
Pennsylvania Department of Education



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

Professional Education Report **Monday, November 17, 2008**

Entity: Antietam SD
Address: 100 Antietam Rd Stony Ck Mills
Reading, PA 19606-1018
Phone:
Contact Name:

Professional Education Planning Committee

Name	Affiliation	Membership Category	Appointed By
Ann Sellers	ASD Board member	Board Member	ASD Board of Directors
Beth Girard	ASD professional staff	Elementary School Teacher	ASD professional association
Beverly Daniels	ASD Board member	Board Member	ASD Board of Directors
Brian Patton	Antietam School District	Ed Specialist - Instructional Technology	Dr. Larry Mayes
Brooke Romaniello	Antietam School District	Special Education Representative	Dr. Larry Mayes
Casey Smith	ASD professional staff - ESL services	Special Education Representative	ASD professional association
Dan Richards	ASD professional staff	Secondary School Teacher	ASD professional association
Dave Stauffer	ASD Board member	Board Member	ASD Board of Directors
Dawn Laub	ASD professional staff	Elementary School Teacher	ASD professional association
Ginny Kelbish	ASD professional staff	Ed Specialist - School Psychologist	ASD professional association
Greg Burdan	ASD Board member	Board Member	ASD Board of Directors
Heather Wamsher	ASD professional staff	Special Education Teacher	ASD professional association
James Snyder, Ed.D	Antietam Middle-Senior High School	Administrator	Dr. Larry Mayes
Julia Kleiman-Baer	ASD Board Member	Board Member	ASD Board of Directors
Kathy Fegely	ASD professional staff	Secondary School Teacher	ASD professional association
Kelly Koch	ASD Community	Parent	ASD Board of Directors
Kerry Hoffman	Mt. Penn Elementary School	Administrator	Dr. Larry Mayes
Kristin Kerchner	ASD Community	Parent	ASD Board of Directors
Larry W. Mayes, Ed.D	Antietam School District	Administrator	Dr. Larry Mayes
Linda Prussman	ASD Community	Community Representative	ASD Board of Directors
Lindsey Ott	ASD professional staff	Elementary School Teacher	ASD professional association
Mary Benischeck	ASD professional staff	Ed Specialist - School Counselor	ASD professional association
Matt Ahearn	ASD professional staff	Secondary School Teacher	ASD professional association

Melissa Sallade	ASD professional staff	Ed Specialist - School Nurse	ASD professional association
Michele Bleacher	Mt. Penn Elementary School	Administrator	Dr. Larry Mayes
Pam Janda	ASD Support Staff	Other	ASD Administration
Pat Murray	ASD Community	Parent	ASD Board of Directors
Sandra Breneiser	ASD Community	Community Representative	ASD Board of Directors
Scott Spatz	ASD professional staff	Elementary School Teacher	ASD professional association
Shirley Feyers	Mt. Penn Primary School	Administrator	Dr. Larry Mayes
Staci Fink	ASD professional staff	Middle School Teacher	ASD professional association
Sue Blatt	ASD professional staff	Special Education Teacher	ASD professional association
Susan O'Boyle	ASD Community	Parent	ASD Board of Directors
Suzanne Daigle-Karow	ASD Community	Parent	ASD Board of Directors
Suzanne Messner	ASD professional staff	Elementary School Teacher	ASD professional association
Tanya Hoffman	ASD professional staff	Elementary School Teacher	ASD professional association
James Reece	ASD community	Business Representative	Dr. Larry Mayes
Lisa Iezzi	ASD Community	Parent	Dr. Larry Mayes
Anthony Garipoli	ASD Community	Community Representative	Dr. Larry Mayes
Linda Orth	ASD Community	Business Representative	Dr. Larry Mayes
Toni Reece	ASD Community	Business Representative	Dr. Larry Mayes

Needs Assessment

Needs Assessment — Professional Development:

1. - Student Achievement Data

Attendance Targets

Mt Penn Elementary Center met the Attendance Target during the 2006-2007 school year for the administration of the PSSA with 96% of the students completing the assessment.

