

Wyalusing Valley JSHS

School Level Plan

07/01/2017 - 06/30/2021

School Profile

Demographics

Wyalusing Valley JSHS

11364 Wyalusing New Albany Road
Wyalusing, PA 18853
(570)746-1218

Federal Accountability Designation: none

Title I Status: No

Schoolwide Status: Not Provided

Principal: Gary Otis

Superintendent: Jason Bottiglieri

Stakeholder Involvement

Name	Role
Jason Bottiglieri	Administrator
Stephanie Heller	Administrator
Donald Jacopetti	Administrator
Deneen Lantz	Administrator
Ralph Osmolinski	Administrator
Gary Otis	Administrator
Deana Patson	Administrator
Beth Schulze	Administrator
Richard Robinson	Board Member
Chad Salsman	Board Member
Jean Vande Mark	Board Member
Gene Anne Woodruff	Board Member
Gary Otis	Building Principal
Robyn Lacy	Business Representative
Shelby Napoli	Business Representative
Herbert Gery	Community Representative
Carol Goodman	Community Representative
Nancy Iseminger	Ed Specialist - Nutrition Service Specialist
Cheryl Chamberlin	Ed Specialist - Other
Kathy Trowbridge	Ed Specialist - Other
Brock Edwards	Ed Specialist - School Counselor

Lindsey Spencer	Ed Specialist - School Nurse
Carrie Dickson	Elementary School Teacher - Regular Education
Korrie Kunkle	Elementary School Teacher - Regular Education
William Lutz	Elementary School Teacher - Regular Education
Katrina McMahon	Elementary School Teacher - Regular Education
Jennifer Moss	Elementary School Teacher - Regular Education
Susan Kilmer	Elementary School Teacher - Special Education
Sheri Harvatine	High School Teacher - Regular Education
John Slusark	High School Teacher - Regular Education
Ellen Minnier	High School Teacher - Special Education
Karen Potter	High School Teacher - Special Education
Brian Clinton	Middle School Teacher - Regular Education
Mary Sohns	Middle School Teacher - Regular Education
Beth Trowbridge	Middle School Teacher - Regular Education
Amy Bennett	Parent
Jennifer Pardoe-Maines	Parent
Lisa Vaskas	Parent
Kristie Wilbur	Parent

Federal Programs

School Improvement

The Title I status for Wyalusing Valley JSHS is unknown.

Needs Assessment

School Accomplishments

Accomplishment #1:

According to 2015-2016 PVASS data, 100% of all students have met the required gap closure for science/Biology and 100% of students have shown academic growth in science/Biology.

Accomplishment #2:

According to 2015-016 PVAAS data, 100% of Historically Underperforming students met the required gap closure for ELA/literature.

Accomplishment #3:

Wyalusing High School's attendance rate is 92.54% and the cohort graduation rate is 89.8% meaning students are graduating on track within the four years from ninth through twelfth grade.

Accomplishment #4:

Seventy eight percent of Wyalusing Valley High School students who attend the Northern Tier Career Center scored Competent or Advanced on Industry Standards-Based assessments that include the NOCTI/NIMS assessments.

School Concerns

Concern #1:

2015-2016 PSSA data indicates that 63% of all Wyalusing High School students did not achieve proficient or advanced on the mathematics test and only 63% of students are making progress toward closing the achievement gap in mathematics.

Concern #2:

2015-2016 PSSA data shows that special education (IEP) and Historically Underperforming students do not demonstrate the same level of performance in math and ELA/Literature on the PSSA tests as all students at Wyalusing Valley High School.

Concern #3:

As students struggle to achieve proficiency in reading, we are concerned about the impact their reading ability is having on their overall academic success in the classroom and on state standardized tests.

Prioritized Systemic Challenges

Systemic Challenge #1 (*Guiding Question #2*) Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students

Aligned Concerns:

2015-2016 PSSA data indicates that 63% of all Wyalusing High School students did not achieve proficient or advanced on the mathematics test and only 63% of students are making progress toward closing the achievement gap in mathematics.

