
Pennsylvania Department of Education



Commonwealth of Pennsylvania
Department of Education
333 Market Street
Harrisburg, PA 17126-0333

Professional Education Report Wednesday, April 06, 2011 (Last Approved: Wednesday, April 06, 2011)

Entity: Ferndale Area SD
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Professional Education Planning Committee

Name	Affiliation	Membership Category	Appointed By
Allison, Barbara	Parent	Parent	Board of Directors
Balog, Debi	JARI	Community Representative	Board of Directors
Bell, Lauren	Ferndale Area School District	Middle School Teacher	Teachers
Boyle, Robert	Northern Point Learning, Inc.	Business Representative	Board of Directors
Dodson, Loraine	Secondary School	Ed Specialist - School Counselor	Educational Specialist
Good, Karla	Conemaugh Health Systems	Community Representative	Board of Directors
Himes, Lori	Parent	Parent	Board of Directors
Hrabosky, Rachele	Ferndale Area School District	Elementary School Teacher	Teachers
Kakabar, Carole	Ferndale Area School District	Administrator	Administrators
Koontz, Janice	Ferndale Area School District	Secondary School Teacher	Teachers
Long, Robb	In Shore Technologies, Inc.	Business Representative	Board of Directors
Mino, Stephanie	Ferndale Area School District	Elementary School Teacher	Teachers
Mottillo, Joshua	Ferndale Area School District	Middle School Teacher	Teachers
Szymusiak, Jessica	Ferndale Area School District	Secondary School Teacher	Teachers
Zahorchak, Justin	Ferndale Area School District	Administrator	Administrators
Zankey, Eileen	Ferndale Area School District	Ed Specialist - School Counselor	Educational Specialists

Needs Assessment

Reflections

- **Math Proficiency**

Strength Last Modified: 9/27/2010

Up through 2008, Grades 3-12 curriculum analysis and course content sequencing needed addressed. Lack of regular discussions regarding data analysis and student achievement; Standards and objectives unclear to students and content teachers; no formative assessment to predict success in PA standards.

Beginning in Fall, 2008, teachers work together by content area to analyze student assessment data during "data days." Teachers analyze and align curriculum on "curriculum days." 4Sight assessments have been implemented as a formative

assessment, and PA standards are apparent to students. Curriculum analysis and alignment to SAS will begin and should be complete by 2012. Data days in operation along with curriculum days.

Additional tools implemented include Study Island, "Coach" books and "Ladders to Success."

These assessment tools, as well as data analysis and curricular alignment, will help increase student proficiency.

- **Student Risk Factors**

Strength Last Modified: 9/26/2010

To address bullying, the district has instituted the Olweus Bullying Prevention Program, known as the H.A.L.T. program for grades 7/8 in 2008-2009, in grades K4-6 in grades 2009-2010. Grade 9 has been informally trained by the grade 7/8 core team in 2009-2010. In 2010-2011, grade 9 and 10 teachers will be trained, and in 2011-2012, grades 11 and 12 will be trained so that the program will be comprehensive K4-12. A H.A.L.T. teacher coordinator oversees the programs in each building.

- **Reading Proficiency**

Strength Last Modified: 9/27/2010

Up through 2008, Grades 3-12 curriculum analysis and course content sequencing needed addressed. Lack of regular discussions regarding data analysis and student achievement; Standards and objectives unclear to students and content teachers; no formative assessment to predict success in PA standards.

Beginning in Fall, 2008, teachers work together by content area to analyze student assessment data during "data days." Teachers analyze and align curriculum on "curriculum days." 4Sight assessments have been implemented as a formative assessment, and PA standards are apparent to students. Curriculum analysis and alignment to SAS will begin and should be complete by 2012. Data days in operation along with curriculum days.

Additional tools implemented include Study Island, "Coach" books and "Ladders to Success."

These assessment tools, as well as data analysis and curricular alignment, will help increase student proficiency.

Strength Last Modified: 9/27/2010

Grade K-8 Teachers have regular discussions about students' work in regularly scheduled Junior High Team meetings and in grade level meetings at the Elementary.

- **AYP Overviews**

Concern Last Modified: 9/27/2010

The increase in AYP scores over the next three years will require a corresponding increase in the percentage of students scoring proficient or above. There are concerns

that male students, the grade 11 group, special education students, and students coming from a low socio-economic status may experience difficulty in achieving the levels of proficiency required by NCLB.

- **District Technology Education**

Strength Last Modified: 9/28/2010

K-12 technology curriculum written and being implemented 2009-2010 school year.

Increased technology has been made available for use in the classrooms in 2010: At the Jr.-Sr. HS--- 2 additional roaming laptop carts, 6 new 21st Century Teaching and Learning teacher stations, 100 new student laptops, 54 new desktop computers, upgraded wireless connectivity, teachers received a laptop computer for remote access work, 25 new CAD computers, a laptop cart dedicated to Family and Consumer Sciences, 16 additional security cameras, Windows upgrade, Microsoft Office upgrade. At the Elementary---2 new roaming laptop carts, wireless access buildingwide, Windows upgrade, Microsoft Office upgrade.

The district employs an independent contractor who is a retired FAJSHS Tech Ed teacher to oversee current implementation of the technology curriculum through June 2011 and serve as our Technology Coach.

Contracted services with an outside vendor (InShore Technologies) allows for a technician accessible to the district daily and management and coordination of technology.

Purposeful use of our office technology system (MMS) for all district data systems--- student demographics, discipline, health, lunch, emergency notification, and EP writer.

District-wide staff development in technology is a priority--dedicated tech inservice days in 2007 and 2010, focused trainings on other inservice days and pull-out training; annual tech staff attendance at PETE & C conference; regular attendance at IU8 tech meetings.