Antietam Middle-Senior High School met the 80% threshold for graduation in 2006-2007 by graduating 94% of their students.

Highly Qualified Teachers

Mt. Penn Elementary Center met the Highly Qualified Teacher Requirement with 100% of its teachers meeting the NCLB definition.

Antietam Middle-Senior High School met the Highly Qualified Teacher requirements with 92% of its teachers meeting NCLB definition.

Mathematics

Mt. Penn Elementary Center met the 45% Proficiency Target with 58% of the students 3 — 6 at or above proficient on the 2006-2007 PSSA.

Antietam Middle-Senior High School met the 45% Proficiency Target with 59% of the students 7-12 at or above proficient on the 2006-2007 PSSA.

Reading

Mt. Penn Elementary Center met the 54% Proficiency Target with 59% of the students 3 — 6 at or above proficient on the 2006-2007 PSSA.

Antietam Middle-Senior High School met the 54% Proficiency Target with 64% of the students 7-12 at or above proficient on the 2006-2007 PSSA.

2. Staff Needs

To identify the professional development needs of the Antietam School District, the superintendent created a survey as part of his entry plan. He surveyed faculty, students, administrators, parents, support staff and the Board of Education. He presented the results of these surveys to each of the sub committees. The members of the Professional Development Committee assessed the data collected and provided informal feedback from their peers. The assessment assisted them in identifying the focus of the Antietam School District Professional Development Plan to a few areas of concentration. The areas the committee chose to focus the plan on were Data Driven Instruction, Use of Technology, and Improved School Culture. The Committee also determined the need to support the highly qualified teaching staff of the Antietam School District in compliance with the Act 48 mandates that require the district to identify the criteria for completing the 180 hours or 6 credits of professional development needed every 5 years to maintain active certification were also a necessary focus of this plan. Over the implementation period of this strategic plan the Antietam School District will plan in-service workshops and presentations that will be aligned to the focused goals of this plan.

Education Options

The Antietam School District acknowledges and encourages all professional staff to engage in a wide variety of professional development opportunities. The following continuing professional education courses, programs, activities, and learning experiences have been approved by the district to meet the continuing professional development requirements.

1. Graduate Level Coursework at Colleges or Universities
2. Graduate Level Coursework
3. Continuing Professional Education Coursework
4. PDE-Sponsored Continuing Professional Education Activities
5. Programs, Activities, and Other Learning Experiences
 - a. Curriculum Development
 - b. Curriculum Writing Projects

- c. Participation in Professional Conferences, Meetings, and Workshops
- d. Attendance at Professional Conferences, Meetings, and Workshops
- e. District Sponsored Staff Development Programs
- f. Methodology/Skills Training/Follow-up
- g. Joint or Cooperative Professional Development Activities with Another School Entity or Institution of Higher Education
- h. Teach a Professional Development Course
- i. Technology Initiatives
- j. Presentation of District Initiatives at Community Forums
- k. Educational Visitation
- l. Grant Writing

Professional Education Providers

- 1. Approved Pennsylvania Department of Education providers
- 2. Berks County Intermediate Unit
- 3. All PA Intermediate Units
- 4. Accredited colleges and universities
- 5. Pennsylvania Writing Project
- 6. Instructional Support Centers
- 7. Local School Districts working on cooperative projects with the Antietam School District
- 8. National and state professional organizations
- 9. Publishing companies from whom the district purchases program materials
- 10. Local Healthcare providers
- 11. Pennsylvania Department of Education — PaTTan

Professional Education Action Plan

Goal: Best Practices

Description: Further implement best research and practices, along with State Standards and anchors, to improve curricula, instruction, strategies, assessment, and resources on a district-wide basis to improve student motivation and learning.

Strategy: Assessment

Description: Implement active professional learning experiences targeting increasing the skills and knowledge necessary to assess student work and accurately analyze and evaluate data.

