

333 Market Street
Harrisburg, PA 17126
www.education.pa.gov

Sunday, September 1, 2019

Joseph Proietta
Community Academy of Philadelphia CS
1100 East Erie Ave
Philadelphia, PA, 19124

Re: Title I Schoolwide Program

Dear **Joseph Proietta**:

This is official notification that you have been approved to operate a *Title I Schoolwide Program* at the **Community Academy of Philadelphia CS** beginning with the **2019-2020** school year.

When you complete the Title I subproject in your Consolidated Application, make sure it conforms to the Schoolwide Program requirements. Pay special attention to the "Schoolwide Program" and the "Selection of Schools" sections.

A Schoolwide Program is a comprehensive reform strategy designed to upgrade the entire educational program in a Title I school. The primary goal is to ensure that all students, particularly those who are low-achieving, demonstrate proficient and advanced levels of achievement on state academic achievement standards.

Please retain a copy of this letter in your files for monitoring purposes. If you have any questions or need further assistance with your Schoolwide Program, please contact your regional coordinator. Thank you for your continued dedication in educating the children of the Commonwealth.

Sincerely,

Maria Garcia
Schoolwide Manager
Division of Federal Programs

Community Academy of Philadelphia CS

Schoolwide Plan

07/01/2019 - 06/30/2020

Charter School Profile

Demographics

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

Schoolwide Status:	Yes
CEO:	Joseph Proietta
Date of Local Chartering School Board/PDE Approval:	7/1/2015
Length of Charter:	5yrs
Opening Date:	9/1/1997
Grade Level:	K-12
Hours of Operation:	8:00am-4:00pm
Percentage of Certified Staff:	96.30 %
Total Instructional Staff:	82
Student/Teacher Ratio:	15:1
Student Waiting List:	1078
Attendance Rate/Percentage:	92.20 %
Enrollment:	1218
Per Pupil Subsidy:	Regular Education \$9,099.28; Special Education \$29,299.78
Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:	90.40 %
Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December:	281

Student Profile

Group	Student Count
American Indian/Alaskan Native	3.00
Asian/Pacific Islander	33.00
Black (Non-Hispanic)	161.00
Hispanic	1001.00
White (Non-Hispanic)	11.00
Multicultural	11.00

Instructional Days and Hours

Number Of	K (AM)	K (PM)	K (FT)	Elementary	Middle	Secondary
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Instructional Days	0.00	0.00	180.00	181.00	181.00	180.00
Instructional Hours	0.00	0.00	1116.00	1122.12	1122.12	1116.00

Stakeholder Involvement

Name	Role
Jenee Chizick-Agüero	Community Representative
Laura Cristella	Ed Specialist - School Counselor
Beth Donnelly	Elementary School Teacher - Regular Education
Sara Gallagher	High School Teacher - Regular Education
Joe Garcia	Community Representative
Susan Gibson	Middle School Teacher - Regular Education
Janice Hinkson	Elementary School Teacher - Regular Education
Kim Jetter-Henson	Administrator
Rick Lopez	Parent
Elizabeth McCluskey	Administrator
Cassandra McLaughlin	Special Education Director/Specialist
Cely Negroni	Parent
Alberta O'Brien	Building Principal
Angie Osoria	Parent
Marifrances Pogorzelski	Middle School Teacher - Regular Education
Stefanie Quinn	Elementary School Teacher - Special Education
Kathleen Randles	High School Teacher - Regular Education
Vilma Ray	Parent
Anthony Richichi	Administrator
Lisette Rivera	Ed Specialist - School Counselor
Jacqueline Smith-Spade	Administrator
Maria Torres	Administrator
Maria Vargas Torres	Business Representative
Michael Whisman	Business Representative

Federal Programs

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
Comprehensive Planning Team	11/29/2018	Comprehensive Planning Tip Jar Newsletter
Comprehensive Planning Team	1/31/2019	Comprehensive Planning Tip Jar Newsletter
Comprehensive Planning Team	3/29/2019	Comprehensive Planning Tip Jar Newsletter
Comprehensive Planning Team	4/30/2019	Comprehensive Planning Tip Jar Newsletter
Kelly Fortney, CAIU	4/23/2019	Email update on due date of School Level Plan
Kelly Fortney, CAIU	5/14/2019	Emailed exchange about any requirements to post the School Level Plan
PA Comprehensive Planning Team	9/27/2018	Comprehensive Planning Tip Jar Newsletter
PA Comprehensive Planning Team	10/29/2018	Comprehensive Planning Tip Jar Newsletter
PA Comprehensive Planning Team	2/28/2019	Comprehensive Planning Tip Jar Newsletter
PA Comprehensive Planning Team	5/30/2019	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

Charter School Accomplishments

Accomplishment #1:

In ELA/Literature, the "All Student Group" met the interim goal/improvement target for proficient/advanced on the PSSA/Keystone and met the goal for PVAAS growth as well.

