2010
- 68% in 2011
- 72% in 2012
- 76% in 2013
- 80% in 2014

**Strategy: Increase student science proficiency in Grades K to 12**

*Description:* Grade levels will insure alignment of planned courses to state's Environmental and Ecology Standards.

*Activities:*

<b>Activity</b>	<b>Description</b>	
Assessment Training	Provide necessary skills and content knowledge to write/revise assessments K-12	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Ellen Pollock	Ongoing	\$0.00

<b>Activity</b>	<b>Description</b>	
Curriculum alignment	The district will continue the process of aligning curriculum to state standards and eligible content. Emphasis will be placed on curriculum mapping tools to ensure that the written, taught, and assessed curriculum is aligned to PA Standards.	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Ellen Pollock	Ongoing	\$0.00

<b>Activity</b>	<b>Description</b>	
Data Analysis Training	Teachers and administrators at all levels will receive specialized training in interpreting data collected from multiple sources.	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Michael Leichliter	Ongoing	\$0.00

<b>Activity</b>	<b>Description</b>	
Data review, analysis, and action planning	Review and analyze student data leading to an action plan for further development and implementation for students, particularly those students who have not achieved a status of proficient on state reading exams.	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Michael Leichliter	Ongoing	\$0.00

<b>Activity</b>	<b>Description</b>	
Growth Standards Training	Train teachers and administrators to use PVAAS to analyze student performance.	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Michael Leichliter	Ongoing	\$0.00

<b>Activity</b>	<b>Description</b>	
Vertical and horizontal articulation of K-12 science curriculum	Review of science curriculum by standard to determine area(s) of need. Continue updating reading curriculum to meet the standards not currently being addressed across grade level curriculum.	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Ellen Pollock	Ongoing	\$0.00

**Goal: WRITING**

*Description:* Penn Manor students, schools and subgroups in participating grades 5, 8, and 11 will exceed state targets at the following percentages by the year indicated:

- 65% in 2008
- 67% in 2009
- 70% in 2010
- 73% in 2011
- 76% in 2012
- 79% in 2013
- 83% in 2014

**Strategy: Increase students' ability to communicate in writing effectively**

*Description:* Using PSSA scores, Grade Plus scores and common assessments, teachers will develop common, consistent and effective instructional practices in communication, specifically in the area of writing effectively as it relates to the PA Standards.

*Activities:*

<b>Activity</b>	<b>Description</b>	
Assessment Training	Provide necessary skills and content knowledge to write/revise assessments K-12	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Ellen Pollock	Ongoing	\$0.00

<b>Activity</b>	<b>Description</b>	
Curriculum alignment	The district will continue the process of aligning curriculum to state standards and eligible content. Emphasis will be placed on curriculum mapping tools to ensure that the written, taught, and assessed curriculum is aligned to PA Standards.	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Ellen Pollock	Ongoing	\$0.00

<b>Activity</b>	<b>Description</b>	
Data Analysis Training	Teachers and administrators at all levels will receive specialized training in interpreting data collected from multiple sources.	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Michael Leichliter	Ongoing	\$0.00

<b>Activity</b>	<b>Description</b>	
Data review, analysis, and action planning	Review and analyze student data leading to an action plan for further development and implementation for students, particularly those students who have not achieved a status of proficient on state writing exams.	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Michael Leichliter	Ongoing	\$0.00

<b>Activity</b>	<b>Description</b>	
Growth Standards Training	Train teachers and administrators to use PVAAS to analyze student performance.	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Michael Leichliter	Ongoing	\$0.00

<b>Activity</b>	<b>Description</b>	
Vertical and horizontal articulation of K-12 writing curriculum	Review of writing curriculum by standard to determine area(s) of need. Continue updating reading curriculum to meet the standards not currently being addressed across grade level curriculum.	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Ellen Pollock	Ongoing	\$0.00

### **Measurable Annual Improvement Targets**

Penn Manor School District has set the goal to exceed state and federal benchmarks every year through 2014. The federal government has set a goal of 100% proficiency by the year 2014 therefore it is incumbent upon Penn Manor School District to work diligently in order to achieve this ambitious goal.