Concern Last Modified: 9/28/2010

Due to retirements, all district technology education teachers in 2009-2010 are new and need mentoring (being addressed through former teacher and CFF coach employed as an independent contractor).

PATI surveys as well as student and teacher surveys and parent input all indicate that teachers need more implementation training for the increased technology they now have available. Student use of technology in their work needs to be expanded.

Teacher coaches need to be identified, appointed and trained, as we phase out the independent contractor in June, 2011.

The district needs more accessibility and connection to parents/students/community through homework calendars, teacher pages, blogs, resource links, online parent trainings, parent portal to student grades, current postings to home pages of upcoming events/activities, etc.

More online resources for teachers are needed to be conservation conscious and more efficient, including remote access, document repositories, online trainings/links, building resource sites, etc.

2007:

A survey was developed to determine the professional development needs of the Ferndale Area School District's educational program. The survey, which focused on gathering needs in the areas of Curriculum and Instruction, Technology, NCLB Goals, Gifted Education, Special Education, Assessment, ESL, and Parent Involvement, was distributed to all professional staff. Because response was low, the Act 48 Committee decided to conduct a second survey. This survey gathered information in the same educational areas, but differed in that elementary staff completed surveys in grade level meetings, while junior/senior high staff worked in departmental groups. Therefore, the entire professional staff responded to the needs assessment.

Professional development needs will support the following goals defined within the Ferndale Area School District Strategic Plan:

- Meeting AYP in Mathematics
 - Meeting AYP in Reading
 - Differentiating instruction to meet the needs of all students
 - Identifying and integrating technology standards
-

2010:

Through staff surveys and student achievement data analysis, the following professional development needs have been determined:

1. State standards and core competencies require continued refinement of curricula, with assessment (like the PSSA and soon to be keystones) measuring achievement in those standards. The district is on a solid progressively upward trend in annual achievement of AYP, however as the AYP cut score gets higher, it becomes more important to continually refine curriculum, instruction, and assessment. We have achieved the gross score jumps. Now, each year we need to research and apply better to continue to push up scores, as we refine our curricula. Continued professional development is needed in:

- Data analysis for root causes of student achievement or lack of achievement; focused emphasis on ED, IEP, and male student sub-groups.
- Successful strategies for instruction, retention, and higher order application of concepts
- Differentiated instruction and assessment for all learners. Specific training is needed in working with autism. The gifted education program also needs to be refreshed.
- SAS curriculum framework and mapping
- vertical and horizontal alignment of curricula

2. The district has greatly expanded the availability of technology for student and staff use, however, there has not been time dedicated to learning about and implementing the technology for use by staff, by students, and between school and home. Continued professional development is needed in:

- Learning about the capabilities of our new technology as well as on-line resources/tools, how to use them, and TIME to practice with them and try them out in lessons.
- Continued implementation of the K-12 Technology Curriculum.
- Incorporating technology into student assessments and homework.
- Increasing the capacity of the district and school websites to make them a resource center for staff and the community.

- Increase the capacity of teacher websites to make them a resource for students.
- Identify and train technology leaders in each building to act as "mentors" to other staff members.

3. School safety is of primary importance. If students do not feel safe, they cannot learn:

- Continue to implement the HALT bullying prevention program, extending training for grades 9-12. Keep the program at the forefront of planning and visible in all buildings. Annually review the program and make alterations as needed. Refresh staff. Refresh the program.
- Continue full staff certification in CPR/AED every two years. Continue to refresh and train staff in non-violent crisis intervention.
- Continue to train staff and promote SAP, Family Support, At-Risk/Child Find.
- Safe Schools plan update and staff training including: CERT, crisis response team, emergency procedures flipchart training, First 10 Minutes training, etc.
- Dealing with student discipline needs to be consistent as well as provide positive behavior support. A school-wide positive behavior support program will be implemented.

Professional Education Action Plan

***Goal:* CARDIOPULMONARY RESUSCITATION**

Description: As required by PA Law Act 91 of 2000, 100% of all staff members will be provided training in CPR/AED operation.

***Strategy:* Professional/Personal Development**

Description: CPR/AED Training will be offered to professional and non-professional staff at least once every 2 years.

Activity: CPR/AED Training

Description: Every 2 years, participants will receive training in CPR, including use of a defibrillator (AED)

Person Responsible	Timeline for Implementation	Resources
Virgin, Judith	Start: 6/4/2009 Finish: 6/28/2012	\$1,500.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	2	100

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
FASD teachers, administrators, and support staff	<ul style="list-style-type: none"> Non-profit organization 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Knowledge of procedures to take in dealing with a non-responsive person. How to perform CPR and use an AED.	basic life support in emergencies	

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> Classroom teachers Principals / asst. principals Superintendent / asst. superintendents School counselors Other educational specialists 	<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"> Health, Safety and Physical Education

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> Lesson modeling with mentoring physical test 	<ul style="list-style-type: none"> physical test (passing test)

Status: In Progress — Upcoming

Date	Comment
1/27/2011	Training to occur on Monday, January 31, 2011.
5/7/2008	Scheduled for the week of June 9, 2008.
9/6/2010	CPR training dates: March 15, 2009 all district staff July 27, 2010 coaching staff and new staff

Goal: DIFFERENTIATED INSTRUCTION

Description: By the year 2012, teachers will differentiate instruction and assessment to meet the needs of students.

Strategy: Classroom Practices

Description: Instructional strategies and assessment practices will focus on the strengths of each student--differentiated instruction and assessment.

Activity: Guided Reading

Description: A guided reading program will be implemented at the elementary level.