Activities:

Activity	Description	
Data Analysis Skills	Train teachers in data analysis skills and instruct them on how to review PSSA and 4-Sight data for baseline information to plan instruction	
Person Responsible	Timeline for Implementation	Resources
Larry Mayes	Start: 8/20/2008 Finish: 5/26/2009	\$2,500.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3	2	94
Organization or Institution	Type of Provider	Provider's Department of Education

Name		Approval Status
Berks County Intermediate Unit	<ul style="list-style-type: none"> • School Entity • Intermediate Unit 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Breakdown raw data into useful information in order to adjust and refine instruction		<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> • Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. • Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> • Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making.
Educator Groups Which Will Participate in this Activity		
Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • Other educational specialists 	<ul style="list-style-type: none"> • Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades 9-12) 	<ul style="list-style-type: none"> • Reading, Writing, Speaking & Listening • Science and Technology • Civics and Government • Mathematics • History
Follow-up Activities	Evaluation Methods	
<ul style="list-style-type: none"> • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles 	<ul style="list-style-type: none"> • Student PSSA data • Standardized student assessment data other than the PSSA 	

Activity	Description	
Data Driven Decision Making	Provide staff development for data driven decision-making including; identification of relevant data and data decision making	
Person Responsible	Timeline for Implementation	Resources
Larry Mayes	Start:8/20/2008 Finish: 5/29/2012	\$2,000.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3	2	100
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Berks County Intermediate Unit	<ul style="list-style-type: none"> • School Entity • Intermediate Unit 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Staff will learn to identify relevant data, make decisions for instruction based on data, and modify instruction accordingly.		<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> • Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. • Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> • Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making.

Educator Groups Which Will Participate in this Activity		
Role		
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • School counselors 		
Follow-up Activities	Evaluation Methods	
<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers 	<ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Standardized student assessment data other than the PSSA • Classroom student assessment data • Review of participant lesson plans 	

Activity	Description	
Professional Training	Services provided by BCIU professional trainers and private contractors to assist ASD professional and administrative staff in gaining new and emerging skills. Specific areas to include: assessment, assessment guides, and data analysis.	
Person Responsible	Timeline for Implementation	Resources
Larry Mayes	Start:9/2/2008 Finish: 9/2/2012	\$10,000.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2	3	100
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Berks County Intermediate Unit Curriculum specialists and professional trainers to be named later	<ul style="list-style-type: none"> • Intermediate Unit • Individual 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Through the utilization of professional trainers, the district staff will learn new and emerging trends for enhanced instruction		<i>For classroom teachers, school counselors and education specialists:</i>

		<ul style="list-style-type: none"> Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.
Educator Groups Which Will Participate in this Activity		
Role		
<ul style="list-style-type: none"> Classroom teachers Principals / asst. principals Superintendent / asst. superintendents School counselors Other educational specialists 		
Follow-up Activities	Evaluation Methods	
<ul style="list-style-type: none"> Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Peer-to-peer lesson discussions 	<ul style="list-style-type: none"> Participant survey Review of participant lesson plans 	

Strategy: Instructional Practices

Description: Provide a comprehensive system of high quality instruction with high and consistent expectations, and effective interventions to enable students to reach their maximum potential.

Activities:

Activity	Description	
Changing Student Populations	Provide ongoing professional development to address the needs of a changing student population including; low-income students, English Language Learners, and special education students.	
Person Responsible	Timeline for	Resources

	Implementation	
Larry Mayes	Start:9/2/2008 Finish: 1/1/2013	\$2,500.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2	3	100
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Berks County Intermediate Unit Curriculum specialists and professional trainers as opportunities arise.	<ul style="list-style-type: none"> • School Entity • Intermediate Unit • Individual 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Educators will gain information and resources to meet the needs of students with specific learning issues.		<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> • Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. • Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> • Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.
Educator Groups Which Will Participate in this Activity		
Role		
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals 		

<ul style="list-style-type: none"> • Superintendent / asst. superintendents • School counselors • Other educational specialists 		
Follow-up Activities	Evaluation Methods	
<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussions 	<ul style="list-style-type: none"> • Student PSSA data • Standardized student assessment data other than the PSSA • Participant survey 	

