

Section Seven: Administrative Policy

- A. Avon Grove School District's Strategic Plan
- B. School Board Adopted ESL Policy
- C. ESL Teacher Job Description
- D. ESL Coach Job Description
- E. ESL Program Flow Chart
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AVON GROVE SCHOOL DISTRICT STRATEGIC PLAN

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The Avon Grove School District (AGSD) does not discriminate in its educational programs, activities, or employment practices, based on race, color, national origin, sex, sexual orientation, disability, age, religion, ancestry, union membership, or any other legally protected category. Announcement of this policy is in accordance with State law including the Pennsylvania Human Relations Act and with Federal law, including Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination in Employment Act of 1967, and the Americans with Disabilities Act of 1990.

AVON GROVE SCHOOL DISTRICT STRATEGIC PLAN

Introduction

The world is experiencing a revolution in technology, knowledge, and communications. Those who are responsible for preparing students to live in an ever-changing world must embrace change and build institutional capacity within schools to adapt and adjust to conditions that never remain static. Strategic planning is essential to manage and direct change. In order to overcome the resistance to change which is present in all organizational structures, and especially in schools, the school system must create infrastructures to ensure ongoing support for innovation, flexibility, and collaboration. To this end, the Avon Grove Strategic plan provides a blueprint for organizational structures designed to establish and maintain a future orientation, a steadfast focus, and a consistent direction for the school district.

The legal authority for the strategic planning process derives from the State Board of Education Rules and Regulations, known as Chapter 4 Academic Standards and Assessment. These became effective on January 16, 1999. These regulations define expectations for the children in the public schools, area vocational-technical school (AVTS), and charter schools of the Commonwealth. Chapter 4 contains academic standards that identify the knowledge and skills students should learn in content areas by designated grade levels. These standards have been designed so that they provide clarity on what is expected for all students.

The Avon Grove School District Strategic Plan was developed in accordance with “Chapter 4 Strategic Planning Guidelines,” published by the Department of Education in May, 2002. Educators, parents, students, community members, and business leaders contributed to this effort. The intent of the plan is to enhance the capacity of the school district to encourage, support and sustain continuous improvement in the quality of education provided to its students. Our focus throughout the process has been to improve our present educational program and set high expectations of achievement for all of our students. To accomplish this end, we have planned modifications for our curriculum, instruction, and assessment procedures. The Strategic Plan is a living document, which provides a framework and a structure for keeping the focus on identified district goals. It is not intended to limit the authority of future district leaders to respond to unforeseen challenges as they arise.

Utilizing the strategic planning requirements set forth in Title 22, PA code Chapter 4, Section 4.13 (c), our Strategic Plan has been organized according to the eleven required items in the Strategic Planning Guidelines. The organizational goals selected by the district are placed within these items, where appropriate. Action plans in support of the district’s three major goals appear as **Addendum A**.

ITEM 1: MISSION STATEMENT

As a result of a consensus building process involving professional staff, school board, community, parents, business, and industry representatives, the Strategic Planning Steering Committee adopted the district Mission, Beliefs, Guiding Principles, Technology Mission, and Technology Vision.

Mission

Avon Grove School District, through a collaborative effort with parents and community, will provide a challenging and safe environment where all students achieve the knowledge, skills, and experience to succeed and become responsible citizens in an ever-changing global society.

Beliefs

- Every student is entitled to engage in high quality work every day.
- Teachers are leaders and inventors.
- Principals are leaders of leaders.
- District leaders provide direction and support to principals and teachers.
- Collaboration, cooperation, respect, and dignity characterize how we interact with one another.
- The Avon Grove School system, through a collaborative effort with parents and community, is responsible for providing students the preparation to succeed in the world in which they will live.
- Parents and the community are responsible to assist the school in providing students the support needed to succeed with quality work.
- The strength of the system lies in collaboration and cooperation so each member feels a part of the school community.
- Students will respond positively to expectations for high achievement in scholarship and citizenship.
- Students will become productive learners while maturing and accepting roles and responsibilities of contributing school and community members.

Guiding Principles

High Degree of Personalization

- Are we as a staff and system paying attention to our primary clients and customers?
- Are we looking at a variety of ways to facilitate success for our students?

Sense of Belonging

- Are we finding ways to foster collaboration?
- Are we taking the time to ensure that learning and self-growth are not spectator events?
- Are we creating opportunities in which students see themselves as an integral part of the school community and the community at large?

Technology

- Are we keeping abreast of emerging technologies?
- Are we finding ways to use technology to move the learning process beyond the school walls?

Community Involvement

- Are we responsive to the various constituencies that make up our school district?
- Are we forming partnerships with entities that can expand educational opportunities for our children and staff?

Consistent Standards

- Are we looking at Avon Grove as a school system and not a system of schools?
- Are we developing and implementing consistent standard-based curriculum across all schools, grade levels, and content areas?
- Are we coming to consensus on how we will communicate and interact with students and the community?
- Do we have a common set of beliefs that guide our classroom practices and how we operate a school system?

Technology Mission

The thoughtful integration of appropriate technology used in an ethical, efficient and creative manner is critical to the advancement of the overall mission of the Avon Grove School District.

Technology Vision

The effective use of technology and telecommunication in the classroom and the management of the school district is an indispensable component in the Avon Grove School District educational program. Preparing students to use technology as a communication and information tool that supports critical thinking and problem solving will equip them to succeed in a technology-rich society. All district staff, parents, business leaders, and community members share a collective responsibility to ensure that all students graduate with the skills necessary to lead successful personal and professional lives and become contributing members of the community.

Student Outcomes – We will assist students to become self-directed learners, complex thinkers, cooperative workers, effective communicators, and producers of innovative, high quality work.

Communications – We will use informational technology to provide seamless and unifying communication that leads to direct and consistent information that flows responsibly throughout the school and larger community. This will allow all stakeholders to participate fully in the processes of education.

Educational Process – We will support achievement of Pennsylvania academic standards by creating and integrating digital standards-based curriculum reference tools that enhance teaching and learning. We will use technology to provide stakeholders with authentic and individualized learning opportunities. We will use technology to utilize test results, standardized as well as site-based, to facilitate appropriate learning plans to support student learning.