Person Responsible	Timeline for Implementation	Resources
Zahorchak, Justin	Start: 1/19/2009 Finish: 3/11/2010	\$60,000.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	2	25
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
UPJ, PaTTAN, FASD	<ul style="list-style-type: none"> • School Entity • College • Association 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Teachers will be able to implement a guided reading program.	As the program has been implemented, student achievement in reading has begun to increase.	<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 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.
- 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 • Principals / asst. principals • School counselors • Other educational specialists 	<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

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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 • 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 |
|---|--|

Status: Complete

Date	Comment
5/7/2008	Teachers in grades 1 & 2 were trained in guided reading and began implementing

during the second semester of 2007-08.

11/16/2010	This was implemented as planned. This continues to be implemented at the school and should be considered complete in terms of the description provided above.
9/15/2010	2009-2010 Guided Reading training dates: 1/19/09, 4/24/09, 9/2/09, 3/10/10, 3/11/10
9/29/2010	2009-2010 Guided Reading with Dr. Judy Ankrum was introduced in specified grades and will continue through the 2010-2011 school year to incorporate all grades at the Elementary School.

Strategy: Gifted Education

Description: The FASD gifted education program will be reviewed, focusing on the development of support for students who are identified.

Activity: Gifted/Advanced Learner Programming

Description: Enrichment and acceleration opportunities will be provided to identified gifted, as well as non-identified advanced learners.

Person Responsible	Timeline for Implementation	Resources
Maxwell, Jessica	Start: 1/13/2010 Finish: 1/13/2010	\$14,000.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	2	2
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
PaTTAN, IU8, FASD	<ul style="list-style-type: none"> School Entity Intermediate Unit 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Chapter 16 regulations, use of IEP writer, opportunities for gifted students	PA Law, PDE endorsed	<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.

Educator Groups Which Will Participate in this Activity

Role	Grade Level
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- Classroom teachers
- Other educational specialists
- Early childhood (preK-grade 3)
- Middle (grades 6-8)
- Elementary (grades 2-5)
- High school (grades 9-12)

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> • IEPs, activities 	<ul style="list-style-type: none"> • meeting/review (review of success in implementation)

Status: In Progress — Overdue

Date	Comment
1/27/2011	Enrichment program at elementary level begun. Meetings held for further development.
1/27/2011	Meetings held recently (January 2011) enrichment program begun at elementary level.
5/6/2008	In April 2008, the FASD Board of Education approved the realignment of a 1/2 day teaching position to address the needs of gifted learners. This individual will participate in professional development prior to the start of the 2008-09 school year.
4/30/2010	In the 2009-2010 school year, the oversight of gifted programs in the Elementary School and at the Jr.-Sr. High School was assigned to each school's Librarian.

Strategy: Professional Development

Description: Teachers will be trained in a variety of differentiated strategies and assessments, designed to develop students to be readers of fiction and nonfiction.

Activity: Autism Overview

Description: Staff will be trained to recognize autistic behaviors and characteristics, as well as to be provided with strategies appropriate to the academic and social development of autistic students.

Person Responsible	Timeline for Implementation	Resources
Maxwell, Jessica	Start: 8/23/2010 Finish: 8/23/2010	\$4,000.00

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	35
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
FASD, IU08, PATTAN,	<ul style="list-style-type: none"> • School Entity 	Approved

Pressley Ridge

- Non-profit organization
- Intermediate Unit
- Association

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Behaviors and Characteristics of Autistic Children - Strategies for Supporting Autistic Students	Current research supports the need for educators to understand characteristics associated with specific disabilities.	<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.• 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 leaders with the ability to <u>access and use appropriate data</u> to inform decision-making.• 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• Principals / asst. principals• School counselors• Other educational	<ul style="list-style-type: none">• Early childhood (preK-grade 3)• Middle (grades 6-8)• Elementary (grades 2-5)• High school (grades 9-	<ul style="list-style-type: none">• Pre-Kindergarten Early Learning Standards• Reading, Writing, Speaking & Listening• Science and Technology• Arts & Humanities

specialists

12)

- 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**

- Creating lessons to meet varied student learning styles
- effective methods
- positive outcomes (effective educational strategies)

Status: Complete

Date **Comment**

1/27/2011 Completed in August, 2010.

11/16/2010 The staff received training on Autism Spectrum Disorder on August 23, 2010. The staff was provided with effective instructional strategies to deal with autistic students. The contracted staff from Pressley Ridge worked closely with the elementary staff who instruct autistic students. The students were observed and the staff was provided with a summary of effective strategies to improve individual student achievement.

8/5/2009 Preliminary in-service opportunities have begun. Further work is needed in this area.

9/27/2010 8/23/10 a.m. District teacher and aides attended Autism 101 session with Rebecca Moyes of Pressley Ridge. K4-3 teachers attended a p.m. training extension that provided more detail into the spectrum, how to identify triggers and accomodate. 9/20/10 and 9/27/10 Rebecca Moyes observed elementary classes with autistic students (grades 1,4,6) and met with teachers after school to provide her insight. 10/1/10 Rebecca Moyes met with all teachers of grade 1,4,6, to provide specific insight and assistance for the students in those classes.

Activity: Behavior Improvement Plans

Description: Participants will develop skills to write and implement appropriate Behavior Improvement Plans.