Activity	Description	
Special Education Staff Development	An ongoing effort to prepare staff to meet the needs of students in areas such as: functional behavior, assessments, manifestation determination, gifted education, adaptive learning strategies, Autism, learning disabilities, and Response to Intervention.	
Person Responsible	Timeline for Implementation	Resources
Brooke Romaniello	Start: 8/27/2008 Finish: 6/1/2011	\$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	2	15
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Berks County Intermediate Unit	<ul style="list-style-type: none"> • School Entity • Intermediate Unit 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Prepare staff to meet the needs of students in areas such as: functional behavior, assessments, manifestation determination, gifted education,		<i>For classroom teachers, school counselors and education specialists:</i> <ul style="list-style-type: none"> • Increases the educator's

<p>adaptive learning strategies, Autism, learning disabilities, and response to intervention.</p>		<p><u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</p> <ul style="list-style-type: none"> Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
Educator Groups Which Will Participate in this Activity		
Role		
<ul style="list-style-type: none"> Other educational specialists 		
Follow-up Activities	Evaluation Methods	
<ul style="list-style-type: none"> Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers 	<ul style="list-style-type: none"> Student PSSA data Review of participant lesson plans Review of written reports summarizing instructional activity 	

Activity	Description	
Staff Development	Train all administrators and teachers in the use of data to drive instruction for improvement of student achievement.	
Person Responsible	Timeline for Implementation	Resources
Larry Mayes	Start:8/21/2008	\$0.00

	Finish: 8/18/2011	
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2	1	100
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Antietam School District	<ul style="list-style-type: none"> School Entity 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Data harvesting, interpretation, and utilization		<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.
Educator Groups Which Will Participate in this Activity		
Role		
<ul style="list-style-type: none"> Classroom teachers 		
Follow-up Activities	Evaluation Methods	
<ul style="list-style-type: none"> Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles 	<ul style="list-style-type: none"> Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Standardized student assessment data other than the PSSA Classroom student assessment data 	

Strategy: Learning Styles

Description: Implement a data-driven, differentiated instruction program in order to effectively address the needs of all learners and to promote academic excellence.

Activities:

Activity	Description
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Essential Questions	Explore, train and implement the concept of development of essential questions to improve instructional practices	
Person Responsible	Timeline for Implementation	Resources
Larry Mayes	Start:9/22/2008 Finish: 5/28/2009	\$0.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2	2	100
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Antietam School District	<ul style="list-style-type: none"> School Entity 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Identification of the essential question and implementation into lesson planning		<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
Educator Groups Which Will Participate in this Activity		
Role		
<ul style="list-style-type: none"> Classroom teachers Principals / asst. principals 		
Follow-up Activities	Evaluation Methods	

<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Peer-to-peer lesson discussions 	<ul style="list-style-type: none"> • Review of participant lesson plans
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Strategy: Professional Development

Description: Expand our professional development programs to: 1) focus on student developmental needs; 2) emphasize meeting needs of all students in the classroom.

Activities:

Activity	Description	
Individual Technology Training	Provide opportunities for staff to strengthen their own technological skills by engaging in self-directed, technology-based activities related to their teaching assignments	
Person Responsible	Timeline for Implementation	Resources
Brian Patton	Start:9/2/2008 Finish: 6/2/2009	\$0.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2	2	95
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
	<ul style="list-style-type: none"> • School Entity 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Primary emphasis is integrating technology into the instructional process		<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> • Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. • Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional

		<p>decision-making.</p> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.
Educator Groups Which Will Participate in this Activity		
Role		
<ul style="list-style-type: none"> Classroom teachers Other educational specialists 		
Follow-up Activities	Evaluation Methods	
<ul style="list-style-type: none"> Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Peer-to-peer lesson discussions Lesson modeling with mentoring 	<ul style="list-style-type: none"> Review of participant lesson plans 	