School District Management – We will use technology to improve school district management functions of business, facilities, and administration so that they are secure, efficient, and effective.

ITEM 2: EDUCATIONAL GOALS

The learning goals of the Avon Grove School District are in keeping with those in section 4.11 of Chapter 4 regulations. The organizational goals were decided through a consensus building process. Both the learning goals and the organizational goals were identified after a multifaceted need assessment process involving an analysis of district, state, and national data regarding the present status of our students and their future needs in our society.

The organizational goals for professional development, assessment, improvement of student achievement, and provision of additional instructional opportunities were selected due to the requirements of the Strategic Planning guidelines. Conclusions from the need assessment analysis drove the selection of the goals in technology and school safety. The need assessment analysis included a review of the following information:

- PSSA data
- Commercial test data
- Enrollment figures and projections
- Staffing information
- Daily attendance information
- District fiscal information
- Curriculum and instruction information
- Surveys of perceived needs from student, parents, and the community
- Local, state, and national trend data on projected jobs available and skills needed in business and industry.

District Learning Goals

After a review of the need assessment data, current research, and the requirements of Chapter 4, the district selected learning goals. The district learning goals encompass all subject areas and are deemed critical skills for students to have prior to graduation. Specific subject area learning goals also will be developed to guide curriculum and assessment in each content field. Three sets of subject area learning goals had been developed at the submission of this plan in the areas of language arts, mathematics, and social studies. Social studies standards were developed locally on the basis of national standards and other state standards. We will align our standards with those of the Commonwealth, once those standards are approved and published. Subject area learning goals for all other content will be developed with the release of state approved standards as per the district time line (see Item 4). Together with parents, families, and community, the Avon Grove School District will provide opportunities for students to do the following:

- *Acquire knowledge and skills in the following areas:*

- Reading, writing, speaking, and listening
- Mathematics
- Science and technology
- Environment and ecology
- Social studies (civics, government, geography, economics, and history)
- Arts and humanities
- Career education and work
- Health, safety, and physical education
- Family and consumer science
- World languages

- *Process information*
- *Solve problems*
- *Work independently*
- *Collaborate with others*
- *Adapt to change*
- *Produce quality work*

District Priority Goals

The strategic planning process led to the development of three overriding district priority goals. Action Plans to support the three goals are contained in Addendum A.

Curriculum and Learning

- Goal 1: We will seek continuous improvement in the use of resources – time, space, information, people and technology – to create high quality, engaging work for students.
- 1A: We will develop a standards-based curriculum which provides high quality, engaging work for students.
 - 1B: We will improve teachers' ability to create high quality, engaging work for students.
 - 1C: We will provide technology-enriched learning environments.
 - 1D: We will develop a student assessment program that tracks student mastery of academic standards and meets No Child Left Behind mandates.
 - 1E: We will improve student achievement on district assessments.
 - 1F: We will revise graduation requirements and create options for community service.

Administrative and Management

- Goal 2: We will seek continuous improvement in the use of resources – time, space, information, people and technology – to manage and administer the educational program.
- 2A: We will develop and implement plans to accommodate change and provide an effective learning environment through careful facilities planning.
 - 2B: We will develop structures for data-driven decision making and participatory leadership.
 - 2C: We will infuse technology into the operations of the district to ensure efficiency and accuracy.
 - 2D: We will improve the evaluation process for staff, teachers, administrators, and Board members.
 - 2E: We will upgrade educational technology and technical services in support of the instructional program.

Communication and Information Access

- Goal 3: We will seek continuous improvement in the use of resources – time, space, information, people and technology – to provide effective communication and information access.
- 3A: We will provide communication channels to convey district mission, beliefs, guiding principles, and strategic planning goals.
 - 3B: We will establish a television studio at Avon Grove Intermediate School.
 - 3C: We will continue to build community and business partnerships in support of school programs.

ITEM 3: ACADEMIC STANDARDS FOR STUDENT ACHIEVEMENT

The academic standards describe the knowledge and skills that students will be expected to demonstrate. The district shall provide for attainment of the academic standards as per Chapter 4,

Section 4.12. The PA Academic Standards in grades 3, 5, 8, and 11 for reading, writing, speaking, listening, and mathematics shall guide the educational program in these areas in the district.

In the absence of approved PA academic standards in social studies, the district has developed its own standards based on national and other states' standards. In addition, the district has developed language arts/English and mathematics benchmarks designed down from the PA Academic Standards.

The benchmarks will be taught and assessed at each grade level. The assessment of the benchmarks is described under Items 4 and 5 of the Strategic Plan. Over the next six years, the district will further develop standards and benchmarks consistent with approved state standards in the subject areas of:

- Science and technology
- Environment and ecology
- Arts and humanities
- Career education and work
- Health, safety, and physical education
- Family and consumer science
- World languages

The process and time line to align the curriculum to standards is set forth in The Avon Grove Curriculum Review Cycle, contained in Item 4 below. Until such time as each curriculum area is revised, the district planned courses and the objectives within them shall be utilized as the district standards for student achievement.

ITEM 4: INSTRUCTION AND ASSESSMENT

Each student must demonstrate mastery of the PA academic standards either on the state system of assessment (PSSA) or the local system of assessment. The state assessment shall be administered as required by PDE and a proficient score is required for mastery. The local system of assessment of the standards for purposes of graduation is described below and further explained in Item 5 of this Strategic Plan.

The district is in the process of developing specific local assessments aligned with the standards. The process begins with defining learning goals for each subject, aligning the goals with the state standards, and then developing benchmarks designed down from the standard statements. This has been completed in the language arts area and will soon be completed in the mathematics and science areas. The next phase is the development of assessments of the benchmarks and standards. Each year the district will undertake a study of various standards areas and proceed to initiate a thorough process to align the curriculum and instructional program with the standards. Local assessment tools will then be created and aligned with the standards. This process will be repeated in each subject area during the six years of the Strategic Plan. The process and time line for implementing these goals are contained in the Avon Grove School District Curriculum Review Cycle (Table 1).

Avon Grove School District
Curriculum Review Cycle

C U R R I C U L U M C Y C L E A C T I V I T I E S

	<u>Prepare team to review; research effective practice & student achievement; adopt learning goals and benchmarks.</u>	<u>Provide professional development; align curriculum to standards</u>	<u>Provide professional development; pilot curriculum and collect feedback</u>	<u>Continue professional development; continue implementation; collect feedback; prepare to review next year</u>	<u>Prepare to review curriculum</u>
1998-1999	Social studies				
1999-2000	LA/English, ELL	Social studies			
2000-2001	Math, business	LA/English, ELL	Social studies		
2001-2002	Science	Math, business	LA/English, ELL	Social studies	
2002-2003	Health, safety, & phys. ed.; family & consumer science	Science	Math, business	LA/English, ELL	Social studies
2003-2004	World language; fine arts; industrial arts	Health, safety, & phys. ed.; family & consumer science	Science	Math, business	LA/English, ELL
2004-2005	Social studies				

Social studies was placed in the first year of the cycle because its review had already begun and this subject was in critical need of revision.

Other subject areas were ordered in accordance with PA Department of Education's time table for approving academic standards for the various subject areas.

Table 1

Content Area Assessment: These phases represent the actions that are required to support the Curriculum Review Cycle.

Phase 1

- ◆ Define the subject area learning goals.
- ◆ Align the state standards with the learning goals.
- ◆ Develop K-12 benchmarks for each standard statement and specify which courses shall include the teaching and assessment of the benchmarks.

Phase 2

- ◆ Analyze current assessments to identify which standards and benchmarks are presently being assessed and where there are gaps.
- ◆ Identify appropriate measures for the benchmarks to be assessed by balancing between district, classroom, commercial, and state assessment tools K-12 in each subject area.
- ◆ Develop the needed district and classroom assessment tools, criteria, and draft rubrics to verify student proficiency.

Phase 3

- ◆ Pilot the assessment measures.
- ◆ Verify the rubrics and establish anchor papers for local assessments; develop quality control measures such as inter-rater reliability.

Phase 4

- ◆ Provide staff development for all educators to implement the assessment measures; ensure consistent, quality use of evaluative tools.
- ◆ Communicate the assessment criteria to the various stakeholders.

Special Needs and Gifted Students

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

Children who have been identified as gifted will receive educational opportunities in accordance with Chapter 16.4 of Chapter 16, Special Education for Gifted Students. Such students will receive differentiated instruction in accordance with their educational needs. Special education teachers, teachers of the gifted, and classroom teachers will be provided professional development to prepare them to meet the learning needs of ELL, special education, and gifted students. Children who have been identified as ELL will receive educational opportunities in accordance with Avon Grove School Board Policy 138. Such students will receive differentiated instruction in accordance with their educational needs. The district will encourage educators to avail themselves of newly designed Act 48

free online courses, “Strategies for Modifying and Adapting Instruction for Gifted Students” and “Success for English Language Learners: Five Strategies for Classroom Teachers,” now available through the state-funded professional development Web site <http://PA.ProfessionalEducation.org>. The school district will provide, as the Department of Education may require, reports of students, personnel and program elements; including, the cost of the elements, which are relevant to the delivery of gifted education.

ITEM 5: STUDENT ASSESSMENT PLAN

The Avon Grove School District has developed a comprehensive assessment plan to measure student achievement of academic standards, as described under Item 4, Instruction and Assessment. The six major components of the plan are clear and appropriate targets, verification of student achievement, methods and measures to assess teaching and learning, expanded opportunities for student learning, continuous improvement, and clear and effective communication. Setting clear and appropriate targets involved taking the PA Academic Standards and back mapping from the four grade levels given to identify K-12 benchmarks. The benchmarks were reviewed and analyzed to determine subject area learning goals. Subject area learning goals are the key concepts or broad understandings and skills that students should know or be able to do in a particular field of study before graduation. As per Chapter 4 requirements the district is in the process of developing a procedure to verify student mastery of the PA Academic Standards. These include the graduation project described in Item 12 of this document and the monitoring of student proficiency of standards described in this item and Item 4.

The methods and measures that will be used to monitor student proficiency have been aligned to the PA Standards and consist of commercial, state, and district developed assessment tools. The task of developing assessments for all content areas has begun and will continue as per the time line in the Curriculum Review Cycle. For students having difficulty achieving proficiency on the standards, the district provides expanded learning opportunities. These various opportunities are delineated in Item 11 of this Strategic Plan.

The data from the commercial, state, and district-developed assessments are utilized to guide and improve student achievement. **Addendum B** describes the current K-12 system of assessment. To ensure students have multiple opportunities to demonstrate proficiency level in the standards and to increase the validity and reliability of district assessment, a number of evaluative tools have been identified. The district will use commercial products, the Pennsylvania System of School Assessment (PSSA), and locally developed assessments. Appropriate assessments such as the WRAT and the Woodcock Muñoz, will be used with ELL. The results from this three-pronged data collection will be used to design and revise curriculum, provide formative information that can inform and direct instruction in the classroom, give information to parents, set learning goals, and identify students who need additional learning opportunities or assistance. Appropriate assessment accommodations will be provided for students at every grade level as needed.

How Assessment Information Shall Be Made Available to the Public

The district utilizes numerous procedures to communicate assessment information to students and parents. In addition, the public shall be notified of the results of both the state, commercial, and district-developed assessments as per the following:

- Cumulative state test results will be reported in the district's spring newsletter and in the local newspaper annually. The district is working on a structure that will enable us to report to the public regarding student progress towards achieving the standards that utilizes all assessment data. Individual test scores will be sent to the parents of each student.
- Portfolios of student work will be made available to parents at any time upon request.
- Curriculum-based assessments, which include projects, daily work, teacher tests, observation checklists, and anecdotal records of student demonstrations and performances, shall be reflected on the report cards. These assessment will be shared during teacher/parent conferences. Parents may request a conference with a student's teacher at any time to review the student's progress.
- The graduation project presentation will be open to parents. Parents may request a conference with the student advisor regarding assessment of the project.

ITEM 6: PLAN TO IMPROVE STUDENT ACHIEVEMENT

Each year the Administrative Council (superintendent, assistant superintendents and principals) will conduct an analysis of district data from the assessment tools to guide and improve curriculum and instruction. This analysis includes a review of the hard data from commercial, state, district, and classroom assessments. Although each assessment instrument yields different data, the general review process is as follows:

- District central office personnel will gather and chart data on student performance at grades 3-12 from commercial and statewide testing.
- The Central office team will chart progress in reading and math of English Language Learners, special education, and economically disadvantaged students.
- Using the district level of expectancy per standard area, central office personnel will note results that are above and below expectancy.
- The principal will identify a building level assessment team for the major purpose of improving student achievement.
- The first and second steps noted above will be repeated by the building principal with his/her teachers using specific building testing data.
- Each building team will select instructional goal areas for improvement for the succeeding school year and identify individual students who need additional support.
- Principals, assistant principal, department chairs, grade level chairs, reading specialists, instructional technology specialists, English Language Learner teachers, Title I coordinator, speech and language teachers, instructional support teachers, etc., will assist classroom teachers in finding support materials and research-driven instructional techniques to enhance the instructional program in the identified goal areas.

- The above noted staff will produce classroom tools to assist teachers in monitoring student progress toward the instructional goal area.
- The building level assessment team will also review attendance records and allocation of instructional time in each subject area to check for problem areas. The assessment team will provide data to the building staff and teacher committees for consideration and improvement plans.
- The building level assessment team will annually evaluate and report out instructional goal areas for improvement by presenting a written report to the superintendent, including data on reading and math performance of ELL, special education, gifted, and economically disadvantaged students.

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

- Utilize the state and district-developed rubrics for instruction at all grade levels;
- Provide links to the PSSA Classroom Connections Kit and other resources on the district Web site so that teachers may have access to these resources;
- Provide regular inservice to all teachers on the standards and on student assessment;
- Participate with other districts in state and intermediate units on standards-based professional development;
- Make the standards-based Web site available to all teachers and students;
- Provide direct instruction on reading strategies K-12;
- Utilize teaching strategies that encourage higher level thinking and problem solving skills;
- Provide multiple opportunities for students to engage in open-ended tasks in content areas;
- Provide multiple opportunities for students to respond to writing prompts in a variety of genre in all curricular areas;
- Review school district results to identify areas of weakness and strengths and modify curricula accordingly;
- Provide yearly inservice programs for teachers on utilizing similar PSSA items found in the assessment handbooks;
- Utilize the student practice booklets which will be provided to districts by PDE;
- Utilize brain-based research to develop learning activities designed to meet diverse individual learning styles and needs.

The district will budget yearly funds to support tutoring after school, and summer school programs to provide additional assistance to students in meeting academic standards.

ITEM 7: PROFESSIONAL EDUCATION AND INDUCTION PLANS

See Addendum C for the Avon Grove Professional Education Plan.
See Addendum D for the Avon Grove Induction Plan.

ITEM 8: ORGANIZATION

The building organizational structure of the district is elementary (K-6); middle school (7-8); and high school (9-12). Within that structure the educational program is organized as:

Kindergarten – 2nd grade = Primary
3rd – 6th grade = Intermediate
7th – 8th grade = Middle School
9th – 12th grade = High School

The planned courses of instruction and the assessment programs are matched to the state requirements for primary, intermediate, middle school, and high school. The district benchmarks and local assessments are being developed K through 12 designed from the state academic standards. Monitoring of the program and the data analysis of the program are done at each level according to the descriptions in Items 4, 5, and 6 of this plan.

ITEM 9: RESOURCES

Regarding the Avon Grove School District mission, goals, and academic standards, the district ensures the employment of qualified professional employees to deliver the curriculum, instruction, and assessment requirements of state regulations. Thus, personnel who teach and administer the district-planned instruction and assessment programs have the proper credentials. Presently there are 192 professional employees on staff in the Avon Grove School District. There is an average student-teacher ratio of 23 students per teacher. The district also employs administrators in the following positions:

- ◆ Superintendent
- ◆ Assistant Superintendent
- ◆ Assistant Superintendent for Curriculum and Instruction
- ◆ Business Manager
- ◆ Director of Pupil Services
- ◆ High School Principal
- ◆ Assistant High School Principal (two positions)
- ◆ Athletic Director
- ◆ Middle School Principal
- ◆ Assistant Middle School Principal
- ◆ Elementary School Principal (five positions)
- ◆ Technology Coordinator
- ◆ Assistant Elementary School Principal
- ◆ Food Service Coordinator
- ◆ Building and Grounds Coordinator

Each school building contains a library with reference resources of various media to supplement the district's curriculum, instruction, and assessment programs. These resources are provided to support the district's mission, goals, and academic standards. At the

middle school and high school levels, the library provides instruction for students in all planned courses with reference to information skills, including access to traditional and electronic information sources, and computer use and research. Staff for the district's library-media program includes three full time librarians for the elementary schools, one full time middle school librarian, and one full time high school librarian. The buildings are maintained continuously and promote achievement of the district's mission, goals, and academic standards. The technology plan requires a district investment in a school infrastructure for improved technology and communications systems.

Each school contains facilities for implementation of the curriculum, instruction, and assessment programs as required in Chapter 4. Elementary buildings provide for active learning experiences in art, music, theater, and exploration or "hands-on" experiences in science and environmental education. At the middle school, facilities are provided for active learning experiences in the arts, music, dance, theater, science, environmental education, technology education, and consumer and family science. In the high school, laboratories are available for all science courses and facilities are provided for the arts, music, dance, and theater. A computer laboratory ensures uses and applications of computers and software including word processing, databases, spreadsheets, and telecommunications. Finally, the high school physical plant offers facilities for vocational-technical education, business education, foreign language, family life education, and technology education. We have recently added a graphics lab at the high school.

In addition to the above, other resources are available to assist in student achievement of the district's mission, goals, and academic standards. Presently, these resources include, but are not limited to, the following:

- Professional libraries in each building;
- Local, regional, state, and national staff development programs available for all professional personnel;
- Extracurricular programs;
- Outdoor recreation facilities and community programs;
- Intermediate unit programs and services;
- School/business partnerships which provide mentoring and school-to-work opportunities for students;
- Interagency collaborations (for example, drug and alcohol service providers);
- Articulation agreements with local community colleges.

ITEM 10: PLANNING PROCESS

Discussion on strategic planning started two years ago and was formalized in the spring of 2002. At that time representatives from the Board, teachers, administrators, staff, students, parents, and community members engaged in an intensive two-day assessment of school district needs and priorities. The results from that analysis were added to other sources of information, as described in other sections of the Strategic Plan.

From the two-day needs assessment, a formal Strategic Planning Steering Committee was formed, as follows.

Olivia Spencer, Strategic Plan Coordinator	Assistant Superintendent
Thomas Alexander	Principal, Fred S. Engle Middle School
Christopher Bannon	Student, Avon Grove High School
Joseph Coffey	Community Member/Parent
Megan Cogburn	Student, Avon Grove High School
Marie DiGiulio	Principal, Penn London Elementary School
Christine D'Iorio	Student, Avon Grove High School
Nancy Evans	Business Community
Dennis Gerber	Community Member/Parent
Michael Howey	Business Manager
Martin Hudacs	Principal, Avon Grove High School
Pam Kennedy	Business Community
Lynn Klingensmith	Board Member
Sarah Madison	Teacher, Avon Grove Intermediate School
Craig Miller	Instructional Technology Specialist
Augustus Massaro	Assistant Superintendent
Karen Norris	Teacher, Fred S. Engle Middle School
Susan Olski	Teacher, Penn London Elementary School
Gina Osik	Teacher, Avon Grove Intermediate School
Christopher Pederson	Community Member
Joyce Perry	Instructional Technology Specialist
Jerry Rabinowitz	Technology Coordinator
Trish Robinson	Community Member
Mark Rowan	Community Member
Janis Schrader	Teacher, Avon Grove High School
Thomas Seidenberger	Superintendent of Schools
Rebecca Whitton	Teacher, Avon Grove Intermediate School

The Strategic Planning Committee was formed as follows: The coordinator was recommended by the superintendent. Teachers were chosen by teachers, and administrators by administrators. All parents and community members were notified through the district newsletter and local newspaper that the district desired applications of interested parties. All community members who expressed an interest were accepted on the Strategic Plan Steering Committee or, depending on their preference, on one of five action teams: Professional Development, Technology, Student Achievement, Assessment, and Graduation Requirements. A nearby university provided a faculty member. The high school faculty selected the students from among the officers of the student council. The Strategic Planning Committee participated in meetings during the 2002-2003 school year to examine district data and draft the district mission, goals, and other responses to the strategic planning items. Those meeting dates, people present, agenda, and minutes are on file in the district office.

Interim reports were provided to the Board of Directors during the planning process. Action teams and subcommittees provided additional information to the steering committee for their deliberations and decisions. Names of members of these action teams are as follows:

Assessment Action Team

Thomas Seidenberger, Chair	Superintendent of Schools
Amy Bucher	Teacher, Avon Grove High School
Carol Bove	Principal, Avon Grove Intermediate School
Marion Dugan	Consultant
Michele Johnson	Teacher, Fred S. Engle Middle School
Pam Kennedy	Business Community
Augustus Massaro	Assistant Superintendent
Mary Teresa Maule Alft	Reading Specialist, Penn London Elem. School
Gina Osik	Teacher, Avon Grove Intermediate School
Joan Phillips	IST, Avon Grove Intermediate School
Janis Schrader	Teacher, Avon Grove High School
Rich Scott-Harper	Teacher, Avon Grove High School
Olivia Spencer	Assistant Superintendent for Curric. & Instr.
Becky Whitton	Teacher, Avon Grove Intermediate School

Graduation Requirements Action Team

Martin Hudacs, Chair	Principal, Avon Grove High School
Gary Benasutti	Assistant Principal, Avon Grove High School
Megan Cogburn	Student, Avon Grove High School
Christina D'Iorio	Student, Avon Grove High School
Pam Ferreira	Student, Avon Grove High School
Hugo Herrera	Student, Avon Grove High School
Clint Jones	Teacher, Avon Grove High School
Kevin King	Assistant Principal, Avon Grove High School
Adam Kleinmeulman	Teacher, Avon Grove High School
Gretchen Koepp-Baker	Teacher, Avon Grove High School
Sue LaFemina	Parent/Community Member
Steve Lampo	Parent/Community Member
Mary Ann Maloney	Teacher, Avon Grove High School
Elaine Markowitz	Teacher, Avon Grove High School
Louise Patterson	Parent/Community Member
Wendy Provencher	Teacher, Avon Grove High School
Diane Reynolds	Teacher, Avon Grove High School
Trish Robinson	Parent/Community Member
Rich Scott-Harper	Teacher, Avon Grove High School
Bonnie Wolffe	Parent/Community Member

Professional Development Action Team

Karen Norris, Chair	Teacher, Fred S. Engle Middle School
Thomas Alexander	Principal, Fred S. Engle Middle School
Kathy Carney	Parent/Community Member
Thomas Dickey	Lincoln University

Marie DiGiulio	Principal, Penn London Elementary School
Sarah Madison	Teacher, Avon Grove Intermediate School
Joyce Perry	Instructional Technology Specialist
Jeri Sebastian	Community Member

Technology Action Team

Joyce Perry, Chair	Instructional Technology Specialist
Christopher Bannon	Student, Avon Grove High School
Katie Coates	Community Member
Kristen Gerling	Board Member
Michael Howey	Business Manager
Michael Marino	Community Member
Craig Miller	Instructional Technology Specialist
Karen Norris	Teacher, Fred S. Engle Middle School
Jerry Rabinowitz	Technology Coordinator
Mark Rowan	Community Member
Thomas Seidenberger	Superintendent of Schools
Linda Simasek	Community Member
Eric Smith	Community Member
Olivia Spencer	Assistant Superintendent for Curriculum and Instr.
Bob Szczecinski	Community Member
Christine Valverde	Technology Technician
Phil Viscito	Community Member

Student Achievement Action Team

Augustus Massaro, Chair	Assistant Superintendent
Thomas Alexander	Fred S. Engle Middle School
Pat Barry	Principal, Avon Grove Intermediate School
Carol Bove	Principal, Avon Grove Intermediate School
Marie DiGiulio	Principal, Penn London Elementary School
Martin Hudacs	Principal, Avon Grove High School
Denise Schrum	Principal, Avon Grove Intermediate School
Olivia Spencer	Assistant Superintendent
Jan Walker	Principal, Avon Grove Intermediate School

Finally, the Strategic Plan was presented to the Board of Education on December 18, 2002. It was placed in the district libraries, the district office, and on the district Web site for public review and comment for a period of 35 days. On January 23, 2003, the Board approved the plan.

ITEM 11: PLAN FOR ADDITIONAL INSTRUCTIONAL OPPORTUNITIES

The district has designed various programs to assist students who are having difficulty achieving the academic standards. The programs are a multi-leveled approach addressing the various needs of the district student body. Each component is listed below with the appropriate grade levels. A building team of teachers and administrators operates and manages each program modifying procedures and activities as needed. Financial support for each item has been incorporated into the district budget. Building data on the activities and specific procedures for use of the program is maintained in each building office.

The programs for additional student instructional opportunities are:

- Title I support for additional remedial reading and mathematics instruction for K-2;
- Students whose scores on district assessments indicate a need for assistance;
- Tutoring during study hall;
- Referral to the Instructional Support Team;
- Software tutorial programs (K-12);
- Referral to Reading Specialists;
- Individualized tutoring by instructional aides;
- Clubs and TV studios;
- Extended school year;
- Classroom Plus tutoring grants;
- Peer tutoring at high school (Teen Connectors);
- Tutoring by volunteers;
- PTA enrichment classes;
- Even Start full day kindergarten class;
- Migrant Education;
- Penn State 4-H opportunities and programs.

ITEM 12: GRADUATION REQUIREMENTS

In order to graduate from Avon Grove School District, a student must meet planned instruction requirements and successfully complete a graduation project as per section 4.24 of Chapter 4. These requirements are further described below:

Planned Instruction Requirements

English – 4 credits
Social Studies – 3 credits
Math – 3 credits
Science – 3 credits
Physical Education – 2 credits
Health - .5 credits
Electives – 8.5 credits

With the class of 2006, the electives will be chosen from the categories of Career Choices and Enrichment Electives. This change is part of the Career Pathways model, which has been implemented during the past four years in order to increase student access to knowledge about careers.

The requirements will be further investigated over the next five years to determine if additional credits or additional required courses should be included in the Planned Instruction Requirements list.

Graduation Project

Students must complete a project in one or more areas of concentrated study sometime during their high school career, prior to March of their graduating year. The purpose of the project is to give students the opportunity to apply, analyze, synthesize, and evaluate knowledge and to demonstrate that knowledge in a project. The list of possible graduation projects is published in a Graduation Project Handbook developed by Avon Grove High School. Additional information and required forms for the completion of the project are found in the handbook as well as in the guidance office. This information will be disseminated to high school students and their parents.

Additional options and structure for the Graduation Project will be further investigated over the next five years to determine if more appropriate projects can be made available or required.

Grade Requirements

Students are required to achieve a passing grade of D- in each of the required courses that total the 24 credits necessary to graduate. The current grade structure will be reviewed to determine the proficiency levels and as district-developed assessments and rubrics are further defined.

High School Grade Structure

A+	=	98 - 100	C	=	74 - 77
A	=	94 - 97	C-	=	71 - 73
A-	=	91 - 93	D+	=	68 - 70
B+	=	88 - 90	D	=	64 - 67
B	=	84 - 87	D-	=	60 - 63
B-	=	81 - 83	F	=	Below 60
C+	=	78 - 80			

STRATEGIC PLAN SIGNATURE FORM

Date Submitted to PDE: January 30, 2003

School Entity: The Avon Grove School District
375 South Jennersville Road
West Grove, PA 19390

Chief School Administrator: Dr. Augustus J. Massaro
Acting Superintendent of Schools

Contact Person: Dr. Olivia Spencer
Assistant Superintendent for Curriculum and Instruction

Telephone: (610) 869-2441

E-Mail: spencer@avongrove.org

We affirm that this Strategic Plan was developed in accordance with the laws, regulations and guidelines published by the State Department of Education and approved by the School Board on January 23, 2003.

_____ Signature Board Secretary	_____ (Date)
_____ Signature Board President	_____ (Date)
_____ Signature Chief School Administrator	_____ (Date)
_____ Signature, Coordinator Strategic Plan Committee	_____ (Date)

AVON GROVE SCHOOL DISTRICT

SECTION: PROGRAMS

TITLE: LIMITED ENGLISH
PROFICIENCY PROGRAM

ADOPTED: NOVEMBER 26, 2002

REVISED: AUGUST 30, 2007

138. LIMITED ENGLISH PROFICIENCY PROGRAM

1. Purpose

In accordance with the Board's philosophy to provide a quality educational program to all students, the district shall provide an appropriate planned instructional program for identified students whose dominant language is not English. The purpose of the program shall be to increase the English language proficiency of eligible students so that they can attain the academic standards adopted by the Board and achieve academic success. Students who have Limited English Proficiency (LEP) will be identified, assessed and provided appropriate services.

2. Authority

Title 22
Sec. 4.26
42 U.S.C.
Sec. 2000d
20 U.S.C.
Sec. 6801 et seq

The Board shall adopt a program of educational services for each student whose dominant language is not English. The program shall include bilingual/bicultural or English as a Second Language instruction. The program shall be based on effective research-based theory, be implemented with sufficient resources and appropriately trained staff, and be evaluated, periodically.

Title 22
Sec. 4.13
SC 1205.1,
1205.2
Pol. 333, 433

The Board shall include the provisions for the LEP program in its Strategic Plan and appropriate training for professional staff in its Professional Education Plan.

The Board may contract with the Chester County Intermediate Unit for Limited English Proficiency services and programs.

3. Delegation of
Responsibility

The Superintendent or designee shall implement and supervise an LEP program that ensures appropriate LEP instruction in each school and complies with federal and state laws and regulations.

The Superintendent or designee, in conjunction with appropriate stakeholders, shall develop and disseminate written procedures regarding the LEP program, including:

1. Program goals.

138. LIMITED ENGLISH PROFICIENCY PROGRAM

	<ol style="list-style-type: none"> 2. Student enrollment procedures. 3. Assessment procedures for program entrance, measurement of progress, and program exit. 4. Classroom accommodations. 5. Grading policies. 6. List of resources, including support agencies and interpreters.
<p>4. Guidelines 20 U.S.C. Sec. 6801 et seq Title 22 Sec. 11.11(e)</p>	<p>The district shall establish procedures for identifying students whose dominant language is not English. The Home Language Survey shall be completed for each student enrolled in the district and be filed in the student's permanent record folder through graduation. For students whose dominant language is not English, assessment of the student's English proficiency level must be completed to determine the need for English as a Second Language instruction.</p>
<p>20 U.S.C. Sec. 1703</p>	<p>Students whose dominant language is not English should be enrolled in the district upon presentation of a local address and proof of immunization. Students shall have access to and be encouraged to participate in all academic and extracurricular activities available in the district.</p>
<p>20 U.S.C. Sec. 6801 et seq</p>	<p>Students participating in LEP programs shall be required, with accommodations, to meet established academic standards and graduation requirements adopted by the Board.</p>
	<p>The LEP program shall be designed to provide instruction that meets each student's individual needs, based on the assessment of English proficiency in listening, speaking, reading and writing. Adequate content area support shall be provided while the student is learning English, to assure achievement of academic standards.</p>
<p>20 U.S.C. Sec. 6801 et seq</p>	<p>The LEP program shall be evaluated for effectiveness as required, based on the attainment of English proficiency, and shall be revised when necessary.</p>
<p>Pol. 404, 333, 433</p>	<p>Certified professional employees and appropriate support staff shall provide the LEP program.</p>
<p>20 U.S.C. Sec. 6801 et seq</p>	<p>At the beginning of each school year, the district shall notify parents/guardians of students qualifying for LEP programs regarding the instructional program and parental options, as required by law. Parents/Guardians will be regularly apprised of their student's progress. Communications with parents/guardians shall be in the language understood by the parents/guardians, whenever possible.</p>

138. LIMITED ENGLISH PROFICIENCY PROGRAM

<p>20 U.S.C. Sec. 6801 et seq</p>	<p>The district shall maintain an effective means of outreach to encourage parental involvement in the education of their children.</p> <p>References:</p> <p>Title VI, Civil Rights Act of 1964 – 42 U.S.C. Sec. 2000d</p> <p>Equal Education Opportunity Act, amending Educational Amendments of 1974 – 20 U.S.C. Sec. 1703</p> <p>No Child Left Behind Act of 2001, P.L. 107-334, 115 Stat., Title III, Language Instruction For Limited English Proficient And Immigrant Students, amends Title III U.S.C. Sec. 6801 et seq.</p> <p>School Code – 24 P.S. Sec. 1205.1, 1205.2</p> <p>State Board of Education Regulations – 22 PA Code Sec. 4.13, 4.26, 11.11</p> <p>Board of Education Circular July 1, 2001: Educating Students with Limited English Proficiency (LEP) and English Language Learner (ELL)</p>
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Title: English as a Second Language Teacher, K-12

Qualifications: Pennsylvania secondary or elementary teaching certificate and ESL Program Specialist Certificate

Reports to: Supervisor of Pupil Services

Job Function: The responsibility of the English Language Learner Teacher is to provide instruction to non-native English speakers to improve their English language proficiency with the goal of assimilation into English language content area subjects.

Responsibilities:

- Assess non-native English speaking students to determine need and level of support required.
- Implement the state standards, district's philosophy, instructional goals and objectives through instruction and action.
- Consult with school administrators, teachers, and staff regarding the needs of individual students and various teaching strategies designed to meet those needs.
- Evaluate each student's progress and provide reports as required.
- Maintain accurate, complete and correct records as required by law, district policy, and administrative regulation.
- Build a rapport with each student to facilitate educational, emotional and social growth.
- Other related duties as assigned by the principal or Supervisor of Pupil Services.

Title: English as a Second Language Coach, K-12

Qualifications: Pennsylvania secondary or elementary teaching certificate
Three or more years of successful teaching experience and exemplary classroom practice teaching ELL/Latino-Hispanic students

Reports to: Supervisor of Pupil Services

Job Function: The responsibility of the English Language Learner Coach is to provide leadership in advancing excellence in teaching, improving instructional quality, and assisting teachers and principals in the delivery and implementation of the Avon Grove School District's Curriculum for English language learners in English/Language Arts and Mathematics.

Responsibilities:

- Coordinates the design, development, implementation, and evaluation of instructional practices for English language learners/Latino-Hispanic students
- Ensures that the ELL curriculum standards for grades K-12 are aligned with the district curriculum and successfully implemented as measured by various assessment tools (i.e. PSSA, 4 Sight, and the Ellis Program)
- Collaborates with the district Educational Data Specialist in the analysis and monitoring of the ELL/Latino-Hispanic subgroup data
- Utilizes district level assessment data to monitor student progress and modify instruction on a regular basis for the ELL/Latino-Hispanic subgroup
- Analyzes results of the district and school assessments and other data sources to inform curriculum decision-making, instructional practices and professional development related to the ELL/Latino-Hispanic subgroup
- Collaborates with district administrators and instructional coaches to identify strengths and weaknesses identified from data sources to plan targeted support to improve the quality and effectiveness of instruction for ELL/Latino-Hispanic students
- Facilitates the implementation, the monitoring of student progress, and the training related to the Ellis Program, an intervention tool for identified ELL/Latino-Hispanic students
- Informs principals, the supervisor of pupil services, and district administrators of the ongoing student performance of the ELL/Latino-Hispanic subgroup
- Serves as an active member of each school's Student Achievement Team
- Plans and assists with the district professional development opportunities aligned with current research, best practices, state standards and local curriculum in order to address the needs identified through the district and building level Student Achievement Teams
- Provides coaching support for teachers or teams of teachers either modeling or observing in a formative way and providing feedback through reflective dialogue utilizing the following structure: one-on-one demonstration; observation; debriefing; and classroom follow-up
- Provides direct instruction to identified students in the ELL/Latino-Hispanic subgroups

- Assists in the planning and implementation of programs for ELL/Latino-Hispanic students in Special Education
- Provides resources to support professional growth
- Other duties as assigned

ESL Program Flow Chart

A Home Language Survey (HLS) is administered to all new enrollees.

Language other than English is indicated on the HLS.

No other language, besides English, is indicated on the HLS.

Student English Proficiency Assessment / Review of records.

No ESL instruction required.

Assessment results / Review of records indicate that student qualifies for placement in ESL program.

Assessment results / Review of records indicate that student does not qualify for placement in ESL program.

Student is entered into the ESL program and will receive direct instruction at the appropriate proficiency level by and ESL Program Specialist.

Student is being considered for EXIT from ESL program and must meet the following exit criteria:

1. Basic score on PSSA (if score is available)
- and
2. Proficient (Bridging) score on ACCESS
- and
- (one of the 2 following criteria)
3. Grades in core courses of C or better (2 = C)
4. Score on district wide assessment that is comparable to Basic on PSSA.

(July 7, 2006 Pennlink)

All of the EXIT criteria are **not** met.

All of the EXIT criteria are met.

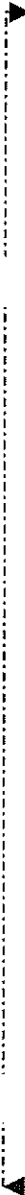
Student is EXITED from the ESL program and is no longer considered an English Language Learner (ELL) in the 'eyes' of the state of PA.

Two-year monitor process begins which involves the ESL Program Specialist 'checking in' with the student and the teachers, offering assistance as needed.

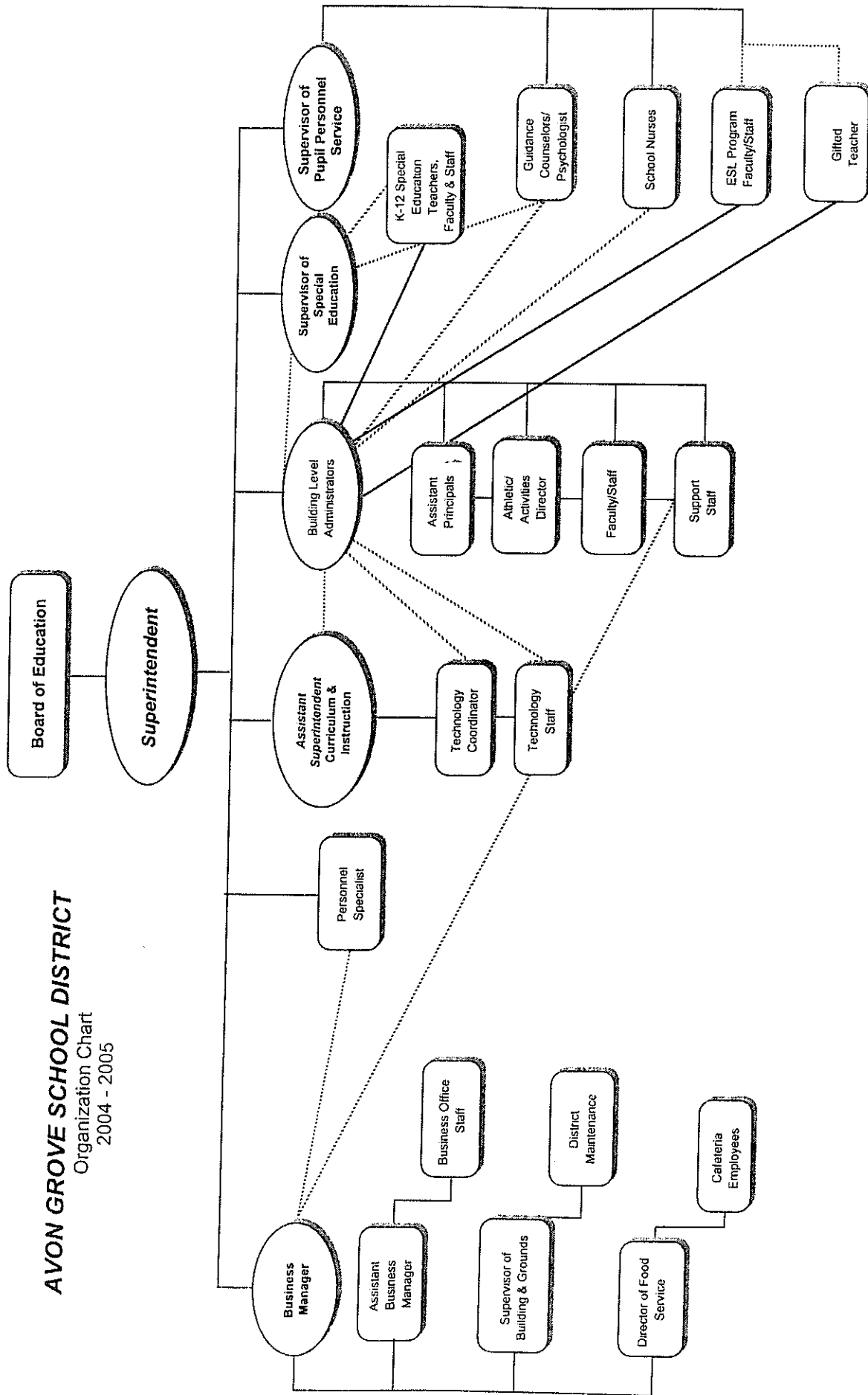
Two-year time line expires. End of monitoring obligations by ESL staff.

Re-entry into ESL program can be evaluated for students that demonstrate that they are lacking English Language. This should be determined based on the IST process, meetings with the parents, administration support and collaboration between the classroom teachers and the ESL Program Specialist.

Designed by
Leah McComsey, Oxford Area School District
Ruth Nilan, Avon Grove School District
November 2006



AVON GROVE SCHOOL DISTRICT
 Organization Chart
 2004 - 2005



Proposed
ESL Meetings 2007-2008

All meetings will be held from 8:15 to 11:00 at the AGI Nurse's Conference Room

9/21/07

17
10/23/07

12/4/07

1/3/08

2/27/08

4/14/08

5/13/08