Person Responsible**Timeline for Implementation Resources**

Maxwell, Jessica

Start: 9/21/2007
Finish: 8/30/2013

\$4,500.00

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	10
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
FASD, IU08, PATTAN	<ul style="list-style-type: none"> • School Entity • Intermediate Unit • Association 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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Components of Behavior Intervention Plans - Functional Behavior Assessments	In order to meet the needs of individuals, an understanding of how to assess and address specific behaviors is necessary.	<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. • 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
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- 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 • Principals / asst. principals • School counselors • Other educational specialists 	<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"> • Write Plans 	<ul style="list-style-type: none"> • Participant survey • Behavior Plans (Write and implement appropriate Behavior Improvement Plans)

Status: In Progress — Upcoming

Date	Comment
1/27/2011	On-going as needed.
9/28/2010	Continued training has been undertaken, and further staff training is needed.
9/27/2010	Beginning 2009-2010: District emotional support staff attend 3 annual IU8 Emotional Support Network meetings

Activity: Differentiating Instruction for Learners

Description: Training for determining learning styles and assessment possibilities for all types of learners. This includes gifted and high achieving students as well as learning support students. Implementing differentiation in lesson planning and assessment will be phased in over time.

Person Responsible	Timeline for Implementation	Resources
Kakabar, Carole	Start: 8/23/2010 Finish: 8/30/2013	\$12,000.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.50	2	75

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
FASD, IU08, PATTAN	<ul style="list-style-type: none"> • School Entity • Intermediate Unit • Association 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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--Develop lessons which incorporate a variety of instructional methods.
 --Develop assessments which measure authentic learning.
 --Determine student learning styles.

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.
- 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 • Principals / asst. principals • Superintendent / asst. superintendents • School counselors • Other educational specialists 	<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 | <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. • Classroom student assessment data • Review of participant lesson plans |
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Status: In Progress — Upcoming

Date Comment

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|-----------|---|
| 1/27/2011 | Differentiated instruction employed in reading at the elementary level, K-3. In-service opportunity provided for district staff in October 2010. Inclusion classes at the HS level provide some level of differentiation. |
| 9/27/2010 | On-going professional development was provided to teachers in grades 7-12 as |

follows: Learning Disabilities and Reading - 9/2007 - Dr. Fran Boyd, Presenter
 Adolescent Literacy - Before Reading Strategies - 10/2007 - Dr. Fran Boyd Adolescent
 Literacy - During Reading Strategies - 12/2007 - Dr. Fran Boyd Adolescent Literacy -
 After Reading Strategies - 2/2008 - Dr. Fran Boyd. Teachers were provided with
 departmental planning for 1/2 day following each presentation.

Activity: Legal Issues.

Description: Legal issues surrounding Chapter 14, Chapter 16, Child Find, ELL, Harassment, HIPPA, Confidentiality - will be included in an annual staff in-service.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 9/21/2007 Finish: 8/30/2013	\$3,000.00

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	75
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
FASD, IU08, PATTAN, IUP, PSEA	<ul style="list-style-type: none"> • School Entity • College • Intermediate Unit • Association 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Requirements of Chapter 14 and IDEIA - Requirements of Chapter 16 and GIEPs - 504 Plans	A constantly changing legal environment creates the need for educators to be apprised of the requirements surrounding students with unique needs. Application of requirements to the classroom setting is necessary.	<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.

- 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.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none">• Classroom teachers• Principals / asst. principals• Superintendent / asst. superintendents• School counselors• Other educational specialists	<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"> • Accommodations 	<ul style="list-style-type: none"> • Participant survey • Feedback (Feedback from parents and students)

Status: In Progress — Upcoming

Date	Comment
1/27/2011	October 1, 2011 addressed special education issues. August 23 was the ELL legal issues session.
8/5/2009	In-service occurs on an annual basis.
9/29/2010	10-1-10 In-service day--Bernie Miller from PSEA presented to district teachers on IEP implementation requirements.

Activity: Limited English/ESL: ESL Teachers

Description: The district will continue to provide professional development opportunities to develop the skills of staff relative to ELLs, for the successful implementation of an English as a Second Language (ESL) program.

Person Responsible	Timeline for Implementation	Resources
Kakabar, Carole	Start: 10/1/2007 Finish: 10/1/2013	\$1,500.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	3	4
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
IU08, PaTTAN	<ul style="list-style-type: none"> • Intermediate Unit • Association 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Updates of federal and state	Education for all students;	<i>For classroom teachers, school</i>

regulations - professional responsibilities - common procedural practices - lesson delivery & strategies - ESL programming - assessment requirements

being able to more effectively *counselors and education* educate non-English speaking *specialists*: students.

- 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:

- 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"> • Other educational specialists 	<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

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> • Creating lessons to meet varied student learning styles 	<ul style="list-style-type: none"> • Review of written reports summarizing instructional activity

Status: In Progress — Upcoming

Date	Comment
1/27/2011	Provided on August 23, 2010.

5/6/2008 During the 2007-08 school year, one new teacher participated in ESL Certification classes, completing the requirements for certification. Previously certified teachers attended webinars and on-site trainings through IU08.

9/29/2010 8-23-10 Overview of the tenets of ESL presented to district staff by Lynn Bennett during the opening teacher inservice day.

9/29/2010 6-8-10 Two additional teachers ESL certified (Virgin, Leftwich).

Activity: Transition Planning

Description: Participants will learn how to write and implement effective transition plans.

Person Responsible	Timeline for Implementation	Resources
Maxwell, Jessica	Start: 1/1/2008 Finish: 8/30/2013	\$1,500.00

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	10
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
FASD, IU08, PATTAN	<ul style="list-style-type: none"> • School Entity • Intermediate Unit • Association 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Components of Transition Plans	In order to assist special needs students in preparing for school-age education (Kindergarten) and post-secondary college/career choices, knowledge of transition plan requirements is necessary.	<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"> • Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning. • Instructs the leader in <u>managing resources</u> for

effective results.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none">• Classroom teachers• Principals / asst. principals• School counselors• Other educational specialists	<ul style="list-style-type: none">• Early childhood (preK-grade 3)• 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• 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">• Transition Plans | <ul style="list-style-type: none">• Transition Plans (Write and Implement Successful Transition Plans) |
|--|--|

Status: In Progress — Upcoming

Date	Comment
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1/27/2011	This is in place for students with IEPs.
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9/28/2010	Completed in May of 2009 - There will be an ongoing need to train as staff and planning requirements change.
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Goal: MATHEMATICS

Description: By the year 2013, students will be proficient in Mathematics, as defined by PDE.