Accomplishment #2:

In Math/Algebra, the "All Student Group" met the interim goal/improvement target for proficient/advanced on the PSSA/Keystone and exceeded the goal for PVAAS growth.

Accomplishment #3:

In Science/Biology, the "All Student Group" met the interim goal/improvement target for proficient/advanced on the PSSA/Keystone and exceeded the goal for PVAAS growth.

Accomplishment #4:

5-Year Cohort Graduation Rate of 96.3% is above the State average and our local School District of Philadelphia average.

Accomplishment #5:

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

Accomplishment #6:

Our attendance rate was 92.27%.

Charter School Concerns

Concern #1:

In ELA/Literature, the "All Student Group" was at 6.4% for Advanced which is below the state average of 18.3% on PA Assessments.

Concern #2:

In Math/Algebra, the "All Student Group" was at 3.7% for Advanced which is below the state average of 17.7% on PA Assessments.

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 ELA/Literature, the "All Student Group" was at 6.4% for Advanced which is below the state average of 18.3% on PA Assessments.

In Math/Algebra, the "All Student Group" was at 3.7% for Advanced which is below the state average of 17.7% on PA Assessments.

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 ELA/Literature, the "All Student Group" was at 6.4% for Advanced which is below the state average of 18.3% on PA Assessments.

In Math/Algebra, the "All Student Group" was at 3.7% for Advanced which is below the state average of 17.7% on PA Assessments.

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 ELA/Literature, the "All Student Group" was at 6.4% for Advanced which is below the state average of 18.3% on PA Assessments.

In Math/Algebra, the "All Student Group" was at 3.7% for Advanced which is below the state average of 17.7% on PA Assessments.

Charter 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

Related Challenges:

- 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.
- 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 Mathematics

Specific Targets: Student achievement in grades K-2 will have a 3% 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 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 Benchmarking 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: 9/5/2019 **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, Study Island w/Benchmarking, Tableau data analysis suite, 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: 9/4/2019 **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-4 reading level assessment, such as the DRA, DIBELS

Start Date: 9/10/2019 **End Date:** 6/16/2021

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- Data Analysis to Inform Instruction

Data Analysis: Data Walls/Dashboards

Description:

Creation of a Data Walls in central locations and/or electronic Data Dashboards 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: 9/4/2019 **End Date:** 6/30/2021

Program Area(s): Professional Education, Educational Technology

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: 9/4/2019 **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: 10/1/2019 **End Date:** 6/16/2021

Program Area(s): Professional Education

Supported Strategies:

- Data Analysis to Inform Instruction

*Parent Involvement: Parent Meetings/Calendar***Description:**

The School will host back-to-school Night and Report Conferences as well as special curricular nights such as Literacy Night and STEAM Night to embrace parents as key partners. In addition, the Parent and Community Liaison will host a series of parent meetings to be published on a schedule posted on the school website to encourage parent involvement and strengthen the home/school connection.

Start Date: 9/3/2019 **End Date:** 1/13/2021

Program Area(s): Professional Education, 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: 9/9/2019 **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: 5/4/2020 **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: 9/4/2019 **End Date:** 6/30/2021

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- Data Analysis to Inform Instruction

*Differentiating Instruction: Data Meetings***Description:**

Principals and department heads will be provided with data and time to analyze in advance of group meetings with their teachers.

Start Date: 9/4/2019 **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: 9/4/2019 **End Date:** 6/30/2021

Program Area(s): Professional Education

Supported Strategies:

- Differentiating Instruction

Goal #2: 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 3% 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. Lucy Calkins Writing Program, Simple Solutions, Finish Line and/or other literacy, math, science etc, based resources, as well as online memberships to technology to reinforce standards, memberships to programs such as Study Island, Flocabulary, Naviance College and Career resources, Grading websites such as Akindi, etc. Provide updated resources, such as laptop carts, to allow student access to these online interventions.