Reaching these goals will take the work of dedicated, highly qualified professionals and support staff as well as parents and community members. In order for 90 percent of all students to reach proficiency, all areas of the curriculum will be standards-based and aligned with assessment anchors.

To reach the annual improvement targets the following actions will be undertaken or will be extended:

- Complete/revise/align curriculum in all areas K-12 using state or national standards;
- Data review, analysis, and action planning;
- Use of curriculum-based assessment tools that align with standards/anchors;
- Data review, analysis, and action planning using data from PSSA, PVAAS, as well as district assessments; and
  
- Development of instructional plans that provide research-based interventions (including tools to be used by students) informed by data analysis.

Other goals and components of this strategic plan are included and designed to support these central goals.

### **Curriculum, Instruction and Instructional Materials**

Based on the curricula developed and adopted by the school district, instructional materials will be provided that are research-based and have a proven record of effectiveness in increasing learning and raising student achievement. Programs and materials that are designed to be used as part of targeted interventions will be researched and adopted as needed to address specific student needs identified in this strategic plan. The strategic goals and activities identified in the section "Measurable Annual Improvement Targets" apply to this category as well.

### **Assessments and Public Reporting**

Since all members of the school district hold a stake in the success and achievement of students, assessment information is regularly reported to the community. Report cards, progress reports, and individual test scores are shared with parents/guardians on a regular basis. Parent-teacher conferences are included as part of the school year and other individual conferences can be scheduled upon request. Parents/guardians may review their child's school records at any time. The school district's AYP Report Card is available online so that the whole community can view and analyze the progress that the school district is making in meeting AYP targets for all reporting categories. The following list highlights major assessment tools used to measure student learning. All results are shared with parents and students.

- Pennsylvania System of School Assessment (Grades 3-8 and 11)
  - Math and Reading (Grades 3-8 and 11)
  - Writing (Grades 5, 8, and 11)
  - Science (Grades 4, 8, and 11)
- SAT
- ACT
- Advanced Placement Tests
- Other assessment tools are used with specific children or groups of children for diagnostic purpose

### **Targeted Assistance For Struggling Students**

Penn Manor School District has designed various programs to assist student who are having difficulty achieving at acceptable levels. The programs area multi-leveled approach addressing the various needs of the student population. Each component is listed below with the appropriate grade level(s). A district level and/or building team of teachers and administrators operate and manage each program, modifying procedures and activities on an as needed basis. Financial support for each item has been incorporated into individual building budgets. Building data on the activities and specific procedures for use is maintained at the district and/or building level office. The programs for additional student instructional support are as follows:

Title I support for additional reading and math support  
Middle and High School Summer School programs  
Alternative (Twilight) Education Program  
Pilot Full Day Kindergarten Program  
Specifically developed reading and math courses for students who have not achieved proficiency

Student Assistance Program (SAP)  
Parent Workshops  
Before/During/After School Tutoring  
Mandatory Tutoring Program (for targeted students below proficient)  
Implementation of the Response To Intervention (Rtl) Model

### **Support for Struggling Schools**

Penn Manor School District continually looks to review and evaluate the effectiveness of its instructional programs. Each year building, grade and department level teams will conduct an analysis of the district data from the assessment tools to guide, inform and revise the curricular and instructional program. This analysis will include a review of the data provided from commercial, state, district and classroom assessments. Although each assessment yields different data, the general review process will be as follows:

- District level administrators will gather and chart data by grade level per standard or benchmark.
- Utilizing expected proficiency levels, the administrator will note results that are above and below the expected levels.
- Each building or grade level team will select instructional goals for improvement for the next assessment period. Appropriate growth for each student will be identified, with the goal of reaching proficient levels as identified by the PSSA and other specific assessment criteria.
- District support staff and subject area curriculum staff will assist teachers in finding appropriate support materials and research-based tools to enhance the instructional program in the specified goal areas.

In addition to the above process, the district will engage in the following activities to improve student performance:

- Utilize the state and district developed rubrics for instruction at all levels
- Utilize samples of the state assessments
- Utilize the state assessment anchors when aligning local curriculum to state standards
- Provide staff development to all teachers on the standards and assessment anchors

If any schools are identified as needing improvement, the "Leading for Learning" School Improvement Framework would be utilized to develop a strategy to improve the schools performance. The framework examines four areas: Quality Teaching, Quality Leadership, Artful Use of Infrastructure, and Continuous Learning Ethic.