Strategy: Professional Development

Description: Activities will be developed to increase individual student achievement on open-ended assessment items in the area of mathematics.

Activity: Open-ended Scoring Rubric--Math

Description: Training in the PSSA open-ended scoring rubric will be provided for new teachers and refresher provided for all teachers in order that teachers will incorporate open-ended items into mathematics instruction.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 9/7/2008 Finish: 8/30/2013	\$8,200.00

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
FASD	<ul style="list-style-type: none"> School Entity 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Rubric definitions - Scoring practice - Assessment development -	As a component of preparation for the PSSA, open-ended math items will be incorporated as an instructional strategy.	<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> <ul style="list-style-type: none"> Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
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- Classroom teachers
- Principals / asst. principals
- Other educational specialists
- Middle (grades 6-8)
- Elementary (grades 2-5)
- High school (grades 9-12)
- Mathematics

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> • Analysis of student work, with administrator and/or peers 	<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 • Study Island (review student progress using this remediation tool.)

Status: Complete

Date	Comment
1/27/2011	Completed and in place.
9/27/2010	All teachers of mathematics (3-12) and paraprofessionals were trained in the open-ended scoring rubric in August 2007.
9/27/2010	On-going.

Goal: READING

Description: By the year 2013, all students will be proficient in Reading, as defined by PDE.

Strategy: Professional Development

Description: Activities will be implemented to increase individual student achievement in the area of reading/comprehension.

Activity: Open-Ended Scoring Rubric--Reading

Description: Training in the PSSA open-ended scoring rubric will be provided to new teachers and refreshers to all teachers in order that staff will incorporate open-ended items into reading instruction and assessments.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 8/22/2007	\$7,600.00

Finish: 8/30/2013

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
FASD	<ul style="list-style-type: none"> School Entity 	Approved

Knowledge and Skills Research and Best Practices Designed to Accomplish

Rubric Definitions - Scoring Practice - Assessment Development	In an attempt to prepare students for the PSSA, open-ended reading items will be included as an instructional strategy.	<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> <ul style="list-style-type: none"> Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making.
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Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> Classroom teachers Principals / asst. principals Other educational specialists 	<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

Follow-up Activities Evaluation Methods

<ul style="list-style-type: none"> Analysis of student work, with 	<ul style="list-style-type: none"> Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and
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administrator
and/or peers

standards, classroom environment, instructional delivery and professionalism.

- Student PSSA data
- Standardized student assessment data other than the PSSA
- Classroom student assessment data
- Study Island (monitor progress using this remediation tool.)

Status: Complete

Date	Comment
1/27/2011	Completed and in-place.
9/27/2010	All teachers of reading in grades 3-12 and paraprofessionals received training in the PSSA open-ended scoring rubric in August 2007.
9/28/2010	Ongoing

Strategy: Reading Data Analysis

Description: Teachers and administrators will continuously monitor student progress through a system of data analysis.

Activity: Reading in the Content Areas

Description: Teachers in grades 7-12 will develop knowledge and activities to incorporate PSSA Reading glossary terms and other reading strategies into their subjects.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 10/12/2009 Finish: 3/15/2010	\$5,000.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	2	25
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
FASD, Saint Francis University, IU08	<ul style="list-style-type: none"> • School Entity • College • Intermediate Unit 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
What Do Proficient Readers Do? - Difference Between Learning to Read and Reading to Learn -	There is an abundance of research focusing on the need for content area	<i>For classroom teachers, school counselors and education specialists:</i>

Textbook Setup - Vocabulary Strategies - Building Prior Knowledge - Think Alouds - Graphic Organizers - "How Do I Make Inaccessible Text Accessible?" - Frontloading - Visualization - Writing and Reading - Summarization - Assessment
 As of 2009: Course specific reading, math and reading glossary terms in the content area, open-ended questions, PSSA test format for course assessments, adopt-an-anchor.

teachers to understand and incorporate strategies related to adolescent literacy.

- Enhances the educator's content knowledge in the area of the educator's certification or assignment.
- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.

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

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

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • Other educational specialists 	<ul style="list-style-type: none"> • Middle (grades 6-8) • 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 • Health, Safety and Physical Education • World Languages • Mathematics • History • Career Education and Work • Economics • Family and Consumer Sciences • Geography

Follow-up Activities

Evaluation Methods

- 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
- Lesson modeling with mentoring
- Review of participant lesson plans

Status: Complete

Date	Comment
9/28/2010	Dr. Fran Boyd, SFU, provided ongoing professional development as follows: Before Reading Strategies - October 2007 During Reading Strategies - December 2007 After Reading Strategies - February 2008. Following each session, teachers had 1/2 day planning for preparation of materials and lesson planning related to the strategies introduced.

Goal: SAFE SCHOOLS

Description: Throughout the time span of the strategic plan, the district will ensure that a safe and supportive environment will be provided to students.

Strategy: Personal Development

Description: Development of positive personal attributes will be stressed throughout the school district.