Start Date: 9/4/2019 **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 to all new teachers and any teachers interested in a refresher course.

Start Date: 8/5/2019 **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: 1/7/2019 **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: 9/4/2019 **End Date:** 6/15/2021

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- Curriculum Mapping

*Curriculum Mapping: Parental Involvement, STEAM Night***Description:**

Parent /family events will illustrate the connection of curriculum with real-world (and fun) applications. The Parent Liaison will coordinate to provide information to parents at Back-to-School Night, Parent Meetings, or STEAM Night (or a combination of those times).

Start Date: 9/4/2019 **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: 9/4/2019 **End Date:** 6/30/2021

Program Area(s):

Supported Strategies:

- Curriculum Mapping

Director of Guidance and Dual Enrollment

Description:

Dual enrollment in various curricular areas will be provided to our students in partnership with a local community college. In addition to coordinating that service to students, the Director of College, Career, and Guidance services provides a full calendar of events and opportunities to students K-12 to further their college and career awareness and preparation. She manages our Naviance curriculum for grades 6-12, as well as coordinates curriculum for career and college portfolios in the high school.

Start Date: 9/4/2019 **End Date:** 6/30/2021

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- Curriculum Mapping

Goal #3: 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

Related Challenges:

- 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 Testing (e.g. Measures of Academic Progress (MAP) Testing) in reading and math

Specific Targets: Student achievement in grades K-2 will have a 3% 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 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: 9/10/2019 **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: 9/10/2019 **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: 8/20/2019 **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: 9/4/2019 **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: 9/4/2019 **End Date:** 6/30/2021

Program Area(s): Professional Education

Supported Strategies:

- Differentiating Instruction

Differentiating Instruction: Provide and Maximize Effectiveness of Specialist Personnel and Paraprofessionals

Description:

On-going review and adjustment of support provided by specialists and paraprofessionals, including reading specialists, EL 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: 9/4/2019 **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: 9/4/2019 **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: 9/3/2019 **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: 1/3/2019 **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: 9/3/2019 **End Date:** 6/30/2021

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- Differentiating Instruction

Provide External Professional Development Opportunities for Teachers and Staff

Description:

Teachers and Staff can take advantage of our tuition reimbursement program to support achievement of additional and/or higher degrees and skills that will support their effectiveness for our students. This development could include courses at local universities, certification programs, etc. These opportunities may also include local conferences that enhance employees' knowledge of programs and expectations. This step also includes the training of non-instructional support staff who assist in creating an environment conducive to learning for our students, e.g. the annual Temple University safety and security training course for our school security officers.

Start Date: 9/4/2019 **End Date:** 6/30/2021

Program Area(s): Professional Education

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			
9/5/2019	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 assessments like the PSSA/Keystone, how to use on-going assessments like the DRA and Benchmarking 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 and Data Specialist		1.0	6	30	Dept. Heads, Team leaders, CAO, Data Analyst, Reading Specialists		School Entity	Yes

Including but not limited to:

Knowledge

- how to use benchmark data, and literacy-based assessment data

- how to use data to differentiate and better meet the needs of students

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,	Evaluation Methods	Classroom observation focusing on factors such as planning and preparation,

with administrator and/or peers

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
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Start	End	Title	Description					
9/4/2019	6/16/2021	Data Analysis: Data Meetings	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.					
		Person Responsible Principals, Data Liaison, CAO	SH 1	S 4	EP 30	Provider Dept. Heads, Team leaders, CAO, Data Analyst, Reading Specialists	Type School Entity	App. Yes

Knowledge

- taking a closer look at the data from various assessments
- focusing on student needs
- working collegially to brainstorm ways to best support students

Supportive Research

Data Analysis is an effective tool for identifying weaknesses and targeting differentiated instruction.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

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
Paraprofessional
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

Creating lessons to meet
varied student learning styles

Evaluation Methods

Student PSSA data
Standardized student assessment
data other than the PSSA
Review of participant lesson plans

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
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Start