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

Penn Manor School District strives to employ highly qualified administrators and teachers as defined by the Department of Education. Every professional employee recommended for employment by the district is required to participate in a comprehensive interview process. Every teacher is certified, or has obtained an emergency certification, in the area they teach by the Pennsylvania Department of Education. All professional educators in the district meet the definition of "highly qualified" as defined by the Pennsylvania Department of Education and the federal No Child Left Behind legislation. We recognize that this definition alone will not guarantee effective instruction as well as strong and dynamic leadership. The Penn Manor School District is committed to recruiting and retaining highly qualified and caring educators in our organization. Specifically, the school district will do the following to maintain a strong team:

- Continually work to improve a strong standards-based curriculum at all grade levels;
- Use a Differentiated Supervision and Staff Development (DSSD) plan that encourages professional growth for all educators;
- Implement and assess student progress using a data-driven decision making process; and
- Provide high quality training and support to all members of the support staff.

This goal is accomplished through an outstanding professional education plan that meets the needs of all educators in the district. We utilize our own local resources as well as the expertise of county, state, and national organizations and experts to help us as we meet the needs of our students through our own professional growth.

### **Parent and Community Participation**

Parent and community participation is vital to the success of the district and its students. Participation is encouraged at all levels of the educational system. A range of opportunities exist including the more traditional PTO's, volunteering in the classroom, the Superintendent's Advisory Council and open houses. Parent and community involvement is also sought for various committees such as the development of specific district and building policies, strategic planning, school improvement plans, and curricular materials selection. Numerous booster organizations exist which are totally parent and community driven. Participation of the district in the community is also encouraged by outreach efforts such as the district website, Above and Beyond newsletter, newspaper articles and various service opportunities. The district provides "golden age" passes which permit senior citizens free admission to all activities including sporting events and concerts. While many opportunities for participation exist, there is room for much improvement in this area. The more effectively the school, parents, and community can work together, the more successful we will be at producing well rounded citizens prepared for a global society.

## Pre-Kindergarten Transition

No Pre-K Offered

### Utilization of Resources and Coordination of Services

Service or Resource	Comment or Reflection
Collaborative services of adults working together to support students	<p>This is evident in Penn Manor through extensive co-teaching at the elementary, middle school and high school level. Paraeducators are serving students extensively in general education settings.</p> <p>Penn Manor utilizes our local IU for coaching and guided support in many areas. Reading, Assistive Technology and Autism are just to name a few.</p> <p>There are 2 parental workshops for parents each school year.</p> <p>Students receiving special education services have access to general education student assistance support teams.</p> <p>The elementary, middle school and high school all have collaborative departmental time and special education teachers are equally involved in this.</p>
Development and delivery of instruction that addresses diverse learning needs.	<p>This is evidenced through the Individualized Education Plan process. Penn Manor works extensively as a team in the IEP process to provide modified curricular goals and alternate ways for students to demonstrate learning. Testing modifications, alternate materials and assistive technology are utilized whenever needed for an individual student need and to support access to general education.</p> <p>Research based supplementary materials and instructional adaptations are used on a daily basis.</p>
Adaptations and modifications to the physical environment.	<p>Students with special education services are provided specific seating arrangements and adaptive equipment as identified by their IEP team. Our occupational and physical therapists make recommendations for adaptations and modifications to the physical environment and these are provided for both physical and sensory needs.</p>
Supports and Services to increase appropriate behavior and reduce	<p>Penn Manor offers extensive supports through various personnel to support progress in the general education setting for students with behavioral needs. The school</p>

disruptive and interfering behavior.	<p>social workers, school psychologists and guidance counselors provide specific supports as identified by the student's IEP team.</p> <p>Social skills instruction, peer supports and Individualized Behavior Support Plans are evidenced are an integral part of supporting a student with behavioral needs in the general education setting. General education teachers are supported by the appropriate special education staff to develop modification of rules and expectations when needed.</p>
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**Signatures**

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

School District/AVTS/Charter School

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

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

\_\_\_\_\_

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

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

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

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

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

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

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

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