Activity: Peer Relationships

Description: Programs will be implemented throughout the school district to assist students in identifying appropriate skills designed to strengthen interactions among students and between students and adults.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 8/23/2008 Finish: 8/30/2013	\$5,600.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of	Estimated Number of
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	Sessions Per School Year	Participants Per Year
6.00	2	20
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
FASD, Child and Adolescent Health and Wellness Council	<ul style="list-style-type: none"> School Entity Non-profit organization 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
What is bullying? Circle groups, tracking	HALT Bullying Prevention Program by Dr. Dan Olweus	<p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> Classroom teachers Principals / asst. principals School counselors Other educational specialists 	<ul style="list-style-type: none"> Early childhood (preK-grade 3) Middle (grades 6-8) Elementary (grades 2-5) High school (grades 9-12)

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 	<ul style="list-style-type: none"> Review of written reports summarizing instructional activity Core Team meetings (Discussions, progress, planning)

Status: In Progress — Upcoming

Date	Comment
1/27/2011	Peer mentorship program in place. High schools mentors identified and paired with MS students. Elementary has a peer mentoring program and a "lunch bunch" group to improve social skills. MS counselor has an academic skills class for MS students.
5/6/2008	In April 2008, the FASD Board of Education approved implementation of the HALT! Bullying Prevention Program (Olweus) in grades 7 and 8 for the 2008-09 school year.

A core team was identified for training to occur during the summer months.

9/27/2010 2008-2009 Grade 7/8 staff trained in HALT Bullying Prevention Program 2009-2010 Grades K4-6 trained in HALT, with grade 9 receiving an overview. 2010-2011 Grades 9-12 will be trained in HALT.

Strategy: Professional Development

Description: NCPI Training provides a way to diffuse aggressive situations involving students and/or adults in the school setting so that the learning environment is safe and productive.

Activity: Nonviolent Crisis Prevention Intervention Training

Description: NCPI will provide participants with the ability to recognize and diffuse aggressive situations.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 10/1/2007 Finish: 10/1/2013	\$3,200.00

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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6.00

1

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Organization or Institution Name

Type of Provider

Provider's Department of Education Approval Status

IU08

- Intermediate Unit

Approved

Knowledge and Skills

Research and Best Practices

Designed to Accomplish

Recognition of crisis levels - diffusion of situations - physical holds

Effective interventions to implement during or to prevent a crisis situation involving students.

Educator Groups Which Will Participate in this Activity

Role

Grade Level

- Classroom teachers
- Principals / asst. principals
- School counselors
- Other educational specialists

- Early childhood (preK-grade 3)
- Middle (grades 6-8)
- Elementary (grades 2-5)
- High school (grades 9-12)

Follow-up Activities

Evaluation Methods

- Use of Strategies
- Effective use (Effective use of strategies to prevent physical situations or to safely minimize them if they occur.)

Status: In Progress — Upcoming

Date	Comment
1/27/2011	The district has formed and trained a crisis response team on November 4, 2010. Certified staff maintain skills via an annual training.
8/5/2009	Staff is being trained and recertified.
9/29/2010	2009-2010: Staff recertified. Two additional staff members certified (Giannone, Boyle).

Activity: Update Crisis Response procedures

Description: Update all procedures in the crisis response flipchart for staff.

Person Responsible Timeline for Implementation Resources

Kakabar, Carole	Start: 6/23/2010 Finish: Ongoing	-
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Status: In Progress — Upcoming

Date	Comment
1/27/2011	Procedures reviewed with planning team and local emergency teams. These need to be printed after revisions.
11/16/2010	The district has hired an independent contractor to update the safe schools plans including the crisis response procedures: June 23, 2010 - update of crisis response procedures with review by district staff, bus contractor, and local EMS. August 16, 2010 - CERT training for staff, parents and community. September 30 and October 4 - Safe Schools Assessments conducted in each building. November 4, 2010 - Crisis Response Team Training and collaboration with Cambria County EMS. November 12, 2010 - District Crisis Reponse Procedures Overview and Threat Assessment Training.

Goal: SCIENCE

Description: By the year 2013, Students will be proficient in science, as defined by PDE.

Strategy: Science Data Analysis

Description: Teachers will analyze assessment data to identify levels of student proficiency to target instruction and increase student achievement in science.

Activity: Targeted Instruction in science

Description: As a result of the analysis of student assessment data, the science teachers will target instruction to address student progress towards proficiency in the standards.

Person Responsible Timeline for Implementation Resources

None Selected Start: 10/1/2010 -
Finish: Ongoing

Status: Not Started — Overdue

Goal: STANDARDS ALIGNED CURRICULUM (SAS)

Description: By the year 2013, all curriculum documents K-12 will be re-written to reflect the six components of the SAS model.

Strategy: Total immersion of the SAS model for all curriculum

Description: The district will embark on an all-encompassing program of implementation of the SAS model in all grade levels and subject areas. The district will require teachers to document instruction employing the components of the SAS model.

Activity: SAS training in the use of the six components of the SAS model

Description: The training will be comprised of the following:

- In-depth overview of the SAS
- Review of the SAS as pertains to specific grade levels and subjects
- Language arts will be the initial emphasis in the elementary level (K-6) and specific subject areas at the secondary level.

