Community Academy of Philadelphia CS

Schoolwide Plan

07/01/2018 - 06/30/2019

School Profile

Demographics

Community Academy of Philadelphia CS

1100 East Erie Ave
Philadelphia, PA 19124
(215)533-6700

Federal Accountability Designation: Focus
Title I Status: Not Provided
Schoolwide Status: Yes
Principal: Alberta O'Brien
Superintendent: Joseph Proietta

Stakeholder Involvement

Name	Role
Maria Colon	Administrator : Professional Education School Improvement Plan
Maria Colon	Administrator : Professional Education Schoolwide Plan
Anna Duvivier	Administrator
Kim Jetter-Henson	Administrator : School Improvement Plan
Kim Jetter-Henson	Administrator : Professional Education
Elizabeth McCluskey	Administrator : Professional Education School Improvement Plan Schoolwide Plan
Elizabeth McCluskey	Administrator : Professional Education
Anthony Richichi	Administrator : Professional Education School Improvement Plan
Anthony Richichi	Administrator : Professional Education
Jacqueline Smith-Spade	Administrator : Professional Education Schoolwide Plan
Alberta O'Brien	Building Principal : Professional Education School Improvement Plan Schoolwide Plan
Alberta O'Brien	Building Principal : Professional Education
Maria Vargas Torres	Business Representative : Professional Education
Michael Whisman	Business Representative : Professional Education
Michael Whisman	Business Representative : Professional Education

Jenee Chizick-Agüero	Community Representative : Professional Education
Joe Garcia	Community Representative : Professional Education
Joe Garcia	Community Representative : Professional Education
Laura Cristella	Ed Specialist - School Counselor : Professional Education
Laura Cristella	Ed Specialist - School Counselor : Professional Education School Improvement Plan Schoolwide Plan
Lisette Rivera	Ed Specialist - School Counselor : Professional Education
Beth Donnelly	Elementary School Teacher - Regular Education : Professional Education School Improvement Plan
Beth Donnelly	Elementary School Teacher - Regular Education : Professional Education
Lorie Wnek	Elementary School Teacher - Regular Education : Professional Education
Stefanie Quinn	Elementary School Teacher - Special Education : Professional Education School Improvement Plan
Sara Gallagher	High School Teacher - Regular Education : School Improvement Plan
Sara Gallagher	High School Teacher - Regular Education : Professional Education
Kathleen Randles	High School Teacher - Regular Education : Professional Education School Improvement Plan
Kathleen Randles	High School Teacher - Regular Education : Professional Education
Susan Ostrich	Instructional Coach/Mentor Librarian : School Improvement Plan
Susan Ostrich	Instructional Coach/Mentor Librarian : Professional Education
Susan Gibson	Middle School Teacher - Regular Education : Professional Education
Janice Hinkson	Middle School Teacher - Regular Education : Professional Education School Improvement Plan
Marifrances Pogorzelski	Middle School Teacher - Regular Education : Professional Education School Improvement Plan
Marifrances Pogorzelski	Middle School Teacher - Regular Education :

	Professional Education
Rick Lopez	Parent : Professional Education
Cely Negroni	Parent : School Improvement Plan
Cely Negroni	Parent : Professional Education
Angie Osoria	Parent : Professional Education School Improvement Plan
Angie Osoria	Parent
Cassandra McLaughlin	Special Education Director/Specialist : Professional Education Schoolwide Plan
Cassandra McLaughlin	Special Education Director/Specialist : Professional Education School Improvement Plan Schoolwide Plan

Federal Programs

School Improvement

The Title I status for Community Academy of Philadelphia CS is unknown.

Coordination of Programs

Technical Assistance

The LEA provides guidance, technical assistance, and support to schools developing schoolwide programs in the areas of needs assessment, comprehensive planning, implementation, and evaluation of schoolwide program and requirements.

Describe the technical assistance provided. Explain why it was considered high quality technical assistance.

Provider	Meeting Date	Type of Assistance
Andrew Coonradt, DCIU	9/13/2017	Comp Plan email support for resubmission of Plan
Andrew Coonradt, DCIU	10/30/2017	Answered question via email regarding planning
Andrew Coonradt, DCIU	11/3/2017	Email support for Act 71 Compliance
Andrew Coonradt, DCIU	4/9/2018	Email update on due date of School Improvement Plan and overture of assistance
Andrew Coonradt, DCIU	4/10/2018	Act 71 support with training question
Comprehensive Planning Team	11/30/2017	Comprehensive Planning Tip Jar Newsletter
Comprehensive Planning Team	1/30/2018	Comprehensive Planning Tip Jar Newsletter
Comprehensive Planning Team	3/29/2018	Comprehensive Planning Tip Jar Newsletter
Kelly Fortney	4/26/2018	Email notice about Charter School Webinar
Kelly Fortney, CAIU	4/5/2018	Email update on due date of School Improvement Plan
PA Comprehensive Planning Team	9/17/2017	Comprehensive Planning Tip Jar Newsletter
PA Comprehensive Planning Team	10/31/2017	Comprehensive Planning Tip Jar Newsletter
PA Comprehensive Planning Team	2/28/2018	Comprehensive Planning Tip Jar Newsletter

Consolidation of Funds

Please indicate if your school/charter is consolidating state, local, and federal funds. (Your school/charter must keep on file an approval letter from your Regional Coordinator).

No, the school does not intend to consolidate the funds.

Needs Assessment

School Accomplishments

Accomplishment #1:
4-Year Cohort Graduation Rate of 91.34% is above the State average and our local School District of Philadelphia average.

Accomplishment #2:
In Reading, the "All Student Group" and every relevant Subgroup met the 95% participation rate target.

Accomplishment #3:
In Math, the "All Student Group" and every relevant Subgroup met the 95% participation target.

Accomplishment #4:
Our attendance rate was 92.78%.

Accomplishment #5:
A high percentage of our 12th grade students have taken the PSAT at some point in their high school career.

School Concerns

Concern #1:
In Reading, the "All Student Group" was below target with 38.5%.

Concern #2:
In Math, the "All Student Group" was below the target with 17.31%.

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:

In Reading, the "All Student Group" was below target with 38.5%.

In Math, the "All Student Group" was below the target with 17.31%.

Systemic Challenge #2 *(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:

In Reading, the "All Student Group" was below target with 38.5%.

In Math, the "All Student Group" was below the target with 17.31%.

Systemic Challenge #3 *(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:

In Reading, the "All Student Group" was below target with 38.5%.

In Math, the "All Student Group" was below the target with 17.31%.

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: Interim
Data Source: Interim/Benchmark testing
Specific Targets: Student achievement in grades K-2 will have a 5% increase in the number of students scoring at grade level/proficiency in mathematics and reading within the period from the fall baseline to spring testing.

Type: Interim
Data Source: Interim/Benchmark Testing
Specific Targets: Student achievement in grades 3-10 will have a 5% increase in the number of students scoring at the proficient or above range in interim/benchmark testing within the period from the fall baseline to spring testing.

Type: Annual
Data Source: Pennsylvania System of School Assessment (PSSA)
Specific Targets: Student achievement will meet or exceed the standard for growth, according to PVAAS reports.

Type: Annual
Data Source: Keystone Testing
Specific Targets: Student achievement will meet or exceed the standard for growth, according to PVAAS reports.

Strategies:

Data Analysis to Inform Instruction

Description:

Data Analysis to Inform Instruction

Data Analysis will be implemented schoolwide by all teachers and administration. Data Analysis is an effective strategy because it allows administration, teachers, and students to quantitatively see where students are in terms of achievement and assists in identifying what areas need to be supported in order to improve. Data will be used to inform instruction, raise student achievement, and for continuous

school improvement. All educators, including the principal, will engage students in the monitoring of their own achievement growth. Likewise, professional education that provides all educators, including the principal, with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision making will be given a high priority. Time will be set aside for professional development for Data Analysis to support instructional decision making and equip teachers with effective strategies related to the acquisition, analysis, and application of student data. Student understanding and ownership of their own data from benchmarks, summative assessments, and classwork are a key components to promote an effective school-wide culture of data analysis for continuous improvement.

SAS Alignment: Standards, Assessment, Instruction

Implementation Steps:

Data Analysis: Professional Development for Instructional Leaders

Description:

Description: Instructional leaders will be shown how to analyze data to identify skill deficiencies and determine PD goals for teachers in terms of instructional methods to support those areas of student weaknesses. Administrators will be shown ways, including technology use, to streamline and more easily access and analyze data effectively. Data will be used to identify the needs of students and provide targeted PD support for teachers in the classroom.

