

Wyalusing Valley El Sch

School Level Plan

07/01/2017 - 06/30/2021

School Profile

Demographics

Wyalusing Valley El Sch

11450 Wyalusing-New Albany Rd
Wyalusing, PA 18853
(570)746-1206

Federal Accountability Designation: none

Title I Status: No

Schoolwide Status: Not Provided

Principal: Deneen Lantz

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 Ann Woodruff	Board Member
Deneen Lantz	Building Principal : Schoolwide Plan
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

Lindsay 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 El Sch is unknown.

Needs Assessment

School Accomplishments

Accomplishment #1:

During the 2015-2016 school year, 75% of all Wyalusing Valley Elementary students met the required gap closure for science. Additionally, 100% of the historically underperforming students met the required gap closure and are making academic growth on the PVAAS for science.

Accomplishment #2:

According to 2015-2016 PSSA data, all student subgroups are exceeding state average in growth, achievement, and gap closure in science.

Accomplishment #3:

According to 2015-2016 PVAAS data, 100% of historically underperforming students are closing the achievement gap in elementary mathematics. Additionally, 100% of students are showing academic growth in mathematics.

School Concerns

Concern #1:

According to 2015-2016 PSSA academic performance data, nearly half of Wyalusing Valley Elementary students in grade 3 did not score proficient or advanced on the ELA portion of the PSSA.

Concern #2:

According to 2015-2016 PSSA data, nearly half of all Wyalusing Valley Elementary students are not closing the achievement gap in ELA/Literature and only 28% of the historically underperforming students closed the achievement gap.

Concern #3:

According to 2015-2016 PSSA academic achievement data, students are significantly underperforming in mathematics. Sixty-three percent of students did not score proficient or advanced in mathematics.

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:

According to 2015-2016 PSSA academic performance data, nearly half of Wyalusing Valley Elementary students in grade 3 did not score proficient or advanced on the ELA portion of the PSSA.

According to 2015-2016 PSSA academic achievement data, students are significantly underperforming in mathematics. Sixty-three percent of students did not score proficient or advanced in mathematics.

According to 2015-2016 PSSA data, nearly half of all Wyalusing Valley Elementary students are not closing the achievement gap in ELA/Literature and only 28% of the historically underperforming students closed the achievement gap.

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:

According to 2015-2016 PSSA academic performance data, nearly half of Wyalusing Valley Elementary students in grade 3 did not score proficient or advanced on the ELA portion of the PSSA.

According to 2015-2016 PSSA academic achievement data, students are significantly underperforming in mathematics. Sixty-three percent of students did not score proficient or advanced in mathematics.

According to 2015-2016 PSSA data, nearly half of all Wyalusing Valley Elementary students are not closing the achievement gap in ELA/Literature and only 28% of the historically underperforming students closed the achievement gap.

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:

According to 2015-2016 PSSA academic performance data, nearly half of Wyalusing Valley Elementary students in grade 3 did not score proficient or advanced on the ELA portion of the PSSA.

According to 2015-2016 PSSA academic achievement data, students are significantly underperforming in mathematics. Sixty-three percent of students did not score proficient or advanced in mathematics.

According to 2015-2016 PSSA data, nearly half of all Wyalusing Valley Elementary students are not closing the achievement gap in ELA/Literature and only 28% of the historically underperforming students closed the achievement gap.

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: Classroom Diagnostic Tool (CDT) data, PSSA data, PVASS data, and DIBELS data

Specific Targets: Year one (2017-2018) create a district data review system or timeline based on assessment implementation and availability of data. Identify and implement professional development sessions throughout the school year based on availability of relevant data for faculty and administrative analysis.

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

Implementation Steps:

CDT (Classroom Diagnostic Tools) Administration

Description:

We will plan to administer the CDTs to students in grades 3-6 in the following subjects: math, reading, writing, and science. 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, Student Services

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:** 1/2/2018

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

Supported Strategies: None selected

Analysis of Assessment Data to Determine Instructional areas of strength and weakness

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:

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

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 instructional methods used by teachers.

Specific Targets: Improvement in student testing data in the academic areas of reading and math.

Strategies:

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, Assessment, Instruction

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: 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, Special Education

Supported Strategies:

- Instructional Practices for an Effective Classroom
- Instruction - Teacher Effectiveness, Principal Effectiveness and Student Learning Objectives (SLOs)

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: 1/2/2019 **End Date:** 6/1/2021

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:

- Curriculum Mapping

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:

- Curriculum Mapping

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:

- Curriculum Mapping

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 3-6 in the following subjects: math, reading, writing, and science. 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 and Instruction 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 districts students. Data discussions will provide valuable teacher insights related to testing content, administration, and overall student results.						
	Supportive Research	Informing class instruction based on student data.						