End

Title

Description

5/4/2020	6/9/2021	Data Analysis: Data Meetings on Transition Grades				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.	
Person Responsible		SH	S	EP	Provider	Type	App.
Principals, Lead Teachers, Data Liaison		1.5	1	30	Teachers, Data Analyst, Dept. Heads	School Entity	Yes

Knowledge

- Teachers will work collegially to analyze the existing data from benchmarks, classroom assessments, etc. to gain a clearer picture of what their students have accomplished and what needs they may have for the subsequent year

Supportive Research

- Data Analysis is an effective tool to inform instruction

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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	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 Analysis of student work, with administrator and/or peers	Evaluation Methods	Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data

LEA Goals Addressed:

Ensure that there is a system within the school that fully ensures 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
Strategy #2: Differentiating Instruction

Start	End	Title			Description			
9/4/2019	1/6/2021	Differentiating Instruction: Data Meetings			Principals and department heads will be provided with data and time to analyze in advance of group meetings with their teachers.			
Person Responsible		SH	S	EP	Provider	Type		
Educational Consultant, CAO		0.5	2	5	CAO, Deputy CEO, Data Analyst	Non-profit Organization		
						App. Yes		

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

Knowledge · best practices in data analysis

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Supportive Research Data Analysis, 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

Strategy #1: Differentiating Instruction

school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students

Start	End	Title			Description			Type	App.
9/4/2019	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	1.0	4	30	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	
Participant Roles	Classroom teachers Principals / Asst. Principals	Grade Levels	Elementary - Primary (preK - grade 1)
			Elementary - Intermediate (grades 2-5)
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	Middle (grades 6-8)
			High (grades 9-12)
			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

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
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Start	End	Title			Description			
8/5/2019	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 to all new teachers and any teachers interested in a refresher course.			
	Person Responsible CAO	SH 1.0	S 1	EP 15	Provider CAO		Type School Entity	App. Yes

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

Knowledge

- 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 for transition to PA Core Standards

Supportive

Empirical evidence of a positive statistical correlation of the use of curriculum mapping with student

Research

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 a standards aligned

Strategy #1: Curriculum Mapping

**curriculum framework across all classrooms
for all students.**

Start	End	Title			Description			
1/7/2019	6/30/2020	Curriculum Mapping: Review and Revision			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.			
		Person Responsible	SH	S	EP	Provider	Type	App.
		CAO, Asst. CAO, Principals, Subject Learders	1.5	4	15	Dept. Heads, Team leaders, CAO,	School Entity	Yes
		Knowledge	Curriculum review and revision strenghtens teachers' understanding of the expectations of the standards and improves instructional focusm					
		Supportive Research	Collaboration on curriculum is a time-tested best practice in the educational field.					
		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:	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		Grade Levels		Elementary - Primary (preK - grade 1)	

	Principals / Asst. Principals Other educational specialists	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 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
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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	1.5	4	30	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 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
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Start	End	Title	Description
9/10/2019	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	30	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
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

Evaluation Methods

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

Peer-to-peer lesson
discussion

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						
				Professional Development will be provided on						
9/10/2019	6/30/2021	Differentiating Instruction: Professional Development on Using Technology to Differentiate		<ul style="list-style-type: none"> · 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	2	30	Specialists/Lead Teachers			Non-profit Organization	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
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Start	End	Title	Description
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8/20/2019	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 Induction Program Coordinator		SH 1.0	S 8	EP 12	Provider Induction Coordinator	Type School Entity	App. 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		<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p>					
For classroom teachers, school counselors and education specialists:							
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		Grade Levels		Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5)	

	New Staff	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
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Start	End	Title			Description		
9/4/2019	6/30/2021	Differentiating Instruction: Meetings to Share Collegial Best Practices			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.		
Person Responsible		SH	S	EP	Provider	Type	App.
Principals, Lead Teachers		2	8	15	Teachers, Specialist, Lead Teachers, CAOs, etc.	School Entity	Yes

Knowledge

- Teachers will share their methods for differentiating instruction with each other

Supportive

Research

- Best Practice sharing is an effective means by which professionals across many disciplines can share from each others' experiences

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:

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

Training Format

Series of Workshops

Participant Roles

Classroom teachers
Principals / Asst. Principals
Paraprofessional

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

Creating lessons to meet varied student learning styles

Evaluation Methods

Participant survey
Review of participant lesson plans