Indicator of Implementation: Training materials

Start Date: 9/7/2018   **End Date:** 10/12/2018

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- Data Analysis to Inform Instruction

Data Analysis: Professional Development Sessions for Teachers

Description:

<u>Description</u>: Professional Development sessions will be offered to review how to access the online results to various tests, how to analyze summative assessments like the PSSA/Keystone, how to use on-going assessments like the DRA and benchmarks to target weaknesses. Follow-up sessions will include best practices of data analyses. Sessions will provide all educators, including the principal, with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

<u>Indicators of Implementation</u>: Act 48 Sign-In Sheets from faculty, presentation slides

Start Date: 9/7/2018   **End Date:** 12/14/2018

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- Data Analysis to Inform Instruction

Data Analysis: Acquire Resources

Description:

<u>Description</u>: In order for data analysis to occur, acquisition of appropriate resources for assessment will be needed. Likewise, resources and supplies needed to aide in organizing, displaying, and analyzing data on paper and in our comprehensive data warehouse. Resources could include, but are not limited to renewal of annual licenses for Rubicon Atlas, Powerschool Student Information System, and an assessment builder. comprehensive data warehouse, NWEA MAP Testing for grades K-2, grade level reading assessment for grades K-8, DIBELS for grades K-4, as well as purchases of resources and/or technology to support learning, assessment, online testing, etc.

<u>Indicators of Implementation</u>: Purchase orders, invoices.

Start Date: 9/3/2018   **End Date:** 6/29/2020

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- Data Analysis to Inform Instruction

Data Analysis: Administer Assessments to Gather Data

Description:

Description:

- Administer math, reading, and science benchmarks to students in grades 3-8, two to three times a year
- Administer benchmark testing in mathematics and reading to grades K-2, two to three times a year
- Administer algebra, literature and biology benchmarks to grades 9 and 10 and non-proficient 11th graders, two to three times a year.
- Administer a K-4 reading level assessment, such as the DRA

Indicator of Implementation: Test Results

Start Date: 9/3/2018   **End Date:** 5/29/2020

Program Area(s): Educational Technology

Supported Strategies:

- Data Analysis to Inform Instruction

Data Analysis: Data Walls

Description:

Description: Creation of a Data Walls in a central locations for teachers and admin. to be able to see data in a very tangible sense and have thoughtful conversations about ways to bring students to proficiency.

Indicators of Implementation: The Elementary Data walls and Upper School Data Walls; data/dept. meeting schedule

Start Date: 10/5/2018   **End Date:** 6/5/2020

Program Area(s): Professional Education

Supported Strategies:

- Data Analysis to Inform Instruction

Data Analysis: Data Meetings

Description:

Description: Set aside time on a regular basis (e.g. monthly) for the examination of data, via data walls and/or online through data warehouse, to allow teachers to make thoughtful adjustments to their instructional practices in the classroom and to allow administrators to consider any needed programmatic changes.

Indicators of Implementation: Meeting schedules

Start Date: 10/5/2018   **End Date:** 6/7/2019

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- Data Analysis to Inform Instruction

Differentiating Instruction/Data Analysis: Adjustment of Instruction based on Data

Description:

Description: Teachers will review summative, interim assessment, and classroom data and adjust their instruction to best meet the weaknesses identified.

Indicators of Implementation: Data reports; lesson plans

Start Date: 10/5/2018   **End Date:** 6/7/2020

Program Area(s): Professional Education

Supported Strategies:

- Data Analysis to Inform Instruction

Data Analysis: Parent Data Training

Description:

Description: Training for parents in how to access and interpret student information via the PowerSchool Parent Portal, including class grades and results from interim and summative testing, such as Benchmarks, PSSA, and Keystone. Training will also include ways to access resources, such as Study Island, geared toward improving student scores in identified areas of need.

Indicator of Implementation: Training materials, parent sign-in sheet.

Start Date: 10/5/2018   **End Date:** 1/3/2020

Program Area(s): Educational Technology

Supported Strategies:

- Data Analysis to Inform Instruction

Data Analysis: Student Self-Monitoring

Description:

Description: Students will actively track and self-analyze their scores on interim online testing, e.g. MAP/Benchmark and/or CDT testing.

Indicator of Implementation: Student score charts

Start Date: 9/7/2018   **End Date:** 6/12/2020

Program Area(s): Educational Technology

Supported Strategies:

- Data Analysis to Inform Instruction

Data Analysis: Data Meetings on Transition Grades

Description:

Description: Time will be set aside for teachers to meet to focus on data related to all grades with special emphasis on transition grades such as K into 1, 4 into 5, and

8 into 9 to prepare for a smooth transition and to assist in the identification of gaps or weaknesses that will need to be supported during the transition. Data reports, the data walls, and online data warehouse, etc. will be available sources to glean most useful information for decision-making.

Indicators of Implementation: Meeting agenda and schedule

Start Date: 9/1/2017   **End Date:** 6/7/2020

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- Data Analysis to Inform Instruction

Data Analysis: On-going Observations/Instructional Walkthroughs

Description:

Description: Administration will conduct walkthroughs and/or observations to monitor implementation and to provide feedback to teachers on efforts to tailor instruction to students' needs as identified through data analysis.

Indicator of Implementation: Notes/completed walkthrough or observation forms.

Start Date: 9/3/2018   **End Date:** 6/5/2020

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- Data Analysis to Inform Instruction

Goal #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

Indicators of Effectiveness:

Type: Interim

Data Source: Interim Testing (e.g. Measures of Academic Progress (MAP) Testing) in Reading and Mathematics

Specific Targets: Student achievement in grades K-2 will have a 5% increase in the number of students scoring at the national norm range in mathematics and reading within the period from the fall baseline to spring testing.

Type: Interim

Data Source: Interim/Benchmark Testing in Reading, Mathematics, and Science

Specific Targets: Student achievement in grades 3-10, over a three-year span, will have a 5% increase in the number of students scoring at the proficient or advanced range in the interim/benchmark testing within the period from the fall baseline to spring testing.

Type: Annual

Data Source: Pennsylvania System of School Assessment (PSSA)

Specific Targets: Student achievement will meet or exceed the standard for growth, according to PVAAS reports.

Type: Annual

Data Source: Keystone Testing

Specific Targets: Student achievement will meet or exceed the standard for growth, according to PVAAS reports.

Strategies:

Data Analysis to Inform Instruction

Description:

Data Analysis will be implemented schoolwide by all teachers and administration. Data Analysis is an effective strategy because it allows administration, teachers, and students to quantitatively see where students are in terms of achievement and assists in identifying what areas need to be supported in order to improve. Data will be used to inform instruction, raise student achievement, and for continuous school improvement. All educators, including the principal, will engage students in the monitoring of their own achievement growth. Likewise, professional education that provides all educators, including the principal, with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision making will be given a high priority. Time will be set aside for professional development for Data Analysis to support instructional decision making and equip teachers with effective strategies related to the acquisition, analysis, and application of student data. Student understanding and ownership of their own data from benchmarks, summative assessments, and classwork are a key components to promote an effective school-wide culture of data analysis for continuous improvement.

SAS Alignment: Standards, Assessment, Instruction

Differentiating Instruction

Description:

Differentiating instruction will be implemented school-wide by all teachers. Differentiating instruction is an effective strategy because in order to meet students where they are and bring them to where they should be, instruction needs to be tailored to students' needs. All teachers will be supported to use multiple instructional strategies (e.g. questioning, discussion, structured grouping, flexible grouping, and differentiated instruction) that actively engage or meet student learning needs. All educators, including the principal, will identify professional development goals aligned with areas for growth in the area of Differentiating Instruction, as measured by the Framework for Teaching. Differentiating instruction supports the consistent implementation of effective instructional practices across all classrooms because it encourages teachers to meet students where they are in terms of proficiency and gives teachers ways to present material in a variety of ways to move students to proficiency.

SAS Alignment: Curriculum Framework, Instruction, Materials & Resources

Implementation Steps:

Data Analysis: Professional Development for Instructional Leaders

Description:

Instructional leaders will be shown how to analyze data to identify skill deficiencies and determine PD goals for teachers in terms of instructional methods to support

those areas of student weaknesses. Administrators will be shown ways, including technology use, to streamline and more easily access and analyze data effectively. Data will be used to identify the needs of students and provide targeted PD support for teachers in the classroom.