2015-2016 PSSA data shows that special education (IEP) and Historically Underperforming students do not demonstrate the same level of performance in math and ELA/Literature on the PSSA tests as all students at Wyalusing Valley High School.

As students struggle to achieve proficiency in reading, we are concerned about the impact their reading ability is having on their overall academic success in the classroom and on state standardized tests.

Systemic Challenge #2 (*Guiding Question #4*) Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching

Aligned Concerns:

2015-2016 PSSA data indicates that 63% of all Wyalusing High School students did not achieve proficient or advanced on the mathematics test and only 63% of students are making progress toward closing the achievement gap in mathematics.

2015-2016 PSSA data shows that special education (IEP) and Historically Underperforming students do not demonstrate the same level of performance in math and ELA/Literature on the PSSA tests as all students at Wyalusing Valley High School.

As students struggle to achieve proficiency in reading, we are concerned about the impact their reading ability is having on their overall academic success in the classroom and on state standardized tests.

Systemic Challenge #3 (*Guiding Question #3*) Ensure that there is a system within the school that fully ensures consistent implementation of a standards aligned curriculum framework across all classrooms for all students.

Aligned Concerns:

2015-2016 PSSA data indicates that 63% of all Wyalusing High School students did not achieve proficient or advanced on the mathematics test and only 63% of students are making progress toward closing the achievement gap in mathematics.

2015-2016 PSSA data shows that special education (IEP) and Historically Underperforming students do not demonstrate the same level of performance in math and ELA/Literature on the PSSA tests as all students at Wyalusing Valley High School.

As students struggle to achieve proficiency in reading, we are concerned about the impact their reading ability is having on their overall academic success in the classroom and on state standardized tests.

School Level Plan

Action Plans

Goal #1: Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students

Indicators of Effectiveness:

Type: Annual

Data Source: Implementation of building level data analysis professional development for faculty and administration.

Specific Targets: Improvement in student's CDT scores from beginning to the end of year testing and PSSA scores in the areas of math and reading.

Type: Annual

Data Source: Observation of teachers implementing instructional decisions based on student data analysis.

Specific Targets: Improvement in student's CDT scores from beginning to the end of year testing and PSSA scores in the areas of math and reading.

Strategies:

Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

Description:

Using Student Achievement Data to Support Instructional Decision Making provides a WWC reporting of various strategies related to the acquisition, analysis, and application of student data. (Source: http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf)

SAS Alignment: Standards, Assessment, Instruction

Data Walkthroughs

Description:

Schedule weekly walkthroughs to classrooms and conduct a follow-up meeting to provide specific feedback and recommendations. Resource: <http://effectivestrategies.wiki.caiu.org/Using+Data>

SAS Alignment: Standards, Assessment, Instruction

Implementation Steps:

CDT (Classroom Diagnostic Tools) Administration

Description:

We will plan to administer the CDTs to students in grades 7-10 in the following subjects: math, reading, writing, science, ELA, Algebra, biology, and chemistry. Data gathered from the CDTs will provide our district with identified eligible content areas of student strengths and weaknesses. These identified areas will assist administration and faculty in implementing instructional strategies related to student needs. We will provide professional development to administrators and faculty related to interpreting CDT data results and best practices in sharing and using data to inform instruction.

Start Date: 8/28/2017 **End Date:** 6/1/2021

Program Area(s): Professional Education

Supported Strategies: None selected

Implement Data Warehousing software

Description:

We will investigate and implement data warehousing software that will allow our district to store local and state assessment data in a single location. The software would also provide analytical tools and assessment options for our district. Consolidating all student performance data into a single location will provide easier access for administration and faculty to make use of student data.

Start Date: 9/1/2017 **End Date:** 1/4/2018

Program Area(s): Professional Education, Teacher Induction, Educational Technology

Supported Strategies: None selected

Analysis of Assessment Data

Description:

Data team meetings will occur to identify student content areas of strength and weakness based on CDT and state assessment data. Content areas will be examined to determine standards that are not being met and potential instructional areas to

strengths with professional development. Evidence that will indicate the implementation step has occurred will be teacher generated reports evaluating their building level data--not just grade level or subject data.

