
Pennsylvania Department of Education



Commonwealth of Pennsylvania
Department of Education
333 Market Street
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Professional Education Report Wednesday, October 06, 2010 (Last Approved: Thursday, October 11, 2007)

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Professional Education Planning Committee

Name	Affiliation	Membership Category	Appointed By
Brownlee, Kim	Community	Community Representative	Superintendent
Calvert, Elaine	McGuffey School District	Elementary School Teacher	McGuffey Education Association
Celani, Laurel	McGuffey School District	Middle School Teacher	McGuffey Education Association
Engler, Teresa	McGuffey School District	Middle School Teacher	McGuffey Education Association
Fidler, Mary	Business	Business Representative	Superintendent
Fleck, Sheryl	McGuffey School District	Administrator	Act 93 Committee
Freiwald, Kelli	McGuffey School District	Secondary School Teacher	McGuffey Education Association
Fulton, Linda	McGuffey School District	Secondary School Teacher	McGuffey Education Association
Grandel, Wendy	Parent	Parent	Committee
Hartzog, Lisa	Parent	Parent	Superintendent
Knestrick, Joyce	McGuffey School District	Board Member	School Board of Directors
Kolat, Erica	Assistant Superintendent	Administrator	Superintendent
Kucherawy, Keith	McGuffey School District	Administrator	Act 93 Committee
Poland, Gayle	Community	Community Representative	Superintendent
Ross, Rita	McGuffey School District	Secondary School Teacher	McGuffey Education Association
Szygenda, Ed	McGuffey School District	Board Member	Superintendent
Van Fossan, Megan	McGuffey School District	Special Education Representative	Act 93 Committee

Needs Assessment

Reflections

- **Legacy Dataview 520**

Strength Last Modified: 9/30/2010

Reflection: Math (All students)

With the exception of 11th grade, all grade levels continue to meet AYP thresholds 2007 - 2010. Eleventh grade has made AYP in math in 2007 and 2009, but was in warning in 2008 and 2010. This year, eleventh grade did not make AYP based on the proficiency level of the economically disadvantaged subgroup.

Concern Last Modified: 9/30/2010

Reflection: Math (By sub-group)

McGuffey has two subgroups that count toward AYP: economically disadvantaged and IEP. Without the provisions of safe harbor, growth model, PPI (in previous years), and confidence interval, neither subgroup would meet AYP thresholds. Even with these provisions, the 11th grade economically disadvantaged subgroup did not meet AYP.

Strength Last Modified: 9/30/2010

Reflection: Reading (All students)

Overall, students continue to meet AYP thresholds. In 2010, "all students" in eleventh grade met AYP by a two-year confidence interval. The high school did not make AYP, however, based on the results of the economically disadvantaged subgroup.

Concern Last Modified: 9/30/2010

Reflection: Reading (By sub-group)

McGuffey has two subgroups that count toward AYP: economically disadvantaged and IEP. Without the provisions of safe harbor, growth model, PPI (in previous years), and confidence interval, neither subgroup would meet AYP thresholds. Even with these provisions, the 11th grade economically disadvantaged subgroup did not meet AYP.

- **Legacy Dataview 529**

Concern Last Modified: 9/27/2010

According to the 2005-2006 data, the percentage of students with individual education plans scoring above the proficient level (33%) is significantly below their nondisabled peers scoring above the proficient level (72%) in the area of math.

According to the 2006-2007 data, the percentage of students with individual education plans scoring at or above the proficient level (36.4%) is significantly below their nondisabled peers scoring above the proficient level (70%) in the area of math.

According to the 2007-2008 data, the percentage of students with individual education plans scoring at or above the proficient level (39.1%) is significantly below their nondisabled peers scoring above the proficient level (71.3%) in the area of math.

According to the 2008-2009 data, the percentage of students with individual education plans scoring at or above the proficient level (46.4%) is significantly below their nondisabled peers scoring above the proficient level (74%) in the area of math.

According to the 2009-2010 data, the percentage of students with individual education plans scoring at or above the proficient level (51.1%) is significantly below their nondisabled peers scoring above the proficient level (73.8%) in the area of math.

While there is a significant difference between IEP subgroups and all students' performance, it should be noted that the achievement gap is decreasing slightly from year-to-year.

Strength Concern Last Modified: 9/13/2010

According to the 2005-2006 data, the percentage of students who are economically disadvantaged scoring above the proficient level (50%) is significantly below their peers who are non-economically disadvantaged (84%) in the area of math. The percentage of students who are economically disadvantaged scoring above the proficient level has

increased from 19% to 50% between 2003 and 2006.

According to the 2007-2008 data, the percentage of economically disadvantaged students scoring at or above the proficient level (57.7%) is below the percentage of all students scoring at or above the proficient level (71.3%) in the area of math.

According to the 2008-2009 data, the percentage of economically disadvantaged students scoring at or above the proficient level (63.2%) is below the percentage of all students scoring at or above the proficient level (74%) in the area of math.

According to the 2009-2010 data, the percentage of economically disadvantaged students scoring at or above the proficient level (65.8%) is below the percentage of all students scoring at or above the proficient level (73.8%) in the area of math.

Again, while there is still a gap between economically disadvantaged and all students, the gap has decreased slightly over the years of this plan.

- **Legacy Dataview 530**

Concern Last Modified: 9/13/2010

According to the 2005-2006 data, the percentage of students with individual education plans scoring above the proficient level (29%) is significantly below their nondisabled peers scoring above the proficient level (74%) in the area of reading.

According to the 2006-2007 data, the percentage of students with individual education plans scoring above the proficient level (28%) is significantly below their nondisabled peers scoring above the proficient level (65.6%) in the area of reading.

According to the 2007-2008 data, the percentage of students with individual education plans scoring above the proficient level (36.4%) is significantly below their nondisabled peers scoring above the proficient level (71.7%) in the area of reading.

According to the 2008-2009 data, the percentage of students with individual education plans scoring above the proficient level (32%) is significantly below their nondisabled peers scoring above the proficient level (73.4%) in the area of reading.

According to the 2009-2010 data, the percentage of students with individual education plans scoring above the proficient level (39.2%) is significantly below their nondisabled peers scoring above the proficient level (73.1%) in the area of reading.

While there continues to be a significant achievement gap between IEP and ALL students, it should be noted that the gap has decreased slightly among the years of this plan.

Strength Concern Last Modified: 9/13/2010

According to the 2005-2006 data, the percentage of students who are economically disadvantaged scoring above the proficient level (52%) is significantly below their peers who are non-economically disadvantaged (72%) in the area of reading. The percentage of students who are economically disadvantaged scoring above the proficient level has increased from 36% to 52% between 2003 and 2006.

According to the 2006-2007 data, the percentage of students who are economically disadvantaged scoring at or above the proficient level (53.3%) is significantly below the

performance of all students (65.6%) in the area of reading.

According to the 2007-2008 data, the percentage of students who are economically disadvantaged scoring at or above the proficient level (56%) is significantly below the performance of all students (71.7%) in the area of reading.

According to the 2008-2009 data, the percentage of students who are economically disadvantaged scoring at or above the proficient level (61.7%) is significantly below the performance of all students (73.4%) in the area of reading.

According to the 2009-2010 data, the percentage of students who are economically disadvantaged scoring at or above the proficient level (60.3%) is significantly below the performance of all students (73.1%) in the area of reading.

- **Legacy Dataview 531**

Strength Last Modified: 9/13/2010

The percentage of students scoring above the proficient level has increased from 36% to 65% between 2003 and 2006 in math, indicating an increase of 29%. The percentage of students scoring at or above the proficient level has increased from 65% in 2006 to 73.8% in 2010. This is an additional increase of 8.8%.

- **Legacy Dataview 532**

Strength Last Modified: 9/13/2010

The percentage of students scoring above the proficient level has increased from 54% to 66% between 2003 and 2006 in reading, indicating an increase of 12%. The percentage of students scoring at or above the proficient level has increased from 66% in 2006, to 73.1% in 2010. This is an additional increase of 7.1%.

Needs Assessment Reflection

(1) Student Achievement Data

Professional development is designed to provide information and training that will improve instruction and increase student achievement.

Prior to scheduling professional development activities, administrators and teachers review the following types of student data, reflect and plan appropriate activities.

- Attendance
- Course grades
- Individual Education Plans
- Common Assessments
- DIBELS Results
- Terra Nova Results
- PSSA Results
- 4Sight Results
- Other Standardized Assessment Results

Data Analysis and Action Planning to Improve Student Achievement: Not an Administrative Spectator Sport

In addition to the professional development outlined for professional and classified staff, district and building-level administrators participate in a PDE PIL-approved course, "Data Analysis and Action Planning to Improve Student Achievement: *Not* an Administrative Spectator Sport." Throughout this course, administrators will create comprehensive and disaggregated grade level, building level, and district level data reports based on the results of the most current PSSA, Terra Nova, GMade, and 4Sight Assessments. The culminating district level report will be presented to the Board of Directors, parents and community at school board and parent meetings.

The leadership team will identify the non-proficient students. They will then design, develop and schedule the students into instructional intervention programs in order to provide personalized support plans based on the specific, standard-aligned skill deficits revealed by the individual student data reports. Communication will be developed to inform parents of non-proficient students of the intervention plan designed for their children in the upcoming school year.

The leadership team will meet with building action plan team members (teachers) to review the individualized student reports and to review and (if necessary) refine the instructional materials and interventions that will be used to provide support and remediation to the non-instructional students. They will create an articulated action plan that will include goals, instructional strategies, interventions and motivational components. In addition, the team will prepare to administer the baseline GMade and 4Sight assessments to guide further intervention responses. The teachers will work in teams to grade the open-ended test items.

The leadership team and building action plan teams will review the results of the baseline 4Sight assessments, develop the data reports and adjust the individualized, instructional intervention plan based on the assessment results.

The leadership team will meet with building action plan team members to review the building action plans and revise (if necessary) the goals, instructional strategies, interventions, and motivational components.

The leadership team will administer the mid-year 4Sight assessment to guide further intervention responses. The teachers will work in teams to grade the open-ended test items. The leadership team and building action teams will review the results of the mid-year 4Sight assessments, develop the data reports, and adjust the individualized instructional intervention plan based on the assessment results. This process will be repeated for the end-of-year benchmark assessments.

(2) Professional Development Needs

The McGuffey School District Needs Assessment is distributed to all professional staff each February. The 2007 Needs Assessment was completed by the entire staff. The survey focused on the needs of the professional staff to implement the following:

- [a] planned instruction
- [b] local assessments
- [c] a plan to improve student achievement
- [d] a plan for additional instructional opportunities

In addition, the survey included an opportunity for respondents to identify other needs besides those associated with the implementation of the strategic plan. A copy of the survey and results are included.

- **Staff Identifying Information:**

- Grade Level/Department
- Years of Experience
- Highest Level of Education Obtained

- **Subject Matter Knowledge:**

- Curriculum
- Instructional Strategies
- Assessment
- Personal and Professional
- Students and Parents
- Technology

In April 2007, the results of the Needs Assessment were reviewed by the Professional Education Plan Committee. The Professional Education Plan Committee was selected in accordance with the Pennsylvania Department of Education guidelines for Act 48. The teachers, administrators and education specialists were selected by their peers. The Board of Education appointed parents, local business representatives and other community representatives.

Based on the 2008-2009 Professional Development Needs Assessment, professional staff members identified the following as "high need" for future professional development opportunities:

- Interactive white boards (Promethean and SMART)
- Video Streaming
- Administering CPR/ using AED
- Student motivation
- Working with dysfunctional families
- Dealing with students and mental illness
- LCD projector training
- Understanding by Design
- Health/Wellness
- Receiving school law updates
- Vertical articulation of curriculum

Based on the 2009-2010 Professional Development Needs Assessment, professional staff members identified the following as "high need" for future professional development opportunities:

- Interactive white boards (Promethena and SMART)
- Administering CPR/using AED
- Vertical articulation of curriculum
- LCD Projector training
- RtII Response to Instruction & Intervention
- Video Streaming
- Crisis Prevention Intervention training
- Working with dysfunctional families
- Student motivation
- Understanding by Design

Technology Tools for 21st Century School Leaders: No Administrator Left Behind

Additionally, with the enactment of Act 45, administrators must participate in professional development opportunities that are PIL-Approved. Based on the influx of technology being implemented in McGuffey School District, the need for administrators to become proficient on the technology implementation they are expected to supervise is necessary. To accommodate this need, Mrs. Arbore (now Superintendent) and Mrs. Laura Jacob (Technology Coach) wrote an ITQ application, "Technology Tools for 21st Century School Leaders: No Administrator Left Behind."

In successfully completing this program, administrators will create and employ wikis for communication and collaboration among colleagues, staff, parents, students, and the larger community; use Google Tools to collect and analyze data, interpret results, and communicate findings to improve instructional practice and student learning; create and use Moodle and Blackboard online courses to provide learner-centered environments that use technology to meet the individual and diverse needs of learners; know the difference between Web 1.0 - Web 3.0 and facilitate the use of the technology to support and enhance instructional methods that develop higher-level thinking, decision-making, and problem-solving skills; know the definition of a podcast and vodcast and be able to create their own; create and employ blogs for communication, collaboration, and reflection among colleagues, staff, parents, students, and the larger community; identify, use, evaluate, and promote SMART and Promethean interactive white boards to enhance and support instruction and standards-based curriculum leading to high levels of student achievement; and explore and build in educational virtual worlds to maintain awareness of emerging technologies and their potential uses in education.

A. Professional Education Plan Committee Operating Procedures:

1. The Chairperson of the Professional Education Committee will be the Superintendent or designee.
2. The Chairperson or designee will schedule meetings and notify the members of the meeting dates.
3. Agendas will be distributed at each meeting.
4. Decisions will be made by consensus. When consensus cannot be reached, decisions will be made by majority vote.
5. A quorum will be recognized as those members in attendance at the meetings called by the Chairperson.
6. The current members of the Professional Education Committee are listed in this plan. Professional Education Plan Guidelines will be utilized to identify the members of the next Professional Education Plan Committee.

B. Assumptions

1. Individual members of the professional staff are responsible for acquiring the Act 48 hours/credits required for continuing certification under Act 48. The McGuffey School District is not responsible as an organization to provide all of the requirements of Act 48.
2. The goals included in the Professional Education Plan will be used to develop the agendas for McGuffey School District in-service days and/or Act 80 programs. Consequently, the professional education experiences conducted within the school district on either in-service days or Act 80 days will focus on the implementation of the strategic plan, except in the case of emergencies which require professional education or mandates which must be responded to without delay.
3. The annual assessment of the Professional Education Plan will be conducted as specified in this plan. This evaluation will incorporate an annual needs assessment process to identify priorities for the school year.
4. School district sponsored educational development activities will include provisions for all employees. In addition, a substitute teacher will be able to request permission to attend the professional education activities provided by the school district as deemed relevant. The substitute teachers who select to participate will do so at their own expense.

5. The McGuffey School District will recognize the following professional education completed prior to the approval of this plan:
 - a. College or university courses which began after July 1, 2007, as deemed acceptable by the March 2007 PDE Act 48 Professional Education Plan.
 - b. College or university workshops or other professional education experiences which are documented by hours of participation after July 1, 2007, as deemed acceptable by the March 2007 PDE Act 48 Professional Education Plan Guidelines.
6. As defined in this plan, all professional education activities should relate to the areas of assignment or certification or potential administrative certification.

McGuffey School District Professional Education Participation Procedures

1. All existing McGuffey School District pre-approval procedures to attend conferences, workshops, conventions or other forms of professional education must be followed.
2. Conference participation requests are to be processed by the participant.

These requests are then to be forwarded to the immediate administrator/supervisor of the participant.

The requests are then forwarded to the superintendent or designee for final approval.

If these requests include overnight expenses, the school board must review the requests and determine if approval is granted.
3. In order to be reimbursed for college or university credits, the professional staff member must complete a graduate study application to apply for the approval by the superintendent prior to taking the course. As per the MEA agreement, reimbursement will be processed when a transcript is presented to document the completed course with a receipt of payment of tuition. Reimbursement will be based on the cost of a credit at California University of Pennsylvania. The number of reimburseable credits per year will be specified in the MEA agreement.

Options to be used to meet the goals of this plan and the individual requirement of the professional staff to meet the requirement of Act 48

1. Collegiate/University Courses: as defined by the Department of Education regulations for Act 48, collegiate credit means undergraduate or graduate college credit granted by a college or university approved by the Pennsylvania Department of Education for the successful completion of an approved course in an area of the professional educator's assignment or certificate. The course must be deemed acceptable as per the March 2007 PDE Act 48 Professional Education Plan Guidelines.
2. Approved Continuing Professional Education Course: Refers to undergraduate or graduate credits granted for the completion of a continuing education course which has been approved by the Department of Education. The course must be deemed acceptable as per the March 2007 PDE Act 48 Professional Education Plan Guidelines.
3. In-service and Act 80 day activities: Refers to the successful completion of a professional education experience that has been approved for inservice credit by the Department of Education. The professional education experience must be deemed acceptable as per the March 2007 PDE Act 48 Professional Education Plan Guidelines.
4. Other Activities deemed acceptable as per the March 2007 PDE Act 48 Professional Education Plan Guidelines.

Providers, Courses, Programs and Activities Approved by the Professional Education Committee

1. The McGuffey School District will serve as a provider for professional education experiences. In so doing, the school district assumes the following responsibilities:
 - a. Adopt policies governing the learning experiences offered through the plan.

- b. Conduct on-going needs assessments for the professional staff and education community. Special attention must be given to the professional development of individual educators. Activities to develop individual educators must relate to the enhancement of student learning.
- c. Design, sponsor, organize, promote and coordinate professional development activities professional educators.
- d. Evaluate professional development course or activities, and maintain evaluation data for 18 months.
- e. Maintain records for each educational course/activity for five years. These records should at least include course/activity description, faculty data, participant rosters and evaluations.
- f. Forward a copy each of the completion letters and/or letter of credit to the course participants and the school entity and Pennsylvania Department of Education Professional Education Records Management System, and retain a copy for local records.
- g. Maintain liaison with the Bureau of Curriculum and Academic Services coordinator(s) of professional education.
- h. Ensure that all professional development activities adhere to the criteria and expectations contained in the Department of Education guidelines for Act 48.

2. Other Providers:

- a. All providers approved by the the Department of Education will be considered for participation in the McGuffey School District Professional Education Plan activities when the services they provide are in alignment with the needs of the school district.
- b. Resource persons or organizations not included on the Department of Education list of providers can be used for professional education activities by the McGuffey School District by subcontracting with these persons or organizations for the delivery of their services. In these cases, the school district assumes the functions of a provider of these services, including the responsibilities to document participation with the Department of Education.

Professional Education Action Plan

Goal: Mandated Professional Development

Description: Professional development will be addressed for all state and federal mandated programs.

Strategy: CPR Training

Description: Schedule training to prepare staff to use CPR.

Activity: Certification

Description: CPR certification/refresher professional development will be offered on site at least on an annual basis. The training will be coordinated by the school nurses and provided by the school nurses and/or a qualified, contracted provider.

Person Responsible	Timeline for Implementation	Resources
Kolat, Erica	Start: 7/1/2007	-

Finish: 6/30/2013

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
7.00	1	20
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status

McGuffey School District nurse or the American Red Cross	<ul style="list-style-type: none">• School Entity• Association	Approved
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Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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Staff will be able to perform CPR and basic first aid techniques.

For classroom teachers, school counselors and education specialists:

- Empowers educators to work effectively with parents and community partners.

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

- Instructs the leader in managing resources for effective results.

Educator Groups Which Will Participate in this Activity

Role

- Classroom teachers
- School counselors
- Other educational specialists

Follow-up Activities

- Re-certification

Evaluation Methods

- Participant survey

Status: In Progress — Upcoming

Date Comment

9/24/2010 During the 2010-2011 School Year, the district hired a school nurse who is certified to provide CPR training to staff. This training will be provided annually to ensure the safety of our students and staff.

Activity: Re-certification

Description: CPR re-certification training will be offered annually as needed. Training will be coordinated by the school nurses and provided by the school nurses or a qualified, contracted provider.

Person Responsible	Timeline for Implementation	Resources
Kolat, Erica	Start: 7/1/2007 Finish: 6/30/2013	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	1	20
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
McGuffey School District nurse, American Red Cross, or a qualified, contracted provider	<ul style="list-style-type: none"> School Entity Association 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
The staff will be able to perform CPR and basic first aid techniques.		<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Empowers educators to work effectively with <u>parents and community partners</u>. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> Instructs the leader in <u>managing resources</u> for effective results.

Educator Groups Which Will Participate in this Activity

Role

- Classroom teachers
- School counselors
- Other educational specialists

Follow-up Activities

- Re-certification

Evaluation Methods

- Participant survey

Status: In Progress — Upcoming

Strategy: Gifted Education Training

Description: Provide in-service training for staff responsible for gifted education

Activity: Gifted Education Training

Description: The staff directly responsible for gifted education will be trained by the supervisor of special education and/or Intermediate Unit 1 staff in writing gifted individual education plans and the delivery of gifted instruction employing differentiated instruction.

Person Responsible	Timeline for Implementation	Resources
Van Fossan, Megan	Start: 8/7/2007 Finish: 6/30/2013	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2.00	1	13
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
McGuffey School District and Intermediate Unit 1 Special Education Supervisor	<ul style="list-style-type: none"> • School Entity • Intermediate Unit • Individual 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
The gifted instructor will be able to write and implement gifted individual education plans. All teachers will be able to deliver instruction that aligns with the gifted student's individualized education plan.		<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> • Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. • Increases the educator's <u>teaching skills</u> 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.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers • School counselors 	<ul style="list-style-type: none"> • Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades 9-12) 	<ul style="list-style-type: none"> • Reading, Writing, Speaking & Listening • Science and Technology • Arts & Humanities • Civics and Government • Environment and Ecology • Mathematics • History • Career Education and Work

Follow-up Activities

Evaluation Methods

- Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
- Student PSSA data
- Standardized student assessment data other than the PSSA
- Classroom student assessment data
- Review of participant lesson plans
- Review of written reports summarizing instructional activity

Status: In Progress — Upcoming

Strategy: Limited English/ESL Training

Description: Provide professional development to staff to work with students who are identified as using English as a second language

Activity: ESL training

Description: All teachers and instructional aides who have contact with ESL or Limited English students will be trained in effective instructional strategies relevant to the needs of the students. Training will be provided by the special education supervisor and/or Intermediate Unit 1 staff.

Person Responsible	Timeline for Implementation	Resources
Kolat, Erica	Start: 8/7/2007 Finish: 6/30/2013	\$100.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2.00	2	14
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
McGuffey School District	<ul style="list-style-type: none"> School Entity 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
There will be targeted training for staff that have ESL students. The training will focus on needed accommodations and modifications.		<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. Empowers educators to work effectively with <u>parents and community partners</u>. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> Provides the knowledge and skills to <u>think and plan strategically</u>, 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.

Educator Groups Which Will Participate in this Activity

Role

- Classroom teachers
- School counselors
- Other educational specialists

Follow-up Activities

- Creating lessons to meet varied student learning styles

Evaluation Methods

- Standardized student assessment data other than the PSSA

Status: In Progress — Upcoming

Date	Comment
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9/24/2010	ESL training is provided annually to review the screening/referral process as well as instructional strategies to support ESL students within the classroom.
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Goal: MATHEMATICS

Description: Students will meet or exceed AYP thresholds in mathematics, as established by the annual, state-wide PSSA.

Strategy: 1. Incorporate Curriculum Development Cycle

Description: The intent of a curriculum development cycle is to assess the need for the development or revision of curriculum on a regular basis and to develop, implement, and monitor the curricula of the McGuffey School District. A curriculum planning calendar will be revised annually and will display the curricula distributed across a six year period. All curricula and courses offered in the McGuffey School District must have school board approval and must have an associated curriculum guide document.

Activity: Align district curriculum with PA Academic Standards, Assessment Anchors, Common Core Standards, etc., as appropriate

Description: Department and grade level committees and will annually review the written and taught mathematics curriculum including assessments to assure proper alignment with the PA Academic Standards. This will include the ongoing monitoring and revision of course objectives, content, common assessments and resources and will be addressed during department and grade level meetings scheduled by the Superintendent or designee.

Person Responsible	Timeline for Implementation	Resources
Kolat, Erica	Start: 8/7/2007 Finish: 6/30/2013	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2.00	6	163
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
McGuffey School District	<ul style="list-style-type: none"> School Entity 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Staff will be able to write and implement curriculum that aligns with the PA Academic Standards, Assessment Anchors, Common Core Standards, etc.		<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> Provides the knowledge and skills to <u>think and plan strategically</u>, 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.

Educator Groups Which Will Participate in this Activity

Role

- Classroom teachers
- School counselors

Follow-up Activities

Evaluation Methods

- | | |
|---|--|
| <ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussions • Lesson modeling with mentoring • Journaling and reflecting | <ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Standardized student assessment data other than the PSSA • Classroom student assessment data • Review of participant lesson plans |
|---|--|

Status: In Progress — Upcoming

Date Comment

9/24/2010 Alignment of district curriculum with PA Academic Standards, Assessment Anchors, Common Core Standards, etc., continues to be a work in progress. The district will follow the six-year curriculum development cycle, with a constant review of alignment to standards as they are revised and approved.

Activity: Align district curriculum with the mathematics anchors

Description: Department and grade level committees and will annually review the written and taught mathematics curriculum including assessments. The review will focus on level anchors and resources. This activity will also be addressed during department and grade level meetings scheduled by the Superintendent or designee.

Person Responsible	Timeline for Implementation	Resources
Kolat, Erica	Start: 8/9/2007 Finish: 6/30/2013	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2.00	6	163
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
McGuffey School District	<ul style="list-style-type: none"> School Entity 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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Staff will be able to write and implement curriculum that aligns with the anchors.		<p><i>For classroom teachers, school counselors and education specialists:</i></p>
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- 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:

- 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.

Educator Groups Which Will Participate in this Activity

Role

- Classroom teachers
- School counselors

Follow-up Activities

Evaluation Methods

- | | |
|---|--|
| <ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussions • Lesson modeling with mentoring • Journaling and reflecting | <ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Standardized student assessment data other than the PSSA • Classroom student assessment data • Review of participant lesson plans |
|---|--|

Status: In Progress — Upcoming

Date Comment

9/24/2010 Alignment of the district curriculum with the assessment anchors continues to be a work in progress. The primary focus has been alignment to the standards. The anchors have been used to inform instructional decisions as to the level of depth necessary to prepare students for the PSSA. A closer look at the alignment of the curriculum to anchors across the board will be done.

Strategy: 2. Use researched-based instructional strategies

Description: The components of effective mathematics instruction are number operations, algebraic concepts, geometric concepts, problem solving, computation, analytical and logical reasoning, and real world application. Findings from evidence-based research show dramatic reductions in the incidence of mathematics failure when explicit instruction in these components is provided by the classroom teacher. To address the needs of children most at risk of mathematics failure, the same instructional components are relevant but they need to be made more explicit and comprehensive, more intensive, and more supportive in small-group or one-on-one formats.

Activity: Design lessons including the effective elements of instruction in mathematics

Description: Review the Madeline Hunter Model of Effective instruction to include the following: anticipatory set, modeling, guided practice, effective questioning strategies, checks for understanding, independent practice, formal and informal assessments and closure.

Person Responsible	Timeline for Implementation	Resources
Kolat, Erica	Start: 7/1/2007 Finish: 6/30/2013	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2.00	2	163

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
McGuffey School District	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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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:

- 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.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers 	<ul style="list-style-type: none"> • Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades 9-12) 	<ul style="list-style-type: none"> • Pre-Kindergarten Early Learning Standards • Reading, Writing, Speaking & Listening • Science and Technology • Arts & Humanities • Civics and Government • Environment and Ecology • Health, Safety and Physical Education • World Languages • Kindergarten Early Learning Standards • Mathematics • History • Career Education and Work • Economics • Family and Consumer Sciences • Geography

Follow-up Activities

- Team development and sharing of content-area lesson implementation

Evaluation Methods

- Review of participant lesson plans

- outcomes, with involvement of administrator and/or peers
- Creating lessons to meet varied student learning styles
- Peer-to-peer lesson discussions
- Lesson modeling with mentoring

Status: In Progress — Upcoming

Date Comment

9/24/2010 Professional development continues to focus on frameworks that align with Madeline Hunter's Model of Effective Instruction. Additionally, building principals continue to observe professional staff members for examples of effective elements of instruction.

Activity: Differentiated Instruction

- Description:** - 3,2,1
- Before During After
 - Frayer Model
 - Rap Lap
 - Curriculum Compacting
 - Learning Styles

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2008 Finish: Ongoing	\$15,000.00
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Status: In Progress — Upcoming

Date Comment

9/24/2010 Professional development continues to be offered in the area of differentiated instructional strategies to support the model students require different processes, products, and assessments to learn and demonstrate understanding.

Activity: Incorporate differentiated instructional strategies in mathematics

Description: Department and grade level committees will continue to develop and share lesson

plans incorporating the following differentiated instructional strategies: Frayer Model, 3-2-1, Rap/Lap, flexible grouping, curriculum compacting.

Person Responsible	Timeline for Implementation	Resources
Kolat, Erica	Start: 8/7/2007 Finish: 6/30/2013	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	4	163

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
McGuffey School District and Intermediate Unit 1	<ul style="list-style-type: none"> School Entity Intermediate Unit 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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The staff will be able to infuse differentiated Instruction into lesson design and delivery.

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:

- 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.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers • School counselors 	<ul style="list-style-type: none"> • Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades 9-12) 	<ul style="list-style-type: none"> • Pre-Kindergarten Early Learning Standards • Reading, Writing, Speaking & Listening • Science and Technology • Arts & Humanities • Civics and Government • Environment and Ecology • Health, Safety and Physical Education • World Languages • Kindergarten Early Learning Standards • Mathematics • History • Career Education and Work • Economics • Family and Consumer Sciences • Geography

Follow-up Activities

Evaluation Methods

- | | |
|--|--|
| <ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussions | <ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Standardized student assessment data other than the PSSA • Classroom student assessment data • Review of participant lesson plans |
|--|--|

- Lesson modeling with mentoring
- Journaling and reflecting

Status: In Progress — Upcoming

Activity: PowerTeaching

Description: Pennsylvania PowerTeaching in Math is an instructional framework designed to energize mathematics instruction by establishing collaborative, mixed-ability groups of students who work together to increase math proficiency.

Person Responsible	Timeline for Implementation	Resources
Kolat, Erica	Start: 7/1/2009 Finish: 6/30/2013	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
6.00	6	5
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Intermediate Unit 1, PaTTAN, and/or McGuffey School District	<ul style="list-style-type: none"> • School Entity • Intermediate Unit 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Educators will learn the PowerTeaching framework and implement the components through the research-based lesson plan design, which incorporates team setup (getting the goof, mental math, homework check, cooperative learning check); active instruction; teamwork; wrap-up; and assessment.	Recommended and developed by the Pennsylvania Department of Education and the Success for All Foundation, this framework has proven to increase student engagement in math class and increase overall performance levels.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> • Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. <p><i>For school and district administrators, and other educators seeking leadership</i></p>

roles:

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

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none">• Classroom teachers• Other educational specialists	<ul style="list-style-type: none">• Middle (grades 6-8)• Elementary (grades 2-5)	<ul style="list-style-type: none">• Mathematics

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none">• Creating lessons to meet varied student learning styles• Peer-to-peer lesson discussions• Lesson modeling with mentoring	<ul style="list-style-type: none">• Participant survey

Status: In Progress — Upcoming

Date	Comment
9/24/2010	A team of teachers was trained in PowerTeaching during the 2009-2010 School Year. This initiative will expand to include an additional team of teachers during the 2010-2011 School Year and each year throughout the plan, as necessary. The goal is to have district teachers trained as trainers, so they can provide professional development opportunities in the school district and support larger groups of teachers in a collaborative atmosphere.

Goal: READING

Description: Students will meet or exceed AYP thresholds in reading, as established by the annual, state-wide PSSA.

Strategy: 1. Incorporate Curriculum Development Cycle

Description: The intent of a curriculum development cycle is to assess the need for the development or revision of curriculum on a regular basis and to develop, implement, and monitor the curricula of the McGuffey School District. A curriculum planning calendar will be revised annually and will display the curricula distributed across a six year period. All curricula and

courses offered in the McGuffey School District must have school board approval and must have an associated curriculum guide document.

Activity: Align district curriculum with PA Academic Standards, Assessment Anchors, Common Core Standards, etc., as appropriate.

Description: Department and grade level committees and will annually review the written and taught reading curriculum including assessments to assure proper alignment with the PA Academic Standards. This will include the ongoing monitoring and revision of course objectives, content, common assessments and resources and will be addressed during department and grade level meetings scheduled by the Superintendent or designee.

Person Responsible	Timeline for Implementation	Resources
Kolat, Erica	Start: 8/9/2007 Finish: 6/30/2013	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2.00	6	163

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
McGuffey School District	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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Staff will be able to write and implement curriculum that aligns with the PA academic standards.

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:

- 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.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers • School counselors 	<ul style="list-style-type: none"> • Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades 9-12) 	<ul style="list-style-type: none"> • Pre-Kindergarten Early Learning Standards • Reading, Writing, Speaking & Listening • Science and Technology • Arts & Humanities • Civics and Government • Environment and Ecology • Health, Safety and Physical Education • World Languages • Kindergarten Early Learning Standards • Mathematics • History • Career Education and Work • Economics • Family and Consumer Sciences • Geography

Follow-up Activities

Evaluation Methods

- | | |
|---|---|
| <ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or | <ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Standardized student assessment data other than the PSSA |
|---|---|

- peers
- Analysis of student work, with administrator and/or peers
- Creating lessons to meet varied student learning styles
- Peer-to-peer lesson discussions
- Lesson modeling with mentoring
- Journaling and reflecting
- Classroom student assessment data
- Review of participant lesson plans

Status: In Progress — Upcoming

Date Comment

9/24/2010 Alignment of district curriculum with PA Academic Standards, Assessment Anchors, Common Core Standards, etc., continues to be a work in progress. The district will follow the six-year curriculum development cycle, with a constant review of alignment to standards as they are revised and approved.

Activity: Align district curriculum with the reading anchors

Description: Department and grade level committees and will annually review the written and taught reading curriculum including assessments. The review will focus on level anchors and resources. This activity will also be addressed during department and grade level meetings scheduled by the Superintendent or designee.

Person Responsible	Timeline for Implementation	Resources
Kolat, Erica	Start: 8/9/2007 Finish: 6/30/2013	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2.00	6	163
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
McGuffey School District	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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Staff will be able to write and implement curriculum that aligns with the anchors.

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:

- 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.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers • School counselors 	<ul style="list-style-type: none"> • Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5) • High school 	<ul style="list-style-type: none"> • Pre-Kindergarten Early Learning Standards • Reading, Writing, Speaking & Listening • Science and Technology • Arts & Humanities • Civics and Government • Environment and Ecology

(grades 9-12)

- Health, Safety and Physical Education
- World Languages
- Kindergarten Early Learning Standards
- Mathematics
- History
- Career Education and Work
- Economics
- Family and Consumer Sciences
- Geography

Follow-up Activities

Evaluation Methods

- | Follow-up Activities | Evaluation Methods |
|--|--|
| <ul style="list-style-type: none">• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers• Analysis of student work, with administrator and/or peers• Creating lessons to meet varied student learning styles• Peer-to-peer lesson discussions• Lesson modeling with mentoring• Journaling and reflecting | <ul style="list-style-type: none">• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.• Student PSSA data• Standardized student assessment data other than the PSSA• Classroom student assessment data• Review of participant lesson plans |

Status: In Progress — Upcoming

Date	Comment
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9/24/2010	Alignment of the district curriculum with the assessment anchors continues to be a work in progress. The primary focus has been alignment to the standards. The anchors have been used to inform instructional decisions as to the level of depth necessary to prepare students for the PSSA. A closer look at the alignment of the curriculum to anchors across the board will be done.
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Strategy: 2. Use researched-based instructional strategies

Description: The five big ideas of effective reading instruction are phonemic awareness, alphabetic principle, fluency, comprehension and vocabulary. These components will be addressed through effective reading instruction that incorporates phonemic awareness and phonemic decoding skills, fluency in word recognition and text processing, construction of

meaning, vocabulary, spelling, and writing. Findings from evidence-based research show dramatic reductions in the incidence of reading failure when explicit instruction in these components is provided by the classroom teacher. To address the needs of children most at risk of reading failure, the same instructional components are relevant but they need to be made more explicit and comprehensive, more intensive, and more supportive in small-group or one-on-one formats.

Activity: Design lessons including the elements of effective instruction

Description: Review the Madeline Hunter Model of Effective instruction to include the following: anticipatory set, modeling, guided practice, effective questioning strategies, checks for understanding, independent practice, formal and informal assessments and closure.

Person Responsible	Timeline for Implementation	Resources
Kolat, Erica	Start: 8/9/2007 Finish: 6/30/2013	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	2	163
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
McGuffey School District	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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The teacher will be able to design effective lessons.		<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p>
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- 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.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers 	<ul style="list-style-type: none"> • Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades 9-12) 	<ul style="list-style-type: none"> • Pre-Kindergarten Early Learning Standards • Reading, Writing, Speaking & Listening • Science and Technology • Arts & Humanities • Civics and Government • Environment and Ecology • Health, Safety and Physical Education • World Languages • Kindergarten Early Learning Standards • Mathematics • History • Career Education and Work • Economics • Family and Consumer Sciences • Geography

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

Evaluation Methods

- Review of participant lesson plans

- learning styles
- Peer-to-peer lesson discussions
- Lesson modeling with mentoring

Status: In Progress — Upcoming

Date	Comment
9/24/2010	Professional development continues to focus on frameworks that align with Madeline Hunter's Model of Effective Instruction. Additionally, building principals continue to observe professional staff members for examples of effective elements of instruction.

Activity: DIBELS TRAINING

Description: Provide professional development to reading specialists and teachers who use the Wireless Generation software that tracks DIBELS benchmark assessments and progress monitoring of reading.

Person Responsible	Timeline for Implementation	Resources
Fleck, Sheryl	Start: 8/9/2007 Finish: 6/30/2013	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	1	80

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
McGuffey School District and Wireless Generation	<ul style="list-style-type: none"> • School Entity • Company 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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The staff will be able to utilize a handheld computer to assess reading skills, complete benchmark assessments, review data, and progress monitor at-risk students.

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:

- 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.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers 	<ul style="list-style-type: none"> • Early childhood (preK-grade 3) • Elementary (grades 2-5) 	<ul style="list-style-type: none"> • Reading, Writing, Speaking & Listening

Follow-up Activities

Evaluation Methods

- | | |
|---|--|
| <ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or | <ul style="list-style-type: none"> • Standardized student assessment data other than the PSSA • Review of written reports summarizing instructional activity |
|---|--|

- peers
- Analysis of student work, with administrator and/or peers

Status: In Progress — Upcoming

Date Comment

9/24/2010 The initial training for DIBELS has been completed. Refresher trainings are provided annually to ensure that assessments are administered with fidelity.

Activity: Differentiated Instruction

Description: - 3,2,1

- Before During After
- Frayer Model
- Rap Lap
- Curriculum Compacting
- Learning Styles

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2008 Finish: Ongoing	\$15,000.00
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Status: In Progress — Upcoming

Date Comment

9/24/2010 Professional development continues to be offered in the area of differentiated instructional strategies to support the model students require different processes, products, and assessments to learn and demonstrate understanding.

Activity: Implement specific procedures for teachers to utilize EdInsight to analyze student data and apply appropriate technological remediation and/or differentiation tools to increase student achievement.

Description: Collaborate with Intermediate Unit 1 to secure available funding of EdInsight in the McGuffey School District. If funding is not available, research various funding resources to supplement district funding of EdInsight.

Person Responsible Timeline for Implementation Resources

Kolat, Erica	Start: 1/1/2008	\$72,000.00
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Finish: Ongoing

Status: In Progress — Upcoming

Date **Comment**

9/24/2010 Use of EdInsight continues to be supported through monthly team meetings, building level principal meetings, and on in-service days as changes and need necessitates.

Activity: Incorporate differentiated instructional strategies in reading

Description: Department and grade level committees will continue to develop and share lesson plans incorporating the following differentiated instructional strategies: Frayer Model, 3-2-1, Rap/Lap, flexible grouping, curriculum compacting.

Person Responsible **Timeline for Implementation** **Resources**

Kolat, Erica Start: 8/24/2010 -
Finish: 6/30/2013

Professional Development Activity Information

Number of Hours Per Session **Total Number of Sessions Per School Year** **Estimated Number of Participants Per Year**

1.00 4 163

Organization or Institution Name **Type of Provider** **Provider's Department of Education Approval Status**

McGuffey School District and Intermediate Unit 1

- School Entity
- Intermediate Unit

 Approved

Knowledge and Skills **Research and Best Practices** **Designed to Accomplish**

The staff will be able to infuse differentiated instruction into lesson design and delivery.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none">• Classroom teachers	<ul style="list-style-type: none">• Early childhood (preK-grade 3)• Middle (grades 6-8)• Elementary (grades 2-5)• High school (grades 9-12)	<ul style="list-style-type: none">• Pre-Kindergarten Early Learning Standards• Reading, Writing, Speaking & Listening• Science and Technology• Arts & Humanities• Civics and Government• Environment and Ecology• Health, Safety and Physical Education

- World Languages
- Kindergarten Early Learning Standards
- Mathematics
- History
- Career Education and Work
- Economics
- Family and Consumer Sciences
- Geography

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussions • Lesson modeling with mentoring • Journaling and reflecting 	<ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Standardized student assessment data other than the PSSA • Classroom student assessment data • Review of participant lesson plans

Status: In Progress — Upcoming

Activity: John Collins Writing Process

Description: Provide professional development to all staff in the John Collins writing process to promote improved writing and comprehension skills. The reading folders and mentoring portfolios will be converted to a K-12 Writing Portfolio that will progressively include at least four Kid Writing or John Collins writing samples from each grade level.

Person Responsible	Timeline for Implementation	Resources
Kolatz, Erica	Start: 8/8/2007 Finish: 6/30/2013	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
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3.00	2	0
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Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
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John Collins through Endincott College	<ul style="list-style-type: none"> Company 	Approved
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Knowledge and Skills	Research and Best Practices Designed to Accomplish
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Staff will be able to implement the John Collins Writing Program to promote increased writing and comprehension skills in students.	<p>The implementation of Types I-V writings provide structure and focus and promote increased comprehension as students are encouraged and guided to write about what they have read, seen, or done.</p>
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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:

- 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.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none">• Classroom teachers	<ul style="list-style-type: none">• Early childhood (preK-grade 3)• Middle (grades 6-8)• Elementary (grades 2-5)• High school (grades 9-12)	<ul style="list-style-type: none">• Pre-Kindergarten Early Learning Standards• Reading, Writing, Speaking & Listening• Science and Technology• Arts & Humanities• Civics and Government• Environment and Ecology• Health, Safety and Physical Education• World Languages• Kindergarten Early Learning Standards• Mathematics• History• Career Education and Work• Economics• Family and Consumer Sciences• Geography

Follow-up Activities

Evaluation Methods

- | | |
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| <ul style="list-style-type: none">• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers• Analysis of student work, with administrator and/or peers• Creating lessons to meet varied student learning styles• Peer-to-peer lesson discussions• Lesson modeling with mentoring• Journaling and reflecting | <ul style="list-style-type: none">• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.• Student PSSA data• Standardized student assessment data other than the PSSA• Classroom student assessment data• Review of participant lesson plans |
|--|--|

Status: In Progress — Upcoming

Date	Comment
9/13/2010	The initial implementation of the John Collins Writing Program was successful, but refresher professional development is necessary in order to ensure the fidelity of program implementation.
9/24/2010	Initial training in John Collins Writing Process was completed during the first year of this strategic plan. The professional development committee has identified the need, based on student data and administrators' classroom observations, to provide refresher training on John Collins Writing Process.

Activity: Reading Apprenticeship

Description: Reading Apprenticeship is an approach to reading instruction that helps students develop the knowledge, strategies, and dispositions they need to become more powerful readers. This framework incorporates research-based instructional reading strategies that are incorporated throughout core content areas to increase students reading proficiency.

Person Responsible	Timeline for Implementation	Resources
Kolat, Erica	Start: 8/24/2010 Finish: 6/28/2013	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
6.00	3	40
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Intermediate Unit 1	• Intermediate Unit	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Educators will understand the components of the Reading Apprenticeship framework and implement targeted strategies into their lesson plans. These strategies include, but are not limited to, think aloud, schema, anticipation guides, personal reading history, LINK, test as genre, reciprocal teaching, KWL, talking to the text, double/triple entry journals, metacognitive graphic organizers, pause and reflect, QAR, etc.	Reading involves complex, invisible processes, but Reading Apprenticeship makes problem-solving visible through such instructional strategies as think aloud, think-pair-share, etc. Reading Apprenticeship uses content experts to help students acquire the tools and strategies necessary for discipline-specific academic success. This is done through four dimensions: social, personal, knowledge-building, and cognitive.	

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
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- Classroom teachers
- Principals / asst. principals
- Superintendent / asst. superintendents
- Other educational specialists
- High school (grades 9-12)
- Reading, Writing, Speaking & Listening
- Science and Technology
- Civics and Government
- Environment and Ecology
- World Languages
- Mathematics
- History
- Economics
- Geography

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussions 	<ul style="list-style-type: none"> • Student PSSA data • Standardized student assessment data other than the PSSA • Participant survey

Status: In Progress — Upcoming

Date	Comment
9/24/2010	Professional Development for Reading Apprenticeship started during the 2010-2011 School Year. To date, one session of three have been provided this year to approximately 40 high school teachers, building administrators, and the assistant superintendent. Besides the professional development sessions held onsite by Intermediate Unit 1 consultants, building administrators are developing an action plan the incorporates evidence that teachers are implementing the strategies addressed through Reading Apprenticeship professional development.

Activity: Reading Expo

Description: Provide professional development to elementary and middle school staff on research based reading instructional strategies

Person Responsible	Timeline for Implementation	Resources
Fleck, Sheryl	Start: 10/1/2008	-

Finish: 6/28/2013

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
7.00	1	80
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
McGuffey School District	<ul style="list-style-type: none"> School Entity 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
The staff will be able to implement effective strategies to deliver the reading instruction.		<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> Provides the knowledge and skills to <u>think and plan strategically</u>, 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 <u>culture of teaching and learning</u>, with an emphasis on learning.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> Classroom teachers 	<ul style="list-style-type: none"> Early childhood (preK-grade 3) Middle (grades 6-8) Elementary (grades 2-5) 	<ul style="list-style-type: none"> Reading, Writing, Speaking & Listening

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussions Lesson modeling with mentoring 	<ul style="list-style-type: none"> Participant survey Review of written reports summarizing instructional activity

Status: Complete

Date	Comment
9/24/2010	The reading expo was completed during the 2009-2010 School Year. The content area focus for the expo will be determined by need and rotated among the various content areas from year-to-year.

Activity: Wilson Reading Program

Description: The Wilson Reading Program will be used with identified, at-risk students.

Person Responsible	Timeline for Implementation	Resources
Kolat, Erica	Start: 7/1/2007 Finish: 6/30/2013	-

Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year

1.00	1	15
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status

Wilson Reading

- Company

Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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The staff will be able to implement prescribed, small-group reading strategies to promote increased reading achievement with non-proficient students.

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:

- 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.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
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- Classroom teachers
- Early childhood (preK-grade 3)
- Middle (grades 6-8)
- Elementary (grades 2-5)
- High school (grades 9-12)
- Reading, Writing, Speaking & Listening

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Peer-to-peer lesson discussions • Lesson modeling with mentoring 	<ul style="list-style-type: none"> • Student PSSA data • Standardized student assessment data other than the PSSA • Review of written reports summarizing instructional activity

Status: In Progress — Upcoming

Date	Comment
9/24/2010	Professional development continues to be provided for teachers using the Wilson Reading Program, and implementation continues to be monitoring by building administrators during classroom observations.

Annual Review Process

The McGuffey School District Professional Education Plan will follow the guidelines of the March 2007 Pennsylvania Department of Education Professional Education Guidelines. After each training activity, the participants will complete an evaluation form commenting about the effectiveness of the training and the need for additional training. Beginning with the 2010-2011 school year and in addition to the survey completed at the conclusion of each training activity, professional development will be evaluated by administrators based on staff members' implementation of concepts and demonstrated understanding of concepts. The McGuffey School District Professional Education Act 48+ Committee will meet two to four times to review the annual plan, amend it, if necessary, and schedule future staff development activities. A professional development needs assessment will be administered each spring to provide input to the Act 48+ committee. The committee will then meet in May to draft the professional development plan for the summer and/or subsequent school year.

Supporting Documents

There are currently no supporting documents selected for this section.

Contact Information

Appendix B

Entity Information Page

Entity: McGuffey SD

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