Start Date: 9/11/2018   **End Date:** 12/11/2018

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- Data Analysis to Inform Instruction

Data Analysis: Professional Development Sessions for Teachers

Description:

Professional Development sessions will be offered to review how to access the online results to various tests, how to analyze summative assessements like the PSSA/Keystone, how to use on-going assessments like the DRA and CDT to target weaknesses; will also review how to view the data warehouse. Follow-up sessions will include best practices of data analyses. Sessions will provide all educators, including the principal, with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

Start Date: 9/5/2018   **End Date:** 12/15/2021

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- Data Analysis to Inform Instruction

Data Analysis: Acquire Resources

Description:

In order for data analysis to occur, acquisition of appropriate resources for assessment will be needed. Likewise, resources and supplies needed to aide in organizing, displaying, and analyzing data on paper and in our comprehensive data warehouse. Resources could include, but are not limited to renewal of annual licenses for Rubicon Atlas, Powerschool Student Information System, and an assessment builder. comprehensive data warehouse, NWEA MAP Testing for grades

K-2, grade level reading assessment for grades K-8, DIBELS for grades K-4, as well as purchases of resources and/or technology to support learning, assessment, online testing, etc.

Start Date: 1/2/2018   **End Date:** 6/30/2021

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- Data Analysis to Inform Instruction

Data Analysis: Administer Assessments to Gather Data

Description:

- Administer math, reading,and science benchmarks to students in grades 3-8, two to three times a year
- Administer NWEA Measures of Academic Progress testing and/or benchmarks in mathematics and reading to grades K-2, two to three times a year
- Administer algebra, literature and biology benchmarks to grades 9 and 10 and non-proficient 11th graders, two to three times a year.
- Administer a K-6 reading level assessment, such as the DRA

Start Date: 1/3/2018   **End Date:** 6/16/2021

Program Area(s): Professional Education

Supported Strategies:

- Data Analysis to Inform Instruction

Data Analysis: Data Walls

Description:

Creation of a Data Walls in central locations for teachers and admin. to be able to see data in a very tangible sense and have thoughtful conversations leading to planning how to bring students to proficiency.

Start Date: 1/3/2018   **End Date:** 6/30/2021

Program Area(s): Professional Education

Supported Strategies:

- Data Analysis to Inform Instruction

Data Analysis: Data Meetings

Description:

Set aside time on a regular basis (e.g. monthly) for the examination of data, via data walls and/or online data reports, to allow teachers to make thoughtful adjustments to their instructional practices in the classroom and to allow administrators to consider any needed programmatic changes.

Start Date: 1/3/2018 **End Date:** 6/16/2021

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- Data Analysis to Inform Instruction

Differentiating Instruction/Data Analysis: Adjustment of Instruction Based on Data

Description:

Teachers will review summative, interim assessment, and classroom data and adjust their instruction to best meet the weaknesses identified.

Start Date: 1/3/2018 **End Date:** 6/16/2021

Program Area(s): Professional Education

Supported Strategies:

- Data Analysis to Inform Instruction

Data Analysis: Parent Data Training

Description:

Training for parents in how to access and interpret student information via the PowerSchool Parent Portal, including class grades <u>and</u> testing results, such as the PSSA, and Keystone. Training may also include ways to access resources, such as Study Island, geared toward improving student scores in identified areas of need.

Start Date: 9/5/2018   **End Date:** 1/13/2021

Program Area(s): Educational Technology

Supported Strategies:

- Data Analysis to Inform Instruction

Data Analysis: Student Self-Monitoring

Description:

Students will actively track and self-analyze their scores on interim online testing, e.g benchmark testing, class grades

Start Date: 1/3/2018   **End Date:** 6/9/2021

Program Area(s): Educational Technology

Supported Strategies:

- Data Analysis to Inform Instruction

Data Analysis: Data Meetings on Transition Grades

Description:

Time will be set aside for teachers to meet to focus on data related to all grades with special emphasis on transition grades such as K into 1, 4 into 5, and 8 into 9 to prepare for a smooth transition and to assist in the identification of gaps or weaknesses that will need to be supported during the transition. Available data sources will be used to glean the most useful information for decision-making.

Start Date: 1/3/2018   **End Date:** 6/9/2021

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- Data Analysis to Inform Instruction

Data Analysis: On-going Observations/Instructional Walkthroughs

Description:

Administration will conduct walkthroughs and/or observations to monitor implementation and to provide feedback to teachers on efforts to tailor instruction to students' needs as identified through data analysis.

Start Date: 1/3/2018   **End Date:** 6/30/2021

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- Data Analysis to Inform Instruction

Differentiating Instruction: Professional Development Sessions for Instructional Leaders

Description:

Professional development will be provided to instructional leaders, including principals and department heads, on performing walkthroughs and/or effective observations, pre and post conferences to best support the strategy of differentiating instruction.

Start Date: 1/3/2018   **End Date:** 1/6/2021

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- Data Analysis to Inform Instruction
- Differentiating Instruction

Differentiating Instruction: Professional Development on Differentiating to Improve Language and Literacy Skills

Description:

Professional development will be provided to teachers and instructional leaders, including principals and department heads, on differentiating instruction to improve language and literacy skills.

Start Date: 1/3/2018   **End Date:** 6/30/2021

Program Area(s): Professional Education

Supported Strategies:

- Differentiating Instruction

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: Interim

Data Source: Interim/Benchmark testing

Specific Targets: Student achievement in grades K-2 will have a 5% increase in the number of students scoring at grade level/proficiency in mathematics and reading within the period from the fall baseline to spring testing.

Type: Interim

Data Source: Interim/benchmark testing

Specific Targets: Student achievement in grades 3-10 will have a 5% increase in the number of students scoring at the proficient or above range in interim/benchmark testing within the period from the fall baseline to spring testing.

Type: Annual

Data Source: PSSA Testing

Specific Targets: Student achievement will meet or exceed the standard for growth, according to PVAAS reports.

Type: Annual

Data Source: Keystone testing

Specific Targets: Student achievement will meet or exceed the standard for growth, according to PVAAS reports.

Strategies:

Curriculum Mapping

Description:

Curriculum Mapping will continue to be implemented school-wide by all teachers. Curriculum Mapping is an effective strategy to achieve the goal of consistent implementation of standards-aligned curricula for all students because it promotes vertical and horizontal alignment in our K-12 building. The curriculum mapping promotes cross-curricular reinforcement of essential skills and creative collaboration among educators focused on the goal of pushing all students to achieve proficiency with the standards. Content, including materials, activities and estimated instructional time for achieving the academic standards will be documented for all planned instruction.

All educators, including the principal, will be engaged in curricula review, revisions, or monitoring. We are using an online curriculum mapping program to assist us in our adherence to the Pennsylvania Core Standards. The following of a review protocol for review, revision, and monitoring within the system are included in the steps to ensure success after teachers as they implement and adjust their maps.

SAS Alignment: Standards, Curriculum Framework, Materials & Resources

Implementation Steps:

Curriculum Mapping: Provide Supporting Resources

Description:

Description: Renew annual license for Rubicon Atlas Curriculum Mapping System. Annually acquire print, digital, or other resources to augment PA Core

Standards and standards alignment efforts, e.g. WriteSteps, Simple Solutions, Finish Line and/or other literacy, math, etc, based resources, as well as online memberships to technology to reinforce standards, memberships to programs such as Study Island, Flocabulary, First in Math, Moby Max etc. Provide resources, such as laptop carts, to allow student access to these online interventions.

Indicator of Implementation: Purchase orders of resources.

Start Date: 9/7/2018   **End Date:** 6/12/2020

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- Curriculum Mapping

Curriculum Mapping: Professional Development Review and Revision Sessions

Description:

Description: Professional development for teachers will be offered to ensure consistent curricular planning across grades and subjects. To ensure proper base from which teachers can effectively map out and how to revise all content, materials, and activities across all subjects, sessions will focus on

- PA Core Standards and for cross-curricular planning
- benefits of curriculum mapping
- knowledge of the backward design model
- capabilities of the curriculum mapping system especially in supporting PA Core Standards

Indicators of Implementation: Sign-in sheets

Start Date: 9/7/2018   **End Date:** 6/12/2020

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- Curriculum Mapping

Curriculum Mapping: On-going Cycle of Revision/Review

Description:

Description: Administrators and department heads will work with teachers in continuing this on-going cycle of review and revision of curriculum according to the established protocol.

Indicators of Implementation: Updates in curriculum mapping system, meeting and review notes.

Start Date: 9/3/2018   **End Date:** 6/12/2020

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- Curriculum Mapping

Curriculum Mapping: Parental Involvement, STEM Night

Description:

Description: Inform parents of the plan for student learning, including the interconnection of some subjects. The CAO and Parent Liaison will coordinate to provide information to parents at Back-to-School Night, Parent Meetings, or STEM Night (or a combination of those times).