Start Date: 9/6/2017 **End Date:** 4/1/2021

Program Area(s): Professional Education, Special Education

Supported Strategies: None selected

Goal #2: Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching

Indicators of Effectiveness:

Type: Annual

Data Source: Classroom observations of teacher implementing effective instructional practices.

Specific Targets: Improvement in student's CDT score from the beginning to the end of the school year in math and reading.

Strategies:

Instruction - Teacher Effectiveness, Principal Effectiveness and Student Learning Objectives (SLOs)

Description:

Commonwealth of Pennsylvania (Source: <http://www.pdesas.org/Instruction/Index/>) Resource: <http://effectivestrategies.wiki.caiu.org/Instructional+Practices>

SAS Alignment: Standards, Curriculum Framework, Instruction

Instructional Practices for an Effective Classroom

Description:

Research shows that the link between classroom behavior and instruction is a powerful one. Certain instructional practices are associated with increased task-appropriate behavior. Here's how you, the classroom teacher, can take advantage of this link to improve instruction and overall behavior. Pennsylvania Department of Education, Bureau of Special Education, Pennsylvania Training and Technical Assistance Network. Checklist adapted from Darch, C. B. and Kameenui, E. J. (2004). Instructional Classroom Management. Canada: Pearson Prentice Hall. (Source: <http://effectivestrategies.wiki.caiu.org/file/view/InstrPrac.pdf/528265932/InstrPrac.pdf>) Resource: <http://effectivestrategies.wiki.caiu.org/Instructional+Practices>

SAS Alignment: Standards, Curriculum Framework, Instruction

Implementation Steps:

Domain 1: Planning and Preparation Professional Development

Description:

Professional development will be provided that focuses on the four domains of teaching according to the Charlotte Danielson's Framework for Teaching. These domains are: planning and preparation, classroom environment, instruction, and professional responsibilities. Domains 1 and 4 cover aspects of the teaching profession that occur outside the classroom, while Domains 2 and 3 address aspects that are directly observable in classroom teaching. Domain one professional development will focus on implementing a standardized template and process for submitting weekly lesson plans.

Start Date: 8/27/2018 **End Date:** 6/1/2020

Program Area(s): Professional Education, Teacher Induction

Supported Strategies: None selected

Domain 2 & 3: Classroom Environment and Instruction Professional Development

Description:

Teachers will gain knowledge and be provided demonstrations of instructional practices for an effective classroom.

Start Date: 1/1/2019 **End Date:** 6/1/2020

Program Area(s): Professional Education

Supported Strategies: None selected

SAS (Standards Aligned System) Professional Development

Description:

The Standards Aligned System (SAS), developed by the Pennsylvania Department of Education, is a comprehensive, researched-based resource to improve student achievement. SAS identifies six elements that impact student achievement: Standards, Assessments, Curriculum Framework, Instruction, Materials & Resources, and Safe and Supportive Schools. Schools and educators across Pennsylvania are supported in their efforts to implement SAS by the development of a state-of-the-art portal.

Administrators and faculty will be trained on the features and tools available in the SAS portal that can be implemented in their classrooms to improve classroom instruction and student achievement.

Start Date: 8/27/2018 **End Date:** 6/1/2021

Program Area(s): Professional Education

Supported Strategies: None selected

Goal #3: Ensure that there is a system within the school that fully ensures consistent implementation of a standards aligned curriculum framework across all classrooms for all students.

Indicators of Effectiveness:

Type: Annual

Data Source: Faculty will provide formatted content curriculum according to guidelines established in the curriculum framework.

Specific Targets: Alignment of curriculum in the core subjects K-12.