Activity	Description	
Induction Program	All new staff in the district shall participate in two days of training prior to the beginning of the school year and three after-school training sessions during the school year to further develop their instructional strategies and knowledge of best practices.	
Person Responsible	Timeline for Implementation	Resources
Larry Mayes	Start: 8/18/2008 Finish: 8/19/2008	\$1,500.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
6	5	5
Organization or Institution Name	Type of Provider	Provider's Department of

		Education Approval Status
	<ul style="list-style-type: none"> School Entity 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Familiarization with district policies, procedures, and practices as well as enhance instructional techniques.		<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.
Educator Groups Which Will Participate in this Activity		
Role		
<ul style="list-style-type: none"> Classroom teachers Principals / asst. principals Superintendent / asst. superintendents Other educational specialists 		
Follow-up Activities	Evaluation Methods	
<ul style="list-style-type: none"> Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Peer-to-peer lesson discussions 	<ul style="list-style-type: none"> Review of participant lesson plans Review of written reports summarizing instructional activity 	

Activity	Description
Student development	Focus staff development on student's developmental stages and emotional needs, technology skill training, classroom management, and integration of technology into the instructional learning program

Person Responsible	Timeline for Implementation	Resources
Larry Mayes	Start:4/14/2008 Finish: N/A	\$5,000.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2	2	95
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
	<ul style="list-style-type: none"> • School Entity 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
<p>Staff development on student's developmental stages and emotional needs, technology skill training, classroom management, and integration of technology into the instructional learning program</p>		<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> • Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. • Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> • Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
Educator Groups Which Will Participate in this Activity		
Role		

<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • School counselors • Other educational specialists 		
Follow-up Activities	Evaluation Methods	
<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers 	<ul style="list-style-type: none"> • Participant survey • Review of participant lesson plans 	

Activity	Description	
Student Intervention Programs	Update and revise strategies for dealing with at-risk students; such as, student assistance program, service access management, and alternative education programs	
Person Responsible	Timeline for Implementation	Resources
Brooke Romaniello	Start:8/28/2008 Finish: 1/5/2014	\$0.00

Goal: Educational Climate

Description: As the Antietam school district becomes more economically and socially diverse and the social pressures of students become more challenging, the district needs to make formal efforts to create a learning climate that is safe and supports the social and emotional growth of students individually and as a group

Strategy: School Climate

Description: Improve and maintain a positive school climate that is supportive of student and staff performance.

Activities:

Activity	Description	
Bullying Prevention	All buildings in the district will enhance and expand current anti-bullying programs	
Person Responsible	Timeline for Implementation	Resources
Larry Mayes	Start:1/5/2009 Finish: 1/9/2012	\$5,000.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School	Estimated Number of Participants Per Year

	Year	
2	2	100
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
	<ul style="list-style-type: none"> School Entity 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Bullying, cyber bullying, teen behaviors, and intervention.		<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.
Educator Groups Which Will Participate in this Activity		
Role	Grade Level	
<ul style="list-style-type: none"> Classroom teachers Principals / asst. principals School counselors 	<ul style="list-style-type: none"> Early childhood (preK-grade 3) Middle (grades 6-8) Elementary (grades 2-5) High school (grades 9-12) 	
Follow-up Activities	Evaluation Methods	
<ul style="list-style-type: none"> Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Peer-to-peer lesson discussions 		

Annual Review Process

Annual Review Process:

The professional education council/Act 48 Committee is responsible for monitoring the progress of the professional education plan and amending it as needed. This committee will meet mid-year to review and assess the progress of the plan. The ongoing professional education needs will also be addressed by the committee.

APPENDIX B

ENTITY INFORMATION PAGE

Entity: Antietam SD

Address:

100 Antietam Rd Stony Ck Mills
Reading, PA 19606-1018

Superintendent or Chief Administrative Officer: Larry W. Mayes, Ed.D

E-mail: lmayes@antietamsd.org

Telephone: 610-779-0554

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APPENDIX C

PROFESSIONAL EDUCATION REPORT ASSURANCES

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

Signature

Professional Education Committee Chairperson

Date

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

Signature

Superintendent or Chief Administrative Officer

Date

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

Signature

President of the Board of School Directors

Date