Indicators of Implementation: Handouts, sign-in sheets, agenda/schedule

Start Date: 9/3/2018   **End Date:** 3/15/2019

Program Area(s): Educational Technology

Supported Strategies:

- Curriculum Mapping

Curriculum Mapping: Parent Survey

Description:

Description: Parent surveys will be distributed to get feedback on plans for curriculum and other instructional issues.

Indicators of Implementation: Copy of the survey; survey results.

Start Date: 9/3/2018   **End Date:** 10/11/2019

Program Area(s):

Supported Strategies:

- Curriculum Mapping

Goal #4: 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: Interim

Data Source: Interim (e.g. Measures of Academic Progress (MAP Testing)) in reading and math

Specific Targets: Student achievement in grades K-2 will have a 5% increase in the number of students scoring at the national norm range in mathematics and reading within the period from the fall baseline to spring testing.

Type: Interim

Data Source: Interim/benchmark testing in reading, math, and science

Specific Targets: Student achievement in grades 3-10, over a three-year span, will have a 5% increase in the number of students scoring at the proficient or advanced range in interim/benchmark testing within the period from the fall baseline to spring testing.

Type: Annual

Data Source: PSSA Testing

Specific Targets: Student achievement will meet or exceed the standard for growth, according to PVAAS reports.

Type: Annual

Data Source: Keystone Testing

Specific Targets: Student achievement will meet or exceed the standard for growth, according to PVAAS reports.

Strategies:

Curriculum Mapping

Description:

Curriculum Mapping will be implemented school-wide by all teachers. Curriculum Mapping is an effective strategy to achieve the goal of consistent implementation of standards-aligned curricula for all students because will promote vertical and horizontal alignment in our K-12 building. The curriculum mapping promotes cross-curricular reinforcement of essential skills and creative collaboration among educators focused on the goal of pushing all students to achieve proficiency with the standards. Content, including materials, activities and estimated instructional time for achieving the academic standards will be documented for all planned instruction.

All educators, including the principal, will be engaged in curricula review, revisions, or monitoring. We are using a new online curriculum mapping program to assist us in our transition to the Pennsylvania Core Standards. The development of a review protocol for review, revision, and monitoring within the new system will be included in the steps to ensure success after teachers have had time to implement and adjust their maps.

SAS Alignment: Standards, Curriculum Framework, Materials & Resources

Implementation Steps:

Curriculum Mapping: Provide Supporting Resources

Description:

Renew annual license for Rubicon Atlas Curriculum Mapping System. Annually acquire print, digital, or other resources to augment PA Core Standards and standards alignment efforts, e.g. WriteSteps, Simple Solutions, Finish Line and/or other literacy, math, etc, based resources, as well as online memberships to technology to reinforce standards, memberships to programs such as Study Island, Flocabulary, Moby Max etc. Provide resources, such as laptop carts, to allow student access to these online interventions.

Start Date: 1/3/2018   **End Date:** 6/30/2021

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- Curriculum Mapping

Curriculum Mapping: Professional Development

Description:

Professional development for teachers will be offered on the Curriculum Mapping System to ensure consistent curricular planning across all grades and subjects.

Start Date: 1/3/2017   **End Date:** 6/12/2021

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- Curriculum Mapping

Curriculum Mapping: Review and Revision

Description:

All educators, including the principal, will be engaged in curricula review, revisions, OR monitoring. Curriculum will be reviewed by grade level/subject teams, subject leaders/dept. heads CAO, and Principals, Deputy CEO.

Start Date: 1/3/2017   **End Date:** 6/30/2020

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- Curriculum Mapping

Curriculum Mapping: On-going Cycle of Revision/Review

Description:

Administrators and department heads will work with teachers in continuing this on-going cycle of review and revision of curriculum according to the established protocol.

Start Date: 1/3/2018   **End Date:** 6/15/2021

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- Curriculum Mapping

Curriculum Mapping: Parental Involvement, STEM Night

Description:

Inform parents of the plan for student learning, including the interconnection of some subjects. The CAO and Parent Liaison will coordinate to provide information to parents at Back-to-School Night, Parent Meetings, or STEM Night (or a combination of those times).

Start Date: 1/3/2018   **End Date:** 6/30/2021

Program Area(s): Educational Technology

Supported Strategies:

- Curriculum Mapping

Curriculum Mapping: Parent Survey

Description:

Parent surveys will be distributed to get feedback on plans for curriculum and other instructional issues.

Start Date: 1/3/2018   **End Date:** 6/30/2021

Program Area(s):

Supported Strategies:

- Curriculum Mapping

Goal #5: 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: Interim

Data Source: Interim/Benchmark testing

Specific Targets: Student achievement in grades K-2 will have a 5% increase in the number of students scoring at grade level/proficiency in mathematics and reading within the period from the fall baseline to spring testing.

Type: Interim

Data Source: Interim/Benchmark Testing

Specific Targets: Student achievement in grades 3-10 will have a 5% increase in the number of students scoring at the proficient or above range in interim/benchmark testing within the period from the fall baseline to spring testing.

Type: Annual

Data Source: Pennsylvania System of School Assessment (PSSA)

Specific Targets: Student achievement will meet or exceed the standard for growth, according to PVAAS reports.

Type: Annual

Data Source: Keystone Testing

Specific Targets: Student achievement will meet or exceed the standard for growth, according to PVAAS reports.

Strategies:

Differentiating Instruction

Description:

Differentiating Instruction: Differentiating instruction will be implemented school-wide by all teachers. Differentiating instruction is an effective strategy because in order to meet students where they are and bring them to where they should be, instruction needs to be tailored to students' needs. All teachers will be supported to use multiple instructional strategies (e.g. questioning, discussion, structured grouping, flexible grouping, and differentiated instruction) that actively engage or meet student learning needs. All educators, including the principal, will identify professional development goals aligned with areas for growth in the area of Differentiating Instruction, as measured by the Framework for Teaching. Differentiating instruction supports the consistent implementation of effective instructional practices across all classrooms because it encourages teachers to meet students where they are in terms of proficiency and gives teachers ways to present material in a variety of ways to move students to proficiency.

SAS Alignment: Instruction, Curriculum Framework, Materials & Resources

Implementation Steps:

Differentiating Instruction: Professional Development Sessions for Instructional Leaders

Description:

Description: Professional development will be provided to instructional leaders, including principals and department heads, on performing walkthroughs and/or effective observations, pre and post conferences to best support the strategy of differentiating instruction.

Indicators of Implementation: Training materials/logs

Start Date: 9/7/2018   **End Date:** 10/5/2018

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- Differentiating Instruction

Differentiating Instruction: Professional Development on Differentiating to Improve Language and Literacy Skills

Description:

Description: Professional Development will be provided on a variety of methods that can be used to improve language and literacy skills in all classrooms.

Indicators of Implementation:

- Schedules/Teacher Sign-In Sheet

Start Date: 9/7/2018   **End Date:** 3/8/2019

Program Area(s): Professional Education

Supported Strategies:

- Differentiating Instruction

Differentiating Instruction: Professional Development on Differentiating for Diverse Learners

Description:

Description: Professional Development will be provided to support

- the importance of differentiating instruction for diverse learners
- effective methods of differentiation
- how to manage multiple student groups in one classroom
- how to use data to effectively differentiate

Indicators of Implementation:

- Schedules

    Start Date: 9/7/2018   **End Date:** 3/8/2019

    Program Area(s): Professional Education, Special Education, Student Services

    Supported Strategies:

    - Differentiating Instruction

Differentiating Instruction: Professional Development on Using Technology to Differentiate

Description:

Description: Professional Development will be provided on

- effective methods of differentiation using technology
- how to manage technology when differentiating in a classroom
- how to use data and technology together to effectively differentiate

    Indicators of Implementation:

- Schedules/Teacher Sign-in sheets

    Start Date: 9/7/2017   **End Date:** 3/8/2019

    Program Area(s): Professional Education, Educational Technology

    Supported Strategies:

    - Differentiating Instruction

Differentiating Instruction: Induction Program for New Teachers

Description:

Description: Teachers new to CAP will participate in the Induction Program to gain a strong foundation in the school mission and philosophy as well as educational

best practices, including methods of differentiating instruction to best support our school population.

Indicators of Implementation: Induction meeting agendas and sign-in sheets.

Start Date: 9/7/2018   **End Date:** 5/17/2019

Program Area(s): Professional Education, Teacher Induction

Supported Strategies:

- Differentiating Instruction

Differentiating Instruction: Provide Resources

Description:

Description: As needed, purchase additional instructional resources, including but not limited to workbooks, manipulatives, technology, subscriptions, annual licenses and other resources to support varied needs of students in the classroom.