Strategies:

Curriculum Mapping

Description:

Empirical evidence of a positive statistical correlation of the use of curriculum mapping with student achievement is scarce. There was a 2001 study by the Indiana Center of Evaluation conducted for the Ohio DOE that determined curriculum alignment (defined as curriculum mapping with subsequent change in instructional practice) was the “single greatest factor in achieving improved test scores.” The following link provides a list of resources supporting the positive contributions of curriculum mapping to educational processes: <http://www.curriculummapping101.com/materials/curriculum-mapping-research>; the following link provides an overview of curriculum mapping: <http://webserver3.ascd.org/handbook/demo/mapping2.html>
Resource: <http://effectivestrategies.wiki.caiu.org/Curriculum+Framework>

SAS Alignment: Standards, Curriculum Framework

Implementation Steps:

Selection of a Curriculum Framework

Description:

The Coordinator of Curriculum and Instructional Technology will research multiple curriculum framework models that could be implemented for K-12 curriculum mapping. The Coordinator of Curriculum and Instructional Technology will review and present two curriculum framework models to the K-12 faculty and receive their feedback regarding selection of the best model for implementation in our district.

The Coordinator of Curriculum and Instructional Technology will also select a web based tool to assist faculty in inputting, organizing, and displaying curriculum framework details. Ideally the web based tool will be used to create and share our completed district curriculum maps for grade levels and content areas.

Start Date: 7/3/2017 **End Date:** 1/2/2018

Program Area(s): Professional Education

Supported Strategies: None selected

Departmental Curriculum Mapping-SWOT Analysis

Description:

The Coordinator of Curriculum and Instructional Technology will meet with selected departments/grade levels on a monthly basis to accomplish the following tasks on an on-going basis:

1. "unpack" the standards which means getting to know the standards, identify gaps and overlaps, and identify content to be taught at each grade level
2. "translate" the standards which means understanding the standards and identify how we are teaching and assessing the standard
3. SWOT (Strength, Weaknesses, Opportunities, and Threats) will be used to identify the positives and negatives within our existing K-12 curriculum.

Start Date: 1/2/2018 **End Date:** 1/2/2020

Program Area(s): Professional Education

Supported Strategies: None selected

Unit Design--Curriculum Writing

Description:

The Coordinator of Curriculum and Instructional Technology will provide leadership in the unit design process of curriculum writing for K-12 grade levels and departments. Faculty will begin the process of creating their content unit designs using the curriculum design framework. The unit design will be mapped using the

Start Date: 9/5/2018 **End Date:** 6/1/2021

Program Area(s): Professional Education

Supported Strategies: None selected

Appendix: Professional Development Implementation Step Details

LEA Goals Addressed: Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students								
Start	End	Title			Description			
8/28/2017	6/1/2021	CDT (Classroom Diagnostic Tools) Administration			We will plan to administer the CDTs to students in grades 7-10 in the following subjects: math, reading, writing, science, ELA, Algebra, biology, and chemistry. Data gathered from the CDTs will provide our district with identified eligible content areas of student strengths and weaknesses. These identified areas will assist administration and faculty in implementing instructional strategies related to student needs. We will provide professional development to administrators and faculty related to interpreting CDT data results and best practices in sharing and using data to inform instruction.			
		Person Responsible	SH	S	EP	Provider	Type	App.
		Building Principals and Coordinator of Curriculum and Instructional Technology	1.0	2	10	Coordinator of Curriculum & Instructional Technology and Building Principals	School Entity	No

Knowledge	Administration and faculty will gain hands-on experience in administering, interpreting, and evaluating CDT data related to our district's students. Data discussions will provide valuable teacher insights related to testing content, administration, and overall student data results.
Supportive	Using data to inform classroom instructional practices.

Research

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.

Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

Empowers educators to work effectively with parents and community partners.

For school and district administrators, and other educators seeking leadership roles:

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.

Provides leaders with the ability to access and use appropriate data to inform decision-making.

Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Instructs the leader in managing resources for effective results.