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

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

Participant Roles

Dir

Classroom teachers
 Principals / Asst. Principals
 Supt / Ast Supts / CEO / Ex
 School counselors
 Related Service Personnel
 Parents

Grade Levels

Elementary - Primary (preK - grade 1)
 Elementary - Intermediate (grades 2-5)
 Middle (grades 6-8)

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	Provider	Type	App.
9/1/2017	1/2/2018	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 Instruction and Building Principals	School Entity	No
		<p>Person Responsible</p> <p>Coordinator of Curriculum and Instructional Technology</p>		<p>SH S EP</p> <p>1.0 2 15</p>		

Knowledge	Administration 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 appealing.
Supportive Research	Using data to inform classroom instructional practices.
Designed to Accomplish	<p data-bbox="825 480 1923 548">Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p data-bbox="825 553 1923 621">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 data-bbox="919 626 1864 659">Empowers educators to work effectively with parents and community partners.</p>
For classroom teachers, school counselors and education specialists:	
For school and district administrators, and other educators seeking leadership roles:	<p data-bbox="825 776 1923 911">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 data-bbox="825 915 1839 984">Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p data-bbox="825 989 1923 1057">Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p data-bbox="919 1062 1671 1097">Instructs the leader in managing resources for effective results.</p>
Training Format	<p data-bbox="709 1179 957 1211">Series of Workshops</p> <p data-bbox="709 1216 1121 1248">School Whole Group Presentation</p> <p data-bbox="709 1253 1121 1286">Department Focused Presentation</p> <p data-bbox="709 1291 1129 1320">Professional Learning Communities</p>

Participant Roles	Dir	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex School counselors	Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8)
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** **Strategy #1: Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing**

Start	End	Title	Description
9/6/2017	4/1/2021	Analysis of Assessment Data to Determine Instructional areas of strength and weakness	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. No
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 data to make informed instructional decisions.

Supportive Research Assessment 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

<p>Participant Roles</p>	<p>Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir School counselors Other educational specialists</p>	<p>Grade Levels</p>	<p>Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8)</p>
<p>Follow-up Activities</p>	<p>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 Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Joint planning period activities</p>	<p>Evaluation Methods</p>	<p>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</p>

<p>LEA Goals Addressed:</p>	<p>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</p>	<p>Strategy #1: Instructional Practices for an Effective Classroom Strategy #2: Instruction - Teacher Effectiveness, Principal Effectiveness and Student Learning Objectives (SLOs)</p>
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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	SH	S	EP	Provider	Type	App.
		Building Administrators and Coordinator of Curriculum & Instructional Technology	1.0	1	10	Coordinator of Curriculum & Instructional Technology and Building Principals	School Entity	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		
Participant Roles	Classroom teachers Principals / Asst. Principals	Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5)
Follow-up Activities	<ul style="list-style-type: none"> Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Joint planning period activities 	Evaluation Methods	<ul style="list-style-type: none"> Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. 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	Person Responsible	SH	S	EP	Provider	Type	App.
1/2/2019	6/1/2021	Domain 2 & 3: Classroom Environment and Instruction Professional Development	Teachers will gain knowledge and be provided demonstrations of instructional practices for an effective classroom.	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 practice may lead to higher 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.
- 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 Paraprofessional Other educational specialists	Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8)
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Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers	Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
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Coordinator of Curriculum & Instructional Technology	1.0	2	10	Coordinator of Curriculum & Instructional Technology and Building Principals	School Entity	No
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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.
 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	Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8)
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	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. **Strategy #1: Curriculum Mapping**

Start	End	Title	Description
7/3/2017	1/2/2018	Selection of a Curriculum Framework	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.

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
			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. **Strategy #1: Curriculum Mapping**

Start End Title 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:

1/2/2018

1/2/2020

Departmental Curriculum Mapping-SWOT Analysis

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.

Person Responsible	SH	S	EP	Provider	Type	App.
Coordinator of Curriculum & Instructional Technology	1.0	9	6	Coordinator of Curriculum & Instructional Technology	School Entity	No

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

Provides the knowledge and skills to think and plan strategically, ensuring that

administrators, and other educators seeking leadership roles:

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	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8)
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 **Strategy #1: Curriculum Mapping**

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	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 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	Classroom teachers Principals / Asst. Principals Other educational specialists	Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8)
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