Indicators of Implementation:

- Purchase invoices
- Lesson plans incorporting the use of resources

Start Date: 9/7/2018   **End Date:** 6/14/2019

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- Differentiating Instruction

Differentiating Instruction/Data Analysis: Adjustment of Instruction based on Data

Description:

Description: Teachers will review summative, interim assessment, and classroom data and adjust their instruction to best meet the weaknesses identified.

Indicators of Implementation: Data reports; lesson plans

Start Date: 10/5/2018   **End Date:** 6/7/2020

Program Area(s): Professional Education

Supported Strategies:

- Differentiating Instruction

Differentiating Instruction: Maximizing Effectiveness of Specialist Personnel

Description:

Description: On-going review and adjustment of support provided by specialists including reading specialists, ELL and special education support to ensure the maximum support for the goal of effective instruction using differentiation; e.g. pull-out support format may be changed to push-in support, etc.

Indicator of Implementation: Specialist schedules, assignments.

Start Date: 7/7/2017   **End Date:** 6/14/2019

Program Area(s):

Supported Strategies:

- Differentiating Instruction

Differentiating Instruction: Meetings to Share Collegial Best Practices

Description:

Description: Team and/or department meeting time will be set aside for the sharing of struggles and successes in the classroom to allow for collegial sharing and input.

Indicator of Implementation: Meeting schedules

Start Date: 9/5/2018   **End Date:** 6/10/2020

Program Area(s): Professional Education

Supported Strategies:

- Differentiating Instruction

Differentiating Instruction: After School Tutoring

Description:

Description: Teachers are available for a full hour after school each day to provide reinforcement, assistance with homework, etc. to students in need of additional help. This assistance is available in an on-going basis throughout the year.

Indicators of Implementation: Teachers' tutoring schedules/logs.

Start Date: 9/7/2018   **End Date:** 6/12/2020

Program Area(s):

Supported Strategies:

- Differentiating Instruction

Differentiating Instruction: Parental Involvement in Literacy

Description:

Description: Continue Annual Literacy Night for Students and Parents to Promote Strategies for differentiating literacy skills at home. Parents and students engage in small groups where various ways to approach literacy skills are modeled including print and technology resources, etc. Initiate K Parent meetings in June for the following school year. Chance to meet parents and discuss expectations and give resources for parents to use for summer learning.

Indicators of Implementation: Sign-in Sheets from Literacy Night, Purchase Orders from resources given to parents, Presentation Slides from Reading Specialist Team and Librarian, etc. Summer materials for K learning; record of parent attendance at K summer meetings.

Start Date: 6/1/2018   **End Date:** 3/6/2020

Program Area(s): Educational Technology

Supported Strategies:

- Differentiating Instruction

Differentiating Instruction: On-going Administrative Instructional Walkthroughs

Description:

Description: School Administration will Conduct Regular Walkthroughs to Monitor and Give Feedback on Instructional Practices

Indicators of Implementation: Walkthrough notes/reports

Start Date: 9/7/2018   **End Date:** 6/12/2020

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- Differentiating Instruction

Goal #6: 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: Interim

Data Source: Interim Testing (e.g. Measures of Academic Progress (MAP) Testing) in reading and math

Specific Targets: Student achievement in grades K-2 will have a 5% increase in the number of students scoring at the national norm range in mathematics and reading within the period from the fall baseline to spring testing.

Type: Interim

Data Source: Interim/Benchmark Testing

Specific Targets: Student achievement in grades 3-10, over a three-year span, will have a 5% increase in the number of students scoring at the proficient or advanced range in interim/benchmark testing within the period from the fall baseline to spring testing.

Type: Annual

Data Source: Pennsylvania System of School Assessment (PSSA)

Specific Targets: Student achievement will meet or exceed the standard for growth, according to PVAAS reports.

Type: Interim

Data Source: Keystone Testing

Specific Targets: Student achievement will meet or exceed the standard for growth, according to PVAAS reports.

Strategies:

Differentiating Instruction

Description:

 Differentiating instruction will be implemented school-wide by all teachers. Differentiating instruction is an effective strategy because in order to meet students where they are and bring them to where they should be, instruction needs to be tailored to students' needs. All teachers will be supported to use multiple instructional strategies (e.g. questioning, discussion, structured grouping, flexible grouping, and differentiated instruction) that actively engage or meet student learning needs. All educators, including the principal, will identify professional development goals aligned with areas for growth in the area of Differentiating Instruction, as measured by the Framework for Teaching. Differentiating instruction supports the consistent implementation of effective instructional practices across all classrooms because it encourages teachers to meet students

where they are in terms of proficiency and gives teachers ways to present material in a variety of ways to move students to proficiency.

SAS Alignment: Curriculum Framework, Instruction, Materials & Resources

Implementation Steps:

Differentiating Instruction: Professional Development Sessions for Instructional Leaders

Description:

Professional development will be provided to instructional leaders, including principals and department heads, on performing walkthroughs and/or effective observations, pre and post conferences to best support the strategy of differentiating instruction.

Start Date: 1/3/2018   **End Date:** 6/2/2021

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- Differentiating Instruction

Differentiating Instruction: Professional Development on Differentiating to Improve Language and Literacy Skills

Description:

Professional Development will be provided on a variety of methods that can be used to improve language and literacy skills in all classrooms.

Start Date: 1/3/2018   **End Date:** 6/30/2021

Program Area(s): Professional Education

Supported Strategies:

- Differentiating Instruction

Differentiating Instruction: Professional Development on Differentiating for Diverse Learners

Description:

Professional Development will be provided to support

· importance of differentiating instruction for diverse learners

· effective methods of differentiation

· how to manage multiple student groups in one classroom

· how to use data to effectively differentiate

· co-teaching

Start Date: 1/3/2018　　**End Date:** 6/9/2021

Program Area(s): Professional Education, Student Services

Supported Strategies:

• Differentiating Instruction

Differentiating Instruction: Professional Development on Using Technology to Differentiate

Description:

Professional Development will be provided on

· effective methods of differentiation using technology

· how to manage technology when differentiating in a classroom

· how to use data and technology together to effectively differentiate

Start Date: 1/3/2018　　**End Date:** 6/30/2021

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- Differentiating Instruction

Differentiating Instruction: Induction Program for New Teachers

Description:

Teachers new to CAP will participate in the Induction Program to gain a strong foundation in the school mission and philosophy as well as educational best practices, including methods of differentiating instruction to best support our school population.

Start Date: 1/3/2018   **End Date:** 6/30/2021

Program Area(s): Professional Education, Teacher Induction

Supported Strategies:

- Differentiating Instruction

Differentiating Instruction: Provide Resources

Description:

As needed, purchase additional instructional resources, including but not limited to workbooks, manipulatives, technology, subscriptions, annual licenses and other resources to support varied needs of students in the classroom.

Start Date: 1/3/2018   **End Date:** 6/30/2021

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- Differentiating Instruction

Data Analysis/Data Analysis: Adjustment of Instruction Based on Data

Description:

Teachers will review summative, interim assessment, and classroom data and adjust their instruction to best meet the weaknesses identified.

Start Date: 1/3/2018   **End Date:** 6/30/2021

Program Area(s): Professional Education

Supported Strategies:

- Differentiating Instruction

Differentiating Instruction: Maximizing Effectiveness of Specialist Personnel and Paraprofessionals

Description:

On-going review and adjustment of support provided by specialists and paraprofessionals, including reading specialists, ELL and special education support to ensure the maximum support for the goal of effective instruction using differentiation; e.g. pull-out support format may be changed to push-in support, etc.

Start Date: 1/3/2018   **End Date:** 6/30/2021

Program Area(s): Professional Education

Supported Strategies:

- Differentiating Instruction

Differentiating Instruction: Meetings to Share Collegial Best Practices

Description:

Team and/or department meeting time will be set aside for the sharing of struggles and successes in the classroom to allow for collegial sharing and input.

Start Date: 1/3/2018   **End Date:** 6/30/2021

Program Area(s): Professional Education

Supported Strategies:

- Differentiating Instruction

After School Tutoring

Description:

Teachers are available for a full hour after school each day to provide reinforcement, assistance with homework, etc. to students in need of additional help. This assistance is available in an on-going basis throughout the year.

Start Date: 1/3/2018   **End Date:** 6/30/2021

Program Area(s):

Supported Strategies:

- Differentiating Instruction

Differentiating Instruction: Parental Involvement in Literacy

Description:

Continue Annual Literacy Night for Students and Parents to Promote Strategies for differentiating literacy skills at home. Parents and students engage in small groups where various ways to approach literacy skills are modeled including print and technology resources, etc. Initiate K Parent meetings in June for the following school year. Chance to meet parents and discuss expectations and give resources for parents to use for summer learning.