Training Format

Series of Workshops
 School Whole Group Presentation
 Department Focused Presentation
 Professional Learning Communities

Participant Roles

Dir

Classroom teachers
 Principals / Asst. Principals
 Supt / Asst Supts / CEO / Ex
 School counselors
 Other educational

Grade Levels

Middle (grades 6-8)
 High (grades 9-12)

specialists

Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p> <p>Peer-to-peer lesson discussion</p> <p>Lesson modeling with mentoring</p>	Evaluation Methods	<p>Student PSSA data</p> <p>Classroom student assessment data</p> <p>Participant survey</p> <p>Review of participant lesson plans</p> <p>Review of written reports summarizing instructional activity</p>
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LEA Goals Addressed: Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students

Start	End	Title	Description	Person Responsible	SH	S	EP	Provider	Type	App.
9/1/2017	1/4/2018	Implement Data Warehousing software	We will investigate and implement data warehousing software that will allow our district to store local and state assessment data in a single location. The software would also provide analytical tools and assessment options for our district. Consolidating all student performance data into a single location will provide easier access for administration and faculty to make use of student data.							

Coordinator of Curriculum and Instructional Technology	1.0	2	15	Coordinator of Curriculum and Instruction and Building Principals	School Entity	No
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Knowledge

Administrators and faculty will gain knowledge about data warehousing and access to all student data in a single location which should make the data analysis process more effective and efficient.

Supportive Research

Using data to inform classroom instructional practices.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.

Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

Empowers educators to work effectively with parents and community partners.

For school and district administrators, and other educators seeking leadership roles:

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.

Provides leaders with the ability to access and use appropriate data to inform decision-making.

Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Instructs the leader in managing resources for effective results.

Training Format

Series of Workshops
 School Whole Group Presentation
 Department Focused Presentation

Professional Learning Communities

Participant Roles	Dir	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex School counselors	Grade Levels	Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Analysis of student work, with administrator and/or peers Peer-to-peer lesson discussion	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers	Evaluation Methods	Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data Participant survey Review of written reports summarizing instructional activity

LEA Goals Addressed: Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students

Start	End	Title	Description
9/6/2017	4/1/2021	Analysis of Assessment Data	Data team meetings will occur to identify student content areas of strength and weakness based on CDT and state assessment data. Content areas will be examined to determine standards that are not being met and potential instructional areas to

strengths with professional development. Evidence that will indicate the implementation step has occurred will be teacher generated reports evaluating their building level data--not just grade level or subject data.

Person Responsible	SH	S	EP	Provider	Type	App.
Building Administrators and Coordinator of Curriculum & Instructional Technology	2.0	3	10	Coordinator of Curriculum & Instructional Technology and Building Principals	School Entity	No

Knowledge Teachers will learn how to access, synthesize, and interpret assessment data to make informed instructional decisions.

Supportive Research Assessment data should inform and assist in identifying effective instructional practices.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

- Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
- Empowers educators to work effectively with parents and community partners.

For school and district administrators, and other educators seeking leadership roles:

- 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.
- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Instructs the leader in managing resources for effective results.

Training Format	Series of Workshops School Whole Group Presentation Professional Learning Communities		
Participant Roles	Dir	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex School counselors Other educational specialists	Grade Levels
Follow-up Activities	Analysis of student work, with administrator and/or peers Peer-to-peer lesson discussion	Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data

LEA Goals Addressed: Ensure that there is a system within the school that fully ensures consistent

implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching

Start	End	Title					Description		
8/27/2018	6/1/2020	Domain 1: Planning and Preparation Professional Development					Professional development will be provided that focuses on the four domains of teaching according to the Charlotte Danielson's Framework for Teaching. These domains are: planning and preparation, classroom environment, instruction, and professional responsibilities. Domains 1 and 4 cover aspects of the teaching profession that occur outside the classroom, while Domains 2 and 3 address aspects that are directly observable in classroom teaching. Domain one professional development will focus on implementing a standardized template and process for submitting weekly lesson plans.		
		Person Responsible Building Administrators and Coordinator of Curriculum & Instructional Technology	SH 1.0	S 1	EP 10	Provider Coordinator of Curriculum & Instructional Technology and Building Principals	Type School Entity	App. No	

Knowledge

Faculty will gain knowledge of Danielson's Framework for Domain 1 Planning and Preparation and be provided with a demonstration on to complete the lesson plan template and feedback and expectation regarding weekly submission of the lesson plan to administrators.

Supportive Research

Planning and preparation for daily teaching activities to achieve better classroom instruction.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.

Provides educators with a variety of classroom-based assessment skills and the skills

needed to analyze and use data in instructional decision-making.
Empowers educators to work effectively with parents and community partners.

For school and district administrators, and other educators seeking leadership roles:

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.
Provides leaders with the ability to access and use appropriate data to inform decision-making.
Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
Instructs the leader in managing resources for effective results.

Training Format

Series of Workshops
School Whole Group Presentation
Department Focused Presentation
Professional Learning Communities

Participant Roles

Classroom teachers
Principals / Asst. Principals
Other educational specialists

Grade Levels

Middle (grades 6-8)
High (grades 9-12)

Follow-up Activities

Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or

Evaluation Methods

Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment,

peers
 Creating lessons to meet
 varied student learning styles
 Peer-to-peer lesson
 discussion
 Joint planning period
 activities

instructional delivery and professionalism.
 Student PSSA data
 Standardized student assessment
 data other than the PSSA
 Classroom student assessment data

LEA Goals Addressed: Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching

Start	End	Title				Description		
1/1/2019	6/1/2020	Domain 2 & 3: Classroom Environment and Instruction Professional Development				Teachers will gain knowledge and be provided demonstrations of instructional practices for an effective classroom.		
		Person Responsible	SH	S	EP	Provider	Type	App.
		Building Principals and Coordinator of Curriculum and Instructional Technology	1.0	2	10	Coordinator of Curriculum and Instruction and Building Principals	School Entity	No

Knowledge

Knowledge will be gained about research-based instructional practices.

Supportive Research

Improvement in instructional practices can lead to higher student achievement.

Designed to Accomplish

<p>For classroom teachers, school counselors and education specialists:</p>	<p>Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p>
<p>For school and district administrators, and other educators seeking leadership roles:</p>	<p>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.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>

Training Format

- Series of Workshops
- School Whole Group Presentation
- Department Focused Presentation
- Professional Learning Communities

Participant Roles	Dir	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>Supt / Ast Supts / CEO / Ex</p> <p>School counselors</p> <p>Paraprofessional</p> <p>Other educational specialists</p>	Grade Levels	<p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>
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Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Peer-to-peer lesson discussion</p> <p>Lesson modeling with mentoring</p>	Evaluation Methods	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Participant survey</p> <p>Review of participant lesson plans</p> <p>Review of written reports summarizing instructional activity</p>
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LEA Goals Addressed: Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching

Start	End	Title	Description
8/27/2018	6/1/2021	SAS (Standards Aligned System) Professional Development	<p>The Standards Aligned System (SAS), developed by the Pennsylvania Department of Education, is a comprehensive, researched-based resource to improve student achievement. SAS identifies six elements that impact student achievement: Standards, Assessments, Curriculum Framework, Instruction, Materials & Resources, and Safe and Supportive Schools. Schools and educators across Pennsylvania are supported in their efforts to implement SAS by the development of a state-of-the-art portal.</p> <p>Administrators and faculty will be trained on the features and tools available</p>

in the SAS portal that can be implemented in their classrooms to improve classroom instruction and student achievement.

Person Responsible	SH	S	EP	Provider	Type	App.
Coordinator of Curriculum & Instructional Technology	1.0	2	10	Coordinator of Curriculum & Instructional Technology and Building Principals	School Entity	No

Knowledge

Administrators and faculty will gain knowledge and skills related to using the SAS portal to access research based practices to improve student achievement.

Supportive Research

Identification and access to research based instructional practices to improve teaching and student achievement.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.
 Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

For school and district administrators, and other educators seeking leadership roles:

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.
 Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
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Training Format	Series of Workshops School Whole Group Presentation Professional Learning Communities		
Participant Roles	Dir	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex School counselors	Grade Levels
			Middle (grades 6-8) High (grades 9-12)
Follow-up Activities		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 Peer-to-peer lesson discussion	Evaluation Methods
			Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Participant survey

LEA Goals Addressed: Ensure that there is a system within the school that fully ensures consistent implementation of a standards aligned curriculum framework across all classrooms for all students.

Start End Title Description

The Coordinator of Curriculum and Instructional Technology will research multiple curriculum framework models that could be implemented for K-12 curriculum mapping. The Coordinator of Curriculum and Instructional Technology will review and present two curriculum framework models to the K-12 faculty and receive their feedback regarding selection of the best model for implementation in our district.

7/3/2017

1/2/2018

Selection of a Curriculum Framework

The Coordinator of Curriculum and Instructional Technology will also select a web based tool to assist faculty in inputting, organizing, and displaying curriculum framework details. Ideally the web based tool will be used to create and share our completed district curriculum maps for grade levels and content areas.

Person Responsible	SH	S	EP	Provider	Type	App.
Coordinator of Curriculum & Instructional Technology	1.0	2	40	Coordinator of Curriculum & Instructional Technology	School Entity	No

Knowledge

Research based models of curriculum frameworks

Supportive Research

Aligning curriculum to standards to guide and inform instructional practices

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.

For school and district administrators, and other educators seeking leadership roles:

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.

Provides leaders with the ability to access and use appropriate data to inform decision-making.
 Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
 Instructs the leader in managing resources for effective results.

Training Format	School Whole Group Presentation Department Focused Presentation		
Participant Roles	Dir	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Other educational specialists	Grade Levels
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers		Evaluation Methods
			Middle (grades 6-8) High (grades 9-12) Participant survey

LEA Goals Addressed: Ensure that there is a system within the school that fully ensures consistent implementation of a standards aligned curriculum framework across all classrooms

for all students.

Start	End	Title	Description					
1/2/2018	1/2/2020	Departmental Curriculum Mapping-SWOT Analysis	<p>The Coordinator of Curriculum and Instructional Technology will meet with selected departments/grade levels on a monthly basis to accomplish the following tasks on an on-going basis:</p> <ol style="list-style-type: none"> 1. "unpack" the standards which means getting to know the standards, identify gaps and overlaps, and identify content to be taught at each grade level 2. "translate" the standards which means understanding the standards and identify how we are teaching and assessing the standard 3. SWOT (Strength, Weaknesses, Opportunities, and Threats) will be used to identify the positives and negatives within our existing K-12 curriculum. 					
		<p>Person Responsible Coordinator of Curriculum & Instructional Technology</p>	<p>SH 1.0</p>	<p>S 9</p>	<p>EP 6</p>	<p>Provider Coordinator of Curriculum & Instructional Technology</p>	<p>Type School Entity</p>	<p>App. No</p>

Knowledge

Curriculum analysis and development

Supportive Research

Aligning curriculum to standards in order to achieve improved student performance.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

- Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
- Empowers educators to work effectively with parents and community partners.

For school and district administrators, and other educators seeking leadership roles:

- 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.
- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

Training Format		Series of Workshops	
Participant Roles	Dir Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex	Grade Levels	Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	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	Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Participant survey

LEA Goals Addressed: **Ensure that there is a system within the school that fully ensures consistent implementation of a standards aligned curriculum framework across all classrooms for all students.**

Start	End	Title	Description				
9/5/2018	6/1/2021	Unit Design--Curriculum Writing	The Coordinator of Curriculum and Instructional Technology will provide leadership in the unit design process of curriculum writing for K-12 grade levels and departments. Faculty will begin the process of creating their content unit designs using the curriculum design framework. The unit design will be mapped using the				
	Person Responsible	SH	S	EP	Provider	Type	App.
	Coordinator of Curriculum and Instructional Technology	1.0	6	6	Coordinator of Curriculum & Instructional Technology	School Entity	No

Knowledge

Curriculum writing

Supportive Research

Aligning curriculum with standards to improved instructional practices.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

- Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
- Empowers educators to work effectively with parents and community partners.

For school and district administrators, and other

Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and

educators seeking leadership roles:

- interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.
- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

Training Format	Series of Workshops		
Participant Roles	Classroom teachers Principals / Asst. Principals Other educational specialists	Grade Levels	Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	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	Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Review of participant lesson plans Review of written reports summarizing instructional activity