Person Responsible	Timeline for Implementation	Resources
Kakabar, Carole	Start: 1/19/2010 Finish: 6/30/2014	\$13,500.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
5.50	2	80
Organization or Institution	Type of Provider	Provider's Department of

Name		Education Approval Status
Tri-State Study Council of the University of Pittsburgh, PATTAN, IU8, FASD	<ul style="list-style-type: none"> • School Entity • College • Intermediate Unit 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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Alignment of curriculum using PA Standards using the SAS model	Based on Marzano's research on effective instruction.	<i>For classroom teachers, school counselors and education specialists:</i>
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- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

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

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals 	<ul style="list-style-type: none"> • Early childhood (preK-grade 3) • Middle (grades 6- 	<ul style="list-style-type: none"> • Reading, Writing, Speaking & Listening • Science and Technology

- Superintendent / asst. superintendents
- School counselors
- Other educational specialists
- 8)
- Elementary (grades 2-5)
- High school (grades 9-12)
- 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 • 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 • Review of participant lesson plans • Review of written reports summarizing instructional activity

Status: In Progress — Upcoming

Date	Comment
1/27/2011	Work in progress.
9/29/2010	An introduction to the 6 components of SAS has been provided to staff. Alignment of curriculum to the SAS model will begin June 7, 2010 and continue through the summer months.

Goal: TECHNOLOGY

Description: By the year 2014, the staff and students will identify and integrate technology standards; derived through credible technology publications, interaction with technology coaches and colleagues and attending conferences and seminars; to achieve the following:

- Obtain technological resources and a thorough understanding of these resources to provide access to a technology-enriched curriculum
- Develop technology-literate students, able to access and analyze information from a variety of resources
- Implement enhanced technology-driven tools and resources for use by district staff and to

increase communication between school and home.

-Use the regional Wide Area Network (WAN) in order to exchange educational information with other schools more cost-effectively.

Strategy: Design and implement community-wide, technology-driven communication

Description: Provide resources to create timely, accurate, and efficient communication between FASD, its students, its parents, the community, and other educational institutions.

Activity: Enhance/redesign district Website

Description: Continue to enhance/update the district website using current development tools and hosting services to allow for greater access to district data for students, parents, and community members.

Person Responsible Timeline for Implementation Resources

Long, Robb	Start: 6/1/2007 Finish: Ongoing	\$12,500.00
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Status: Not Started — Overdue

Date	Comment
5/6/2008	The district's website was completely redesigned during the 2007-08 school year. District and school-level information is comprehensive and includes staff e-mail lists, commonly used forms, sport schedules, handbook information, links to district policies, board agendas and minutes, links to appropriate educational organizations and content, PTO information, archived district newsletters, and important notification information.
10/22/2009	Website updated and operational

Strategy: Expand and increase district-level technology driven communication and collaboration

Description: Provide resources to create timely, accurate, and efficient communication among faculty.

Activity: Enhance district Website

Description: Enhance the district website using current development tools and hosting services to allow for greater access to inner-district data, including teacher webpages, increased faculty/staff driven content (policies, forms, etc.), and online teacher tutorials.

Person Responsible	Timeline for Implementation	Resources
Long, Robb	Start: 8/24/2009 Finish: 1/19/2010	-

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	75
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
FASD, IU8	<ul style="list-style-type: none"> School Entity Intermediate Unit 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
homework calendars, teacher pages/sites, access to paper documents online---ease of access to documents and information, online training and information.		<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	Grade Level	Subject Area
<ul style="list-style-type: none"> Classroom teachers Principals / asst. principals Superintendent / asst. superintendents School counselors Other educational specialists 	<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 • evidence of use 	<ul style="list-style-type: none"> • posting (posting to website) • use (evidence of accessing posted data online)

Status: Complete

Date	Comment
3/8/2010	foundation complete
9/28/2010	Teacher webpages need to be implemented with some online training modules in place.

Activity: Enhance mail and messaging system, use of online tools

Description: Implement and utilize MS Exchange/Outlook to allow for implementation of the following systems: email, calendar, tasks, distribution lists, Web access, and public folders. Use of online tools for student data analysis and parent communication.

Person Responsible	Timeline for Implementation	Resources
Long, Robb	Start: 8/25/2008 Finish: 8/23/2009	\$6,000.00

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	75
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
FASD, IU8	<ul style="list-style-type: none"> • School Entity • Intermediate Unit 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Better student data analysis and management, better		<i>For classroom teachers, school counselors and education</i>

communication: eMetric, PVAAS,
Office 2007 updates, MMS
Gradebook, teacher calendars using
SAS, use of the WAN

specialists:

- 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 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 • Principals / asst. principals • Superintendent / asst. superintendents • School counselors • Other educational specialists 	<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"> • demonstrated use 	<ul style="list-style-type: none"> • demonstrated use

Status: Complete

Date	Comment
9/29/2010	All foundational facets are complete and active.

Activity: Enhance Student Management System (inner-district)

Description: Implement online component to existing student management system, including appropriate student data (example: health, demographics, etc.), deploy online grading component at appropriate grade levels, and fully utilize health module of MMS, including integration with health-related tools (HealthEtools, etc.). Added MMS lunch module in 2009-2010, and will add IEP writer module in 2010-2011. Future plans include adding an attendance-taking module.

Person Responsible	Timeline for Implementation	Resources
Long, Robb	Start: 8/25/2009 Finish: 6/1/2013	\$28,542.00

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	75
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
	<ul style="list-style-type: none"> • School Entity 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
<p>Educators will be able to implement the new technology tools.</p>	<p>Technology assistance will allow for better record keeping and less time away from the child/parents.</p>	<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>

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	Grade Level
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • Superintendent / asst. superintendents • School counselors • Other educational specialists 	<ul style="list-style-type: none"> • Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades 9-12)

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> • active use 	<ul style="list-style-type: none"> • evidence of use (actual use based on criteria set.)

Status: In Progress — Upcoming

Date	Comment
1/27/2011	Health module added and updated in 2010. IEP writer module added.
9/8/2010	8/18/10 IEP Writer module incorporated.
9/29/2010	Deployed online grading component at appropriate grade levels. Health module incorporated in July 2009. Lunch module incorporated August 2009.

Activity: Wide Area Network (WAN) connection and use.