Start Date: 1/3/2018   **End Date:** 6/30/2021

Program Area(s): Educational Technology

Supported Strategies:

- Differentiating Instruction

Differentiating Instruction: On-going Administrative Instructional Walkthroughs

Description:

School Administration will Conduct Regular Walkthroughs to Monitor and Give Feedback on Instructional Practices

Start Date: 1/3/2018   **End Date:** 6/30/2021

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- Differentiating Instruction

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	Strategy #1: Data Analysis to Inform Instruction

Start	End	Title	Description
9/7/2018	10/12/2018	Data Analysis: Professional Development for Instructional Leaders	Description: Instructional leaders will be shown how to analyze data to identify skill deficiencies and determine PD goals for teachers in terms of instructional methods to support those areas of student weaknesses. Administrators will be shown ways, including technology use, to streamline and more easily access and analyze data effectively. Data will be used to identify the needs of students and provide targeted PD support for teachers in the classroom.

Indicator of Implementation: Training materials

Person Responsible	SH	S	EP	Provider	Type	App.
Deputy CEO, CAO	1.0	1	5	Deputy CEO, CAO	School Entity	Yes

Knowledge

- Instructional leaders will be shown how to analyze data to identify skill deficiencies
- Data will be used to determine PD goals for teachers in terms of instructional methods to support those areas of student weaknesses

- Data will be used to identify the needs of students and provide targeted PD support for teachers in the classroom

Supportive Research	Data analysis has been shown to have a positive effect on classroom instruction and student achievement. 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)

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:	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
Training Format	Series of Workshops

Participant Roles	Principals / Asst. Principals Other educational specialists	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) 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	**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 school-wide use of data that is focused on school improvement and the academic growth of all students	Strategy #1: Data Analysis to Inform Instruction

Start	End	Title	Description
9/7/2018	12/14/2018	Data Analysis: Professional Development Sessions for Teachers	**Description:** Professional Development sessions will be offered to review how to access the online results to various tests, how to analyze summative assessments like the PSSA/Keystone, how to use on-going assessments like the DRA and benchmarks to target weaknesses. Follow-up sessions will include best practices of data analyses. Sessions will provide all educators, including the principal, with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

Indicators of Implementation: Act 48 Sign-In Sheets from faculty, presentation slides

Person Responsible	SH	S	EP	Provider	Type	App.
CAO, Vice Principals, Educational Consultant, Lead Teachers	1.0	6	20	CAO, Deputy CEO, Data Liaison, Teacher Leaders	School Entity	Yes

Including but not limited to:

Knowledge	• how to collect data in the classroom
	• how to use data to differentiate and better meet the needs of students

- how to use data collection resources in the new common core literary curriculum K-8

Supportive Research	Data analysis has been shown to be an effective tool in the effective adjustment of instruction for student achievement. 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)

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.
Training Format	Series of Workshops Department Focused Presentation Professional Learning Communities

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) High (grades 9-12)
Follow-up Activities	Analysis of student work,	**Evaluation Methods**	Classroom observation focusing on

with administrator and/or peers

factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Classroom student assessment data

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 to Inform Instruction

Start	End	Title	Description
9/11/2018	12/11/2018	Data Analysis: Professional Development for Instructional Leaders	Instructional leaders will be shown how to analyze data to identify skill deficiencies and determine PD goals for teachers in terms of instructional methods to support those areas of student weaknesses. Administrators will be shown ways, including technology use, to streamline and more easily access and analyze data effectively. Data will be used to identify the needs of students and provide targeted PD support for teachers in the classroom.

Person Responsible	SH	S	EP	Provider	Type	App.
CAO, Data Liaison, Principals	1.0	1	5	CAO, Data Liaison	School Entity	Yes

Knowledge	· Instructional leaders will be shown how to analyze data to identify skill deficiencies
	· Data will be used to determine PD goals for teachers in terms of instructional methods to support

those areas of student weaknesses

· Data will be used to identify the needs of students and provide targeted PD support for teachers in the classroom

Supportive Research	Data analysis has been shown to have a positive effect on classroom instruction and student achievement. 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)

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:	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
Training Format	Series of Workshops

Participant Roles	Principals / Asst. Principals Other educational specialists	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) 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	**Evaluation Methods**	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

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 to Inform Instruction

Start	End	Title	Description
9/5/2018	12/15/2021	Data Analysis: Professional Development Sessions for Teachers	Professional Development sessions will be offered to review how to access the online results to various tests, how to analyze summative assessements like the PSSA/Keystone, how to use on-going assessments like the DRA and CDT to target weaknesses; will also review how to view the data warehouse. Follow-up sessions will include best practices of data analyses. Sessions will provide all educators, including the principal, with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

Person Responsible	SH	S	EP	Provider	Type	App.
CAO	1.0	6	80	Data Liaison, Educational Consultant, Lead Teachers	School Entity	Yes

Knowledge	Including but not limited to: · how to collect data in the classroom · how to use data to differentiate and better meet the needs of students · how to use data collection resources in the new common core literary curriculum K-8
Supportive Research	Data analysis has been shown to be an effective tool in the effective adjustment of instruction for student achievement. 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)

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.

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) High (grades 9-12)
Follow-up Activities	Analysis of student work, with 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.

LEA Goals Addressed:	Ensure that there is a system within the school that fully ensures school-wide use of	Strategy #1: Data Analysis to Inform Instruction

	data that is focused on school improvement and the academic growth of all students			**Strategy #2: Differentiating Instruction**		

Start	End	Title	Description			
1/3/2018	1/6/2021	Differentiating Instruction: Professional Development Sessions for Instructional Leaders	Professional development will be provided to instructional leaders, including principals and department heads, on performing walkthroughs and/or effective observations, pre and post conferences to best support the strategy of differentiating instruction.			

Person Responsible	SH	S	EP	Provider	Type	App.
Educational Consultant, CAO	1.0	2	5	CAO, Deputy CEO	School Entity	Yes

Professional development will be provided to instructional leaders, including principals and department heads

Knowledge

· best practices in performing walkthroughs and/or observations

· effective pre and post conferences to best support the strategy of differentiating instruction

Supportive Research

Instuctional Walkthroughs, feedback, and collaboration between instructional leaders and teachers has been shown to have a positive effect on classroom instruction 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.

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

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

Training Format	Series of Workshops

Participant Roles	Principals / Asst. Principals Other educational specialists	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) 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	**Evaluation Methods**	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

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: Differentiating Instruction**

Start	End	Title	Description
1/3/2018	6/30/2021	Differentiating Instruction: Professional Development on Differentiating to Improve Language and Literacy Skills	Professional development will be provided to teachers and instructional leaders, including principals and department heads, on differentiating instruction to improve language and literacy skills.

Person Responsible	**SH**	**S**	**EP**	**Provider**	**Type**	**App.**
Specialists, Lead Teachers, CAO, Deputy CAO and Principals	2.0	3	80	Teacher Specialists/Leads	School Entity	Yes

Knowledge

· importance of differentiating instruction to support literacy skills

· effective methods of differentiation

· how to manage multiple student groups in one classroom

Supportive Research	Differentiation of Instruction has been shown to have a positive effect on student learning. A foundation of professional development is needed to form the foundation of any strategy in order for it to be effective. Sources: Learning Styles: Concepts and Evidence, http://www.psychologicalscience.org/journals/pspi/PSPI_9_3.pdf; Differentiated Instruction: Effective classroom practices report, http://www.cast.org/system/galleries/download/ncac/DifInstruc.pdf ; Learning Styles,http://en.wikipedia.org/wiki/Learning_styles#cite_note-33 ; WWC: Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades, http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_reading_pg_021809.pdf Differentiated

Designed to Accomplish

For classroom teachers, school counselors and education specialists:	Enhances the educator's content knowledge in the area of the educator's certification or assignment. 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 Department Focused Presentation Professional Learning Communities

Participant Roles	Classroom teachers Principals / Asst. Principals	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles 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 Participant survey Review of participant lesson plans

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
9/7/2018	6/12/2020	Curriculum Mapping: Professional Development Review and Revision Sessions	Description: Professional development for teachers will be offered to ensure consistent curricular planning across grades and subjects. To ensure proper base from which teachers can effectively map out and how to revise all content, materials, and activities across all subjects, sessions will focus on

- PA Core Standards and for cross-curricular planning

- benefits of curriculum mapping

- knowledge of the backward design model

- capabilities of the curriculum mapping system especially in supporting PA Core Standards

Indicators of Implementation: Sign-in sheets

Person Responsible	SH	S	EP	Provider	Type	App.
CAO	1.0	15	5	Curriculum Team Leaders, CAO	School Entity	No

Knowledge

To ensure proper base from which teachers can effectively map out and how to revise all content, materials, and activities across all subjects, sessions will focus on

- PA Core Standards and for cross-curricular planning

- benefits of curriculum mapping

- knowledge of the backward design model

- capabilities of the curriculum mapping system especially in supporting PA Core Standards

Supportive Research

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://en.wikipedia.org/wiki/Curriculum_mapping

Designed to Accomplish

For classroom teachers, school counselors and education specialists:	Enhances the educator's content knowledge in the area of the educator's certification or assignment.
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 Professional Learning Communities

Participant Roles	Classroom teachers Principals / Asst. Principals	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Creating lessons to meet varied student learning styles Joint planning period activities	**Evaluation Methods**	Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data 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**	**Strategy #1: Curriculum Mapping**

for all students.

Start	End	Title	Description
1/3/2017	6/12/2021	Curriculum Mapping: Professional Development	Professional development for teachers will be offered on the Curriculum Mapping System to ensure consistent curricular planning across all grades and subjects.

Person Responsible	SH	S	EP	Provider		Type	App.
CAO	1.0	3	40	CAO		School Entity	Yes

Knowledge

To ensure proper base from which teachers can effectively map out all content, materials and activities across all subjects, sessions will focus on

· PA Core Standards and for cross-curricular planning

· benefits of curriculum mapping

· knowledge of the backward design model

· capabiities of the curriculum mapping system especially for transition to PA Core Standards

Supportive Research

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://en.wikipedia.org/wiki/Curriculum_mapping

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Enhances the educator's content knowledge in the area of the educator's certification or assignment.

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.

Training Format	Series of Workshops		
Participant Roles	Classroom teachers Principals / Asst. Principals	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Creating lessons to meet varied student learning styles	**Evaluation Methods**	Student PSSA data Standardized student assessment data other than the PSSA Participant survey

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	Strategy #1: Differentiating Instruction

Start	End	Title	Description
9/7/2018	10/5/2018	Differentiating Instruction: Professional Development Sessions for Instructional Leaders	Description: Professional development will be provided to instructional leaders, including principals and department heads, on performing walkthroughs and/or effective observations, pre and post conferences to best support the strategy of

differentiating instruction.

Indicators of Implementation: Training materials/logs

Person Responsible	SH	S	EP	Provider	Type	App.
CAO, Deputy CEO	1.0	2	5	Educational Consultant/ CAO, Deputy CEO	School Entity	Yes

Professional development will be provided to instructional leaders, including principals and department heads

Knowledge

- best practices in performing walkthroughs and/or observations

- effective pre and post conferences to best support the strategy of differentiating instruction

Supportive Research

Instuctional Walkthroughs, feedback, and collaboration between instructional leaders and teachers has been shown to have a positive effect on classroom instruction 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.

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

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

Training Format

Series of Workshops
Department Focused Presentation

Participant Roles	Principals / Asst. Principals Other educational specialists	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) 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	**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 effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching**	**Strategy #1: Differentiating Instruction**

Start	End	Title	Description
9/7/2018	3/8/2019	Differentiating Instruction: Professional Development on Differentiating to Improve Language and Literacy Skills	<u>Description:</u> Professional Development will be provided on a variety of methods that can be used to improve language and literacy skills in all classrooms. <u>Indicators of Implementation:</u> • Schedules/Teacher Sign-In Sheet

Person Responsible	SH	S	EP	Provider	Type	App.
Specialists, Lead Teachers, CAO, Deputy CEO, and Principals	2.0	1	80	Teacher Specialists/Leads	School Entity	Yes

Knowledge	- importance of differentiating instruction to support literacy skills - effective methods of differentiation - how to manage multiple student groups in one classroom
Supportive Research	Differentiation of Instruction has been shown to have a positive effect on student learning. A foundation of professional development is needed to form the foundation of any strategy in order for it to be effective. Sources: Learning Styles: Concepts and Evidence, http://www.psychologicalscience.org/journals/pspi/PSPI_9_3.pdf; Differentiated Instruction: Effective classroom practices report, http://www.cast.org/system/galleries/download/ncac/DifInstruc.pdf ; Learning Styles,http://en.wikipedia.org/wiki/Learning_styles#cite_note-33 ; WWC: Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades, http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_reading_pg_021809.pdf Differentiated Instruction Reexamined,http://www.hepg.org/hel/article/499; Investigating the Impact of Differentiated Instruction in Mixed Ability Classrooms,http://www.icsei.net/icsei2011/Full%20Papers/0155.pdf)

Designed to Accomplish

For classroom teachers, school counselors and education specialists:	Enhances the educator's content knowledge in the area of the educator's certification or assignment. 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:	Empowers educators to work effectively with parents and community partners.		
	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 Department Focused Presentation Professional Learning Communities		

Participant Roles	Classroom teachers Principals / Asst. Principals	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles 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 Participant survey Review of participant lesson plans

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	Strategy #1: Differentiating Instruction

Start	End	Title	Description
9/7/2018	3/8/2019	Differentiating Instruction: Professional Development on Differentiating for Diverse Learners	Description: Professional Development will be provided to support • the importance of differentiating instruction for diverse learners • effective methods of differentiation • how to manage multiple student groups in one classroom • how to use data to effectively differentiate Indicators of Implementation: • Schedules

Person Responsible	SH	S	EP	Provider	Type	App.
Specialists, Lead Teachers, CAO, Deputy CEO, and Principals	2.0	1	80	Specialists/Teacher Leads	School Entity	Yes

Knowledge	• importance of differentiating instruction for diverse learners • effective methods of differentiation

- how to manage multiple student groups in one classroom

- how to use data to effectively differentiate

- co-teaching methods

Supportive Research	Differentiation of Instruction has been shown to have a positive effect on student learning. A foundation of professional development is needed to form the foundation of any strategy in order for it to be effective. Sources: Learning Styles: Concepts and Evidence, http://www.psychologicalscience.org/journals/pspi/PSPI_9_3.pdf; Differentiated Instruction: Effective classroom practices report, http://www.cast.org/system/galleries/download/ncac/DifInstruc.pdf ; Learning Styles,http://en.wikipedia.org/wiki/Learning_styles#cite_note-33 ; WWC: Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades, http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_reading_pg_021809.pdf Differentiated Instruction Reexamined,http://www.hepg.org/hel/article/499; Investigating the Impact of Differentiated Instruction in Mixed Ability Classrooms,http://www.icsei.net/icsei2011/Full%20Papers/0155.pdf)

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 Department Focused Presentation Professional Learning Communities

Participant Roles	Classroom teachers Principals / Asst. Principals	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles 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 Participant survey Review of participant lesson plans

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**	**Strategy #1: Differentiating Instruction**

Start	End	Title	Description

Description: Professional Development will be provided on

- effective methods of differentiation using technology

- how to manage technology when differentiating in a classroom

- how to use data and technology together to effectively differentiate

Indicators of Implementation:

- Schedules/Teacher Sign-in sheets

9/7/2017   3/8/2019   Differentiating Instruction: Professional Development on Using Technology to Differentiate

Person Responsible	SH	S	EP	Provider	Type	App.
CAO	2.0	1	80	Specialists/Teacher Leads	School Entity	Yes

Knowledge

- effective methods of differentiation using technology

- how to manage technology in a classroom

- how to use data and technology together to effectively differentiate

Supportive Research

Differentiation of Instruction has been shown to have a positive effect on student learning. A foundation of professional development is needed to form the foundation of any strategy in order for it to be effective. Sources: Learning Styles: Concepts and Evidence, http://www.psychologicalscience.org/journals/pspi/PSPI_9_3.pdf; Differentiated Instruction: Effective classroom practices report, http://www.cast.org/system/galleries/download/ncac/DifInstruc.pdf ;

Learning Styles,http://en.wikipedia.org/wiki/Learning_styles#cite_note-33 ; WWC: Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades, http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_reading_pg_021809.pdf Differentiated Instruction Reexamined,http://www.hepg.org/hel/article/499; Investigating the Impact of Differentiated Instruction in Mixed Ability Classrooms,http://www.icsei.net/icsei2011/Full%20Papers/0155.pdf)

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	Department Focused Presentation Professional Learning Communities

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) High (grades 9-12)

Follow-up Activities	Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles 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 Participant survey Review of participant lesson plans

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**	**Strategy #1: Differentiating Instruction**

Start	End	Title	Description
9/7/2018	5/17/2019	Differentiating Instruction: Induction Program for New Teachers	Description: Teachers new to CAP will participate in the Induction Program to gain a strong foundation in the school mission and philosophy as well as educational best practices, including methods of differentiating instruction to best support our school population. Indicators of Implementation: Induction meeting agendas and sign-in sheets.

Person Responsible	SH	S	EP	Provider	Type	App.
Induction Program Coordinator	1.0	7	12	Induction Coordinator	School Entity	Yes

Knowledge	Teachers will become familiar with the school mission and vision as well as school-related procedures and general best practices in classroom management, ELL, and Special Education. Workshops will also include topics related to the effective differentiation of instruction in terms of lesson mastery, cooperative learning, assessment, etc.
Supportive Research	Our Induction Program finds a base in the work of Dr. Harry Wong's <u>First Day of School</u> as well as the work of Dr. Marzano, Dr. Danielson among others.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:	Enhances the educator's content knowledge in the area of the educator's certification or assignment. 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:	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
Training Format	Series of Workshops

Participant Roles	Classroom teachers New Staff	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) 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	**Evaluation Methods**	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

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	Strategy #1: Differentiating Instruction

Start	End	Title	Description
1/3/2018	6/2/2021	Differentiating Instruction: Professional Development Sessions for Instructional Leaders	Professional development will be provided to instructional leaders, including principals and department heads, on performing walkthroughs and/or effective observations, pre and post conferences to best support the strategy of differentiating instruction.

Person Responsible	SH	S	EP	Provider	Type	App.
Educational Consultant, CAO	1.0	2	5	Educational Consultant, CAO	School Entity	Yes

Professional development will be provided to instructional leaders, including principals and department heads

Knowledge

· best practices in performing walkthroughs and/or observations

· effective pre and post conferences to best support the strategy of differentiating instruction

Supportive Research

Instuctional Walkthroughs, feedback, and collaboration between instructional leaders and teachers has been shown to have a positive effect on classroom instruction 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.

Training Format	For school and district administrators, and other educators seeking leadership roles: Series of Workshops Department Focused Presentation		Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Participant Roles	Principals / Asst. Principals Other educational specialists	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) 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	**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 effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching	**Strategy #1: Differentiating Instruction**

Start	End	Title	Description
1/3/2018	6/30/2021	Differentiating Instruction: Professional Development on Differentiating to Improve Language and Literacy Skills	Professional Development will be provided on a variety of methods that can be used to improve language and literacy skills in all classrooms.

Person Responsible	SH	S	EP	Provider		Type	App.

Specialists, Lead Teachers, Deputy CAO	2.0	2	80	Teacher Specialists/Leads	School Entity	Yes

Knowledge

· importance of differentiating instruction to support literacy skills

· effective methods of differentiation

· how to manage multiple student groups in one classroom

Supportive Research

Differentiation of Instruction has been shown to have a positive effect on student learning. A foundation of professional development is needed to form the foundation of any strategy in order for it to be effective. Sources: Learning Styles: Concepts and Evidence, http://www.psychologicalscience.org/journals/pspi/PSPI_9_3.pdf; Differentiated Instruction: Effective classroom practices report, http://www.cast.org/system/galleries/download/ncac/DifInstruc.pdf ; Learning Styles,http://en.wikipedia.org/wiki/Learning_styles#cite_note-33 ; WWC: Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades, http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_reading_pg_021809.pdf Differentiated Instruction Reexamined,http://www.hepg.org/hel/article/499; Investigating the Impact of Differentiated Instruction in Mixed Ability Classrooms,http://www.icsei.net/icsei2011/Full%20Papers/0155.pdf)

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Enhances the educator's content knowledge in the area of the educator's certification or assignment.
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
Department Focused Presentation
Professional Learning Communities

Participant Roles	Classroom teachers Principals / Asst. Principals	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles 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 Participant survey Review of participant lesson plans

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**   **Strategy #1: Differentiating Instruction**

across all classrooms and aligns with the Pennsylvania Framework for Teaching

Start	End	Title	Description
1/3/2018	6/9/2021	Differentiating Instruction: Professional Development on Differentiating for Diverse Learners	Professional Development will be provided to support · importance of differentiating instruction for diverse learners · effective methods of differentiation · how to manage multiple student groups in one classroom · how to use data to effectively differentiate · co-teaching

Person Responsible	SH	S	EP	Provider	Type	App.
Specialists, Lead Teachers, CAO, Deputy CAO and Principals	1.0	2	80	Specilaists/Lead Teachers	School Entity	Yes

Knowledge	
	· importance of differentiating instruction for diverse learners · effective methods of differentiation · how to manage multiple student groups in one classroom · how to use data to effectively differentiate · co-teaching methods

| **Supportive Research** | Differentiation of Instruction has been shown to have a positive effect on student learning. A foundation of professional development is needed to form the foundation of any strategy in order for it to be effective. Sources: Learning Styles: Concepts and Evidence, http://www.psychologicalscience.org/journals/pspi/PSPI_9_3.pdf; Differentiated Instruction: Effective classroom practices report, http://www.cast.org/system/galleries/download/ncac/DifInstruc.pdf ; Learning Styles,http://en.wikipedia.org/wiki/Learning_styles#cite_note-33 ; WWC: Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades, http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_reading_pg_021809.pdf Differentiated Instruction Reexamined,http://www.hepg.org/hel/article/499; Investigating the Impact of Differentiated Instruction in Mixed Ability Classrooms,http://www.icsei.net/icsei2011/Full%20Papers/0155.pdf) |

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 Department Focused Presentation Professional Learning Communities

Participant Roles	Classroom teachers	**Grade Levels**	Elementary - Primary (preK - grade 1)

	Principals / Asst. Principals		Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles 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 Participant survey Review of written reports summarizing instructional activity

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**	**Strategy #1: Differentiating Instruction**

Start	End	Title	Description
1/3/2018	6/30/2021	Differentiating Instruction: Professional Development on Using Technology to Differentiate	Professional Development will be provided on · effective methods of differentiation using technology · how to manage technology when differentiating in a

classroom

· how to use data and technology together to effectively differentiate

Person Responsible	SH	S	EP	Provider		Type	App.
CAO	1.0	3	80	Specilaists/Lead Teachers		School Entity	Yes

Knowledge

· effective methods of differentiation using technology

· how to manage technology when differentiating in a classroom

· how to use data and technology together to effectively differentiate

Supportive Research

Differentiation of Instruction has been shown to have a positive effect on student learning. A foundation of professional development is needed to form the foundation of any strategy in order for it to be effective. Sources: Learning Styles: Concepts and Evidence, http://www.psychologicalscience.org/journals/pspi/PSPI_9_3.pdf; Differentiated Instruction: Effective classroom practices report, http://www.cast.org/system/galleries/download/ncac/DifInstruc.pdf ; Learning Styles,http://en.wikipedia.org/wiki/Learning_styles#cite_note-33 ; WWC: Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades, http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_reading_pg_021809.pdf Differentiated Instruction Reexamined,http://www.hepg.org/hel/article/499; Investigating the Impact of Differentiated Instruction in Mixed Ability Classrooms,http://www.icsei.net/icsei2011/Full%20Papers/0155.pdf)

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	Department Focused Presentation Professional Learning Communities		
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) High (grades 9-12)
Follow-up Activities	Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles 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 Participant survey Review of participant lesson plans

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	Strategy #1: Differentiating Instruction

Start	End	Title	Description
1/3/2018	6/30/2021	Differentiating Instruction: Induction Program for New Teachers	Teachers new to CAP will participate in the Induction Program to gain a strong foundation in the school mission and philosophy as well as educational best practices, including methods of differentiating instruction to best support our school population.

Person Responsible	SH	S	EP	Provider	Type	App.
Induction Program Coordinator	1.0	15	12	Induction Coordinator	School Entity	Yes

Knowledge	Teachers will become familiar with the school mission and vision as well as school-related procedures and general best practices in classroom management, ELL, and Special Education. Workshops will also include topics related to the effective differentiation of instruction in terms of lesson mastery, cooperative learning, assessment, etc.
Supportive Research	Our Induction Program finds a base in the work of Dr. Harry Wong's First Day of School as well as the work of Dr. Marzano, Dr. Danielson among others.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:	Enhances the educator's content knowledge in the area of the educator's certification or assignment.
	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:

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

Training Format	Series of Workshops Professional Learning Communities	

Participant Roles	Classroom teachers New Staff	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) 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	**Evaluation Methods**	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

Assurance of Quality and Accountability

The Title I status for Community Academy of Philadelphia CS is unknown.