



The current strategic planning process has spanned two years and was based upon EASTERN's commitment to the continuous improvement paradigm. Every aspect of the process to develop the plan incorporated this thinking. During the process, approximately 70 school community members engaged in a process to determine the current reality for EASTERN and to formulate a Strategic Plan for the next five years. A Steering Committee of stakeholder representatives was established and served throughout the plan development to lend continuity and focus.

Participants worked on teams to study and describe EASTERN's current reality. They were organized into seven teams corresponding to the seven categories found in the Malcolm Baldrige Award criteria. The Baldrige Award criteria were established in 1988 and represent

a "best practice" in continuous improvement for achieving culture change and organizational success.

In October 2007, a strategic planning retreat was held involving over 30 participants, again selected to represent the stakeholder groups. They were charged with identifying the strategic goals for EASTERN over the next five years. The reports of the seven current reality teams, and the thematic issues that emerged from the assessment, served as the background for the strategic planning retreat.

First, the strategic planning retreat team reaffirmed the mission, vision and key strategic documents that were established as part of the strategic planning process five years ago, and challenged the organization to go further in making them a reality.

## **MISSION STATEMENT**

The mission of Eastern Center for Arts and Technology, a leader in technology and in developing innovative, responsive programs, is to equip all students with the skills, knowledge and attitudes necessary to select, enter and succeed in a career and to anticipate and adapt to change by providing high-quality technical instruction and specialized services.

## **VISION STATEMENT**

EASTERN will enable student success by providing each student with appropriate instruction in a business environment to meet established standards.

## **GOALS**

Next, the strategic planning retreat team agreed on four outcomes of the retreat for continuing EASTERN's success into the future.

- Goal 1: Enhancing Student Success
- Goal 2: Successful Student Recruitment
- Goal 3: Business Involvement in Program Quality
- Goal 4: Leadership Succession

Goal 5, Professional Development, and Goal 6, Technology, are supportive goals for the purpose of assuring the availability of resources to implement Goals 1 through 4.

- Goal 5: Professional Development
- Goal 6: Technology

## **ACTION TEAMS**

Four teams were formed and charged to develop action plans aimed at achieving each of the four goals. These teams worked from December 2007 to March 2008 and included over 40 individuals representing EASTERN's stakeholder groups.

In April 2008, each team completed and submitted its report for review. The original retreat team was reconvened in May 2008 to hear the presentations. All of the retreat participants in attendance at this meeting affirmed the goals and embraced the plans prepared by the action teams.

The reports from the four teams are available on EASTERN's website at [www.eastech.org](http://www.eastech.org). The information in this report is derived from those four reports and includes a summary of the key initiatives and outcomes for each of the four goals.

## GOAL 1 – ENHANCING STUDENT SUCCESS

*To sustain and enrich the process of continuous improvement to enable the success of each student attending EASTERN.*

The team defined student success as the measured progress toward consciously developed and meaningful educational goals.

The team further defined the measures of student success as:

- EASTERN Student Completion Rates
- EASTERN Student Occupational Competency Test Rates
- EASTERN Placement Rates
- Academic Skills – PSSA Proficiency Standards

### Initiative 1: Student Goal Consciousness

In order to enable students to consciously develop meaningful educational goals, the team recommends the following:

- Establish a team comprised of faculty and students to review the purpose and implementation of student goal setting. Identify steps for improvement including resolving issues around grading of goal setting/journals.
- Build realistic and reasonable journal and writing requirements into goal setting that are aligned with Pennsylvania Writing Standards with assistance from participating districts.

### Initiative 2: Shared View of Purpose of Goal Setting

Establish protocol for ensuring continuity of school goals through building level leadership transitions.

District planning meetings for the development of shared view goals should be continued. This process should be refined to ensure EASTERN attendance at Individual Education Plan (IEP) meetings. The Shared View Team should consist of all counselors, with administration and special education representatives at each respective high school. To increase the two-way flow of information at Shared View meetings, encourage participating school staff to think about information to share with the EASTERN representative.

### Initiative 3: Attendance Initiative

Establish a committee (similar to the Admissions Committee) for student attendance to develop collaborative approaches for accountability with participating schools, and for improved attendance through motivators/incentives and disincentives.

### Initiative 4: Appropriateness of Student Placement

Assess the level of implementation and effectiveness of the new Career Expo approach as well as the Admissions protocols on the appropriateness of student placement.

### Initiative 5: PSSA Professional Development

Provide professional development for EASTERN faculty on PSSA prep for reading, mathematics, science, writing and test-taking skills.

### Initiative 6: Expanded Learning Opportunity (ELO)

Review and build upon current ELO opportunities.

### Initiative 7: Alternative (on-line) Delivery Systems

Investigate and identify by program, on-line resources for topics; such as, at-home re-view/studying, SOCAT preparation, and theory instruction to supplement and enrich programs.

## **DESIRED OUTCOMES:**

Enable all students to find success through program completion, placement in occupations and/or post-secondary education related to their study, and attaining proficiency on PSSA/SOCAT tests.

### **Membership – Team 1: *Enhancing Student Success***

Joseph Roy – *Team Leader*

Wendy Leyden – *Internal Logistics Coordinator*

Arch Jenkins • Sue Bitner • Darlene Davis

Ian Keane • Maureen Klenk • Patty Castner • Robert Eckley

## GOAL 2 – SUCCESSFUL STUDENT RECRUITMENT

*Implement a process, in collaboration with participating districts, to identify an appropriate student body to meet the demands of business and industry in specific careers.*

The team concluded that successful student recruitment is defined as putting the right students in the right programs for the right reasons and retaining them. Key concepts to achieve the goal are:

- Partnership with districts in career exploration and proper pre-requisite academic preparation
- Partnership with EASTERN and post-secondary institutions

### Initiative 1: Career Pathways Initiative

- In partnership with districts, investigate career exploration partnership models to establish best practices in career exploration.
- In partnership with districts, explore the Pennsylvania Career and Work Standards to identify, coordinate and prepare an operational plan for the implementation of the standards in partnership with EASTERN.
- In partnership with districts, develop a system of career exploration that causes students and parents to gradually develop a career goal through exposure to career guidance at Grade 5 through Grade 10.
- In partnership with districts and post-secondary institutions, establish secondary to post-secondary pathways, dual-enrollment opportunities, and articulation agreements.

### Initiative 2: Student Recruitment

- Develop a marketing strategy that increasingly relies on electronic media instead of paper media. All avenues of electronic media should be included (i.e., Internet, Web 2.0, Blogs, Wiki, FaceBook, school TV, radio, etc.).
- In partnership with districts, modify/change the 10th Grade Career Expo program to align with career exploration programs.
- In partnership with districts, develop a feedback system to evaluate the effectiveness of student recruitment from a variety of perceptions (i.e., counselors, teachers, grade 5 through grade 10 parents and students, etc.).

### Initiative 3: Alignment with Post-Secondary Education

- Investigate dual enrollment opportunities that allow students to receive high school and college credit for work completed at EASTERN.
- Develop electronic marketing materials that communicate the pathways to advanced degrees that are available through articulation and dual-enrollment agreements.
- Develop a marketing strategy that communicates post-secondary opportunities to students, parents, teachers and counselors.

#### DESIRED OUTCOMES:

- A career guidance system to assist students in identifying realistic career goals (career pathways) that works in partnership with school districts.
- In partnership with school districts, find, attract and recruit appropriate students to EASTERN programs through a system of career exploration that assures the right students are in the right programs for the right reasons.
- An increased awareness of the career pathways that lead to post-secondary career opportunities by attending EASTERN.

#### *Membership - Team 2: Successful Student Recruitment*

Jonathan Kircher – *Team Leader*

Karon Crickmore – *Internal Logistics Coordinator*

Sue Fox • Jen Haney • Pat Kohler

Amy Shields • Jane Owens • Jill Morgan • Melvin Dixon

Mark Pellico • Robert Jarvis • Tess Eichenberger

Jeremy Stills • Nicole Abruzzi



### **GOAL 3: BUSINESS INVOLVEMENT IN PROGRAM QUALITY**

*Engage local businesses to ensure the availability of quality programs that meet their needs and the interest of students.*

The team concluded that business involvement to improve program quality is an on-going process at EASTERN. This process has been advanced and deepened with the implementation of a “data warehouse” as recommended in the last strategic planning cycle. The development of processes that evaluate and analyze the effectiveness of EASTERN programs must be continued.

#### **Initiative 1: Develop a process to evaluate the effectiveness of EASTERN’S programs**

- Add an annually administered five-year student survey to acquire the long-term views of a student’s assessment of his/her time at EASTERN.
- Create and administer a survey of graduate performance to both employers and post-secondary educational institutions.
- Create a process that allows EASTERN to stay in contact with graduates.

#### **Initiative 2: Extend the process to identify potential new programs that reflect the real needs of industry and student interest**

Extend the Executive Advisory Committee’s (EAC) already well-developed new program assessment process with a front-end discovery phase that systematically examines the employment market. The added front end must query a broad range of sources to verify the viability of current programs and seeks to uncover new program opportunities. Run on a periodic basis, on the order of several years, this procedure specifies querying multiple information sources:

- Existing stakeholders; such as, parents, students, participating schools, and businesses
- State employment high-priority lists (one-third of this list is revised each year)
- Local employment high-priority lists
- Input from the Montgomery County Workforce Investment Board which continually monitors local employment needs
- Offerings at other vocational-technical schools and high schools
- Offerings at local post-secondary schools.



### Initiative 3: Develop a process to engage local businesses to supplement educational opportunities for students

Develop a documented procedure to continually engage new businesses and individuals into the advisory and educational activities of EASTERN. This procedure should include provisions for developing new contacts and reinforcing and broadening those already in place. The process must assess EASTERN's most pressing needs for business involvement and focus on these as high-priority needs. The process must employ methods to measure the success and effectiveness of the business engagement effort.

### Initiative 4: Develop a process to maximize the effectiveness of EASTERN'S business advisory committees

The effectiveness of the business advisory committees at EASTERN varies from committee to committee. EASTERN must research, document, and distribute to committees guidelines for the content and structure of highly effective advisory committees. These procedures should address membership and should define procedures to place some members in a new category of advisory committee membership that recognizes the unique contributions of some community members without requirements for meeting attendance and with no quorum impact.

## DESIRED OUTCOMES:

- A rich post-graduate evaluative data set to provide stronger, long-term feedback on EASTERN's preparation of its students in all areas leading to successful employment.
- Extend the current new program identification model to include a formal employment market review that identifies new and emerging programs that should be considered for addition to the program offerings at EASTERN and provides feedback on existing program employment trends.
- Create a formal business engagement process to vastly deepen EASTERN's penetration into local businesses on all fronts. The business engagement effort should improve the business community's knowledge and involvement in Program Awareness, Expanded Learning Opportunities and the Advisory Committee Structure at EASTERN.
- Improve the health and performance of EASTERN's Executive and Occupational Advisory Committees by creating well-researched guidelines for committee membership and structure. In addition, create a new membership category recognizing the special contributions of some committee members without regard to attendance.

### Membership - Team 3:

#### *Business Involvement in Program Quality*

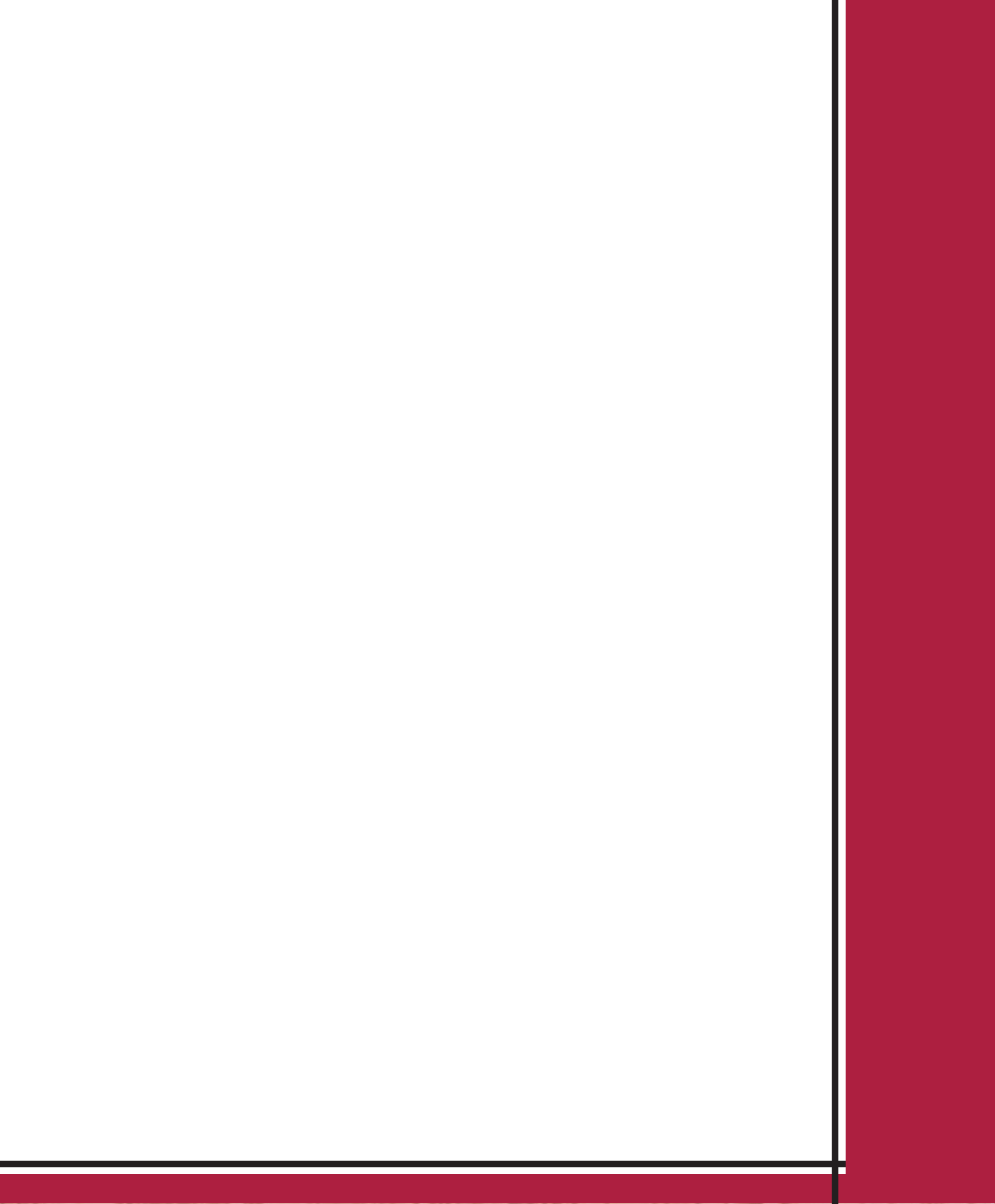
Don Horsfall - *Team Leader*

Linda Kalita - *Internal Logistics Coordinator*

Anthony Garofalo • John McDonald • Janet Dicenzo

Mike Quiring • Jim Doherty • Richard Morris

Joe Sauers • William Lotz



## GOAL 4: LEADERSHIP SUCCESSION

*Implement a process that will document EASTERN's existing culture, and sustain and enrich that culture in a rapidly changing environment with particular emphasis on the role of EASTERN's formal and informal leadership in the process.*

The team described culture in this plan the way anthropologists use the term; that is, it includes ideas, beliefs and values AND processes, actions, rules and rituals. To be useful, the description of EASTERN's culture must be SIMPLE. Effective transmission of an organization's culture must involve awareness of the organization's history, in particular, the development of the culture.

With respect to EASTERN's culture, the four responsibilities of leaders are learning, leading, transmitting and building. Refer to the full report for a wider description of these responsibilities.

EASTERN's members and leaders within the EASTERN community include individuals from the business community both in the documentation process and as candidates for recruitment as new members and leaders.

### Initiative 1: Culture and Values

Document EASTERN's existing culture and its embodiment in the activities of the EASTERN community including both EASTERN's values and the processes and procedures that embody those values.

- Formally adopt a brief and simple statement of EASTERN's values and a process for periodically revalidating this statement (as the EASTERN Mission Statement is revisited/reaffirmed at the beginning of each strategic planning retreat).
- Collect existing documentation of the values and processes that make up EASTERN's culture and cause these documents to be made part of the plan.

### Initiative 2: History

Document the history of EASTERN's culture through written texts and oral accounts of how the values and processes that make up the culture arose.

- Develop an "oral history" of EASTERN with particular attention to the culture and its evolution and embodiment in the life of the organization.
- Interview persons familiar with all periods of EASTERN's history starting from 1980.

### Initiative 3: Leadership

Document the role of leadership in EASTERN's culture with attention to how leaders, both formal and informal, receive, build, and transmit the culture and how leaders ensure that the culture lives in each period of EASTERN's history.

- Identify all leadership roles within the EASTERN community and develop written descriptions of their relationship to EASTERN's culture.

### Initiative 4: Transmission of EASTERN's Culture

Document the history of the transmission of EASTERN's culture from each generation of leaders and other members of the EASTERN community to the next.

### Initiative 5: Plan to Transmit Culture

Develop a plan which ensures that EASTERN's culture is effectively transmitted to new members of EASTERN's community, particularly to new leaders in all areas.

## DESIRED OUTCOMES:

EASTERN's culture and the history of that culture will be fully documented and provisions will be made for updating the documentation of the culture as it evolves.

By 2009, a plan will be in place for transmitting EASTERN's culture to all new members of the EASTERN community.

Specific provisions will be made within for using the plan for identifying candidates for new members of EASTERN's community as well as new leaders, for selecting members and leaders from among those candidates, and for transmitting EASTERN's culture to those selected.

The plan will include provisions for assessing the effectiveness of EASTERN's leadership in fulfilling its four responsibilities with respect to the culture (learning, leading, transmitting, and building).

#### **Membership - Team 4: *Leadership Succession***

Jim Hessinger – *Team Leader*

Steven Parke – *Internal Logistics Coordinator*

Bob Morrison • Stephen Seu • Carol Duell

Teresa Giambrone • Patricia Kilmartin

Mary McDonnell • Dr. Michael Pladus • Paul Saywell

Lynn Franklin • Craig Hoffman

## GOAL 5: PROFESSIONAL DEVELOPMENT TEAM

*Develop a Professional Development Plan and an Induction Plan that will ensure the successful implementation of Strategic Plan Initiatives developed for the Eastern Center for Arts and Technology.*

The professional development plan is based on the action plans developed during the strategic planning process. In addition, the team reviewed, and built upon, the past Professional Development and Induction Plans. The identification of topics for staff development was researched through student and teacher data available from the EASTERN data warehouse. The team also reviewed the service to internal customer survey and the technology plan to identify staff development topics.

### Initiative 1: Provide staff development based on established student needs using data

Staff development is needed to refine the ability of employees to analyze/evaluate student data, implement a process to maintain contact with students and develop a protocol to develop further professional development program initiatives.

### Initiative 2: Provide training to ensure organizational effectiveness

Provide the staff with skills that improve organizational effectiveness through knowledge of culture and values, principles of continuous improvement, work place safety, communication strategies and organization processes.

### Initiative 3: Provide content knowledge update training to assure currency

Employees need to be continually updated in the appropriate content knowledge for their instructional program, management of group processes and decision-making models.

### Initiative 4: Provide pedagogical skills training to assure high quality instruction

Knowledge of test-taking skills, standards, assessment, grading, effective advisory committee operations, assertive discipline, industry certifications and student learning styles is critical to the success of students.

### Initiative 5: Provide procedures/quality processes training for all staff

The staff must have knowledge and skills in the marketing of EASTERN. They also must be knowledgeable in the ELO process, human resources, instructional support systems and state-sponsored leadership initiatives.

## Initiative 6: Provide current career and technical education initiative and research-related training

EASTERN employees must stay current with trends in career and technical education; such as, the areas of dual enrollment, articulation agreements, career pathways, academic standards, high priority occupation system and procedures to identify new programs.

## Initiative 7: Provide training in the use of technology

EASTERN employees must be current in the use of new technology.

## Initiative 8: Provide an induction program to assure transition into the organization

The current induction program has served the school well in many ways. The current model must continue and the addition of training in meeting needs of diverse learners is a critical addition.

### **DESIRED OUTCOMES:**

- Staff development based on established student needs
- Staff development that will support the growth of organizational effectiveness
- Staff development that will ensure content knowledge is current
- Staff development that will ensure high quality instruction
- Staff development that will ensure procedures and quality practices are being used
- Staff development that will ensure that staff know how to use technology to its full potential
- An induction process that provides a smooth entry into the school for new employees

### *Membership – Team 5:*

#### *Staff Development*

Irene Bender - *Team Leader*

Walter Kenney - *Internal Logistics Coordinator*

Arch Jenkins • Alice Houriet

Karon Crickmore • Kevin Reilly

Joel Maruchek • Thomas Allen • Jacqueline Posey

Ken Cooper • Pat Kilmartin



## GOAL 6 – TECHNOLOGY

*Develop a plan of action that addresses and meets the needs of EASTERN as a leader in technology and the requirements established by the Pennsylvania Department of Education.*

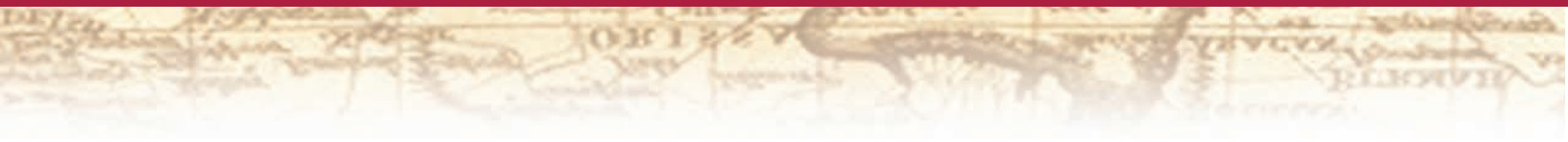
The Technology Plan is intended to reflect the needs of EASTERN to provide its students and staff with current tools and technology to perform their responsibilities and effectively communicate with constituents and partners in a safe secure manner that reflects EASTERN's mission and strategic vision in a manner consistent with current best business practices.

### Initiative 1: Ensure availability of technology to meet the needs of EASTERN's students and staff in a secure environment

- Revise and implement hardware and software replacement to ensure currency in a fiscally responsible fashion
- Review and update EASTERN's document management policies and tools to ensure compliance with the Right-to-Know law
- Provide secure access for EASTERN employees to work remotely
- Update and implement an oversight process to ensure complete implementation and functionality of EASTERN's Business Continuation Plan
- Investigate alternative e-mail systems to provide cost effective reliability service
- Apply appropriate technologies to improve school security in an efficient manner

### Initiative 2: Provide appropriate technology to enhance student success

- Implement a renewed data warehouse to provide a single portal to all student performance information in a secure user-friendly environment
- Implement a data dashboard to provide instructional staff with daily information regarding critical student performance indicators
- Identify and implement a web-based instructional management system to facilitate communication between teachers and students



### Initiative 3: Apply innovative technology to facilitate collaboration with EASTERN's constituents

- Implement collaboration technology to facilitate communication between EASTERN staff and its diverse constituents
- Improve utilization of video conferencing capabilities through the IU network resources to participating school districts, other career and technical education centers, and local businesses
- Update videos to include interviews with employers, alumni and students for distribution on districts' cable systems and websites
- Develop and maintain a database to track and enhance interaction with local businesses

### Initiative 4: Improve support and service to employees

- Provide regularly scheduled updates of employee skills inventory and ensure skills inventory is used
- Review and schedule employee training as appropriate
- Improve employee satisfaction with technology services
- Improve user familiarity and refine financial information availability to employees through technology
- Refine and enforce help desk process for technology and facility service issues

### DESIRED OUTCOMES:

- Provide a safe and secure environment through technology
- Enhance student success through technology
- Advance collaboration with constituents
- Improve internal customer satisfaction with technology services

#### *Membership – Team 6: Technology*

Mark Elfont – *Team Leader*

Joni Seth – *Internal Logistics Coordinator*

Deborah Burge • Carol Ann Casciato

Joseph Colaneri • Teresa Giambrone • Gail Kennedy

Joseph Mancini • Edward May

Ruth Morgan • Michael Wagman • Timothy Weaver

## STRATEGIC PLAN IMPLEMENTATION

Following the adoption of the Strategic Plan by the Joint Operating Committee in August 2008, an Implementation Plan will be developed by the administration in cooperation with the Strategic Plan Steering Committee. This Implementation Plan will:

- Integrate the initiatives from the four goals into a logical and sequential sequence
- Prioritize the implementation of the initiatives over the next five years
- Identify the resources that will be needed to implement the first year of the plan
- Identify milestones or progress points for the initiatives implemented during the first year
- Assign responsibility for carrying out the approved activities
- Identify the activities required to communicate the plan throughout EASTERN's community

An Implementation Committee, consisting of the President of the Joint Operating Committee, the Chairperson of the Administrative Advisory Committee and the Chairperson of the Executive Advisory Committee, will review the Implementation Plan and proposed budget to carry out the year's plan in September of each year prior to the development of the operating budget.

"Strategic Planning is not an event; it is a way of life for any successful organization." Periodic updates of the plan are vital not only to the plan, but the organization. Therefore, each year, EASTERN's Annual Report will provide a status report on the accomplishments of implementing this plan.

*We appreciate the effort and commitment of everyone who participated in the strategic planning process over the past two years.*

Gary Albert  
Teacher, EASTERN

Thomas Allen  
Assistant Director, EASTERN

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Director, EASTERN

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Student Success Coordinator,  
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## **FACILITATORS:**

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