Description: Our school aims to have intra-district high-speed transport and connect to a regional Wide Area Network (WAN) in order to exchange educational information with other schools more cost-effectively. We hope to receive bulk discounts on Internet services, enhance our distance education capabilities, and generally improve our quality of education. This will be done through better collaboration with regional and state K-12 institutions, including connecting to PAIUnet, our statewide K-12 network for education. Additionally, through the WAN project, we will undergo a building to building connectivity project between our elementary and secondary schools.

Person Responsible Timeline for Implementation Resources

Long, Robb	Start: 7/1/2011 Finish: Ongoing	\$28,800.00
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Status: Not Started — Upcoming

Date Comment

1/27/2011 This has not been initiated as of this year. Begins this July, 2011.

Strategy: Integrate Technology Across the Curriculum

Description: Support content instruction with technology uses and resources.

Activity: Enhance K-12 Curriculum

Description: Develop K-12 curriculum which addresses the competencies required to graduate technology literate students, including word processing, Powerpoint, spreadsheet, technology-based research, as well as advanced applications.

Person Responsible	Timeline for Implementation	Resources
Soohy, Karen	Start: 4/1/2009 Finish: 6/7/2011	\$500.00

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	42
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Ferndale Area School District	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Teachers will learn what particular competencies are to be taught at each grade level and tools to use.	Based on PA standards of Science and Technology and on national technology standards.	

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">• Early childhood (preK-grade 3)• Middle (grades 6-8)• Elementary (grades 2-5)• High school (grades 9-12)	<ul style="list-style-type: none">• Science and Technology

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none">• Team development and sharing of content-area lesson implementation outcomes, with involvement of	<ul style="list-style-type: none">• Lesson observation (look for evidence of instruction and assessment)• Curriculum Review (review progress of

- administrator and/or peers (implementation)
- PATI survey review

Status: Complete

Date	Comment
9/27/2010	8/5/2009 A K-12 technology curriculum was approved at the board level and was implemented in the 2009-2010 school year. Its implementation will be monitored through June 2011.
9/27/2010	A K-12 technology curriculum was approved at the board level and will be implemented in the 2009-10 school year.

Activity: Implement mentors/coaches

Description: The district will identify staff members who are savvy with technology to team with or coach other staff members to increase overall staff proficiency.

Person Responsible Timeline for Implementation Resources

Long, Robb	Start: 1/1/2008 Finish: Ongoing	-
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Status: Not Started — Overdue

Activity: Incorporate technology in student assignments

Description: Integrate technology skills into content-area projects and assignments, such as electronic reports, presentations, etc.

Person Responsible Timeline for Implementation Resources

Long, Robb	Start: 8/25/2008 Finish: Ongoing	-
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Status: In Progress — Upcoming

Date	Comment
1/27/2011	Teachers are incorporating technology skills checklist at the elementary level. There is a need to continue effort at the secondary level.
9/8/2010	June, 2010 Through student and staff surveys, the use of technology in student work is very limited as staff identified a need to attain proficiency and familiarity with the tools.
9/27/2010	The initiative is in progress and expanding in usage.

Activity: Increase faculty technology integration

Description: Teacher research and utilization of technology-driven resources within the curriculum, as supported by administration, will enhance content delivery: virtual field trips, smartboard, PowerPoint, online assignments, and streaming video.

Person Responsible	Timeline for Implementation	Resources
Long, Robb	Start: 8/25/2008 Finish: 6/30/2013	\$13,500.00

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	75

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Ferndale Area School District, IU8	<ul style="list-style-type: none"> • School Entity • Intermediate Unit 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Expanded use of technology to bring lessons to life in the classroom. Expanded use of technology to administer instruction and assessment.	Technology implemented is all supported by PDE initiatives.	<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> <ul style="list-style-type: none"> • Empowers leaders to create a <u>culture of teaching and learning</u>, 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
<ul style="list-style-type: none"> Classroom teachers Principals / asst. principals Superintendent / asst. superintendents School counselors Other educational specialists 	<ul style="list-style-type: none"> Early childhood (preK-grade 3) Middle (grades 6-8) Elementary (grades 2-5) High school (grades 9-12)

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 Lesson modeling with mentoring 	

Status: In Progress — Upcoming

Date	Comment
1/27/2011	Incorporated video conference capability at the elementary level.
9/28/2010	1/19/2009 Inservice on streaming video (Discovery), Thinkfinity, and online homework posting via SAS introduction. 6/7/10 Inservice on posting to a personal homework calendar using SAS 8/20/10 District-provided Promethean Board, Smart Board training

Annual Review Process

The Act 48 Committee will review the plan on an annual basis. Data used in the review will/may include: surveys (Act 48 Professional Development annual survey, PATI survey, others), student assessment data, and staff training evaluation reports.

The Act 48 committee will conduct an analysis of the plan including progress toward goals and quality of professional development. Plan revisions will be recommended by the Act 48 Committee, approved by the Ferndale Area School District Board of Directors, and submitted to PDE for approval.

Supporting Documents

Supporting Documents - Attachments

- Ferndale Area School District Professional Development Policy
- 2008-09 4-Sight Elementary Reading Scaled Score Proficiencies
- 2008-09 4-Sight Junior/Senior High School Math Scaled Scores Proficiencies
- 2008-09 4-Sight Junior/Senior High School Reading Scaled Scores Proficiencies
- 2009-10 4-Sight Elementary Math Scaled Score Proficiencies
- 2009-10 4-Sight Elementary Reading Scaled Score Proficiencies
- 2009-10 4-Sight Junior/Senior High School Math Scaled Scores Proficiencies
- 2009-10 4-Sight Junior/Senior High School Reading Scaled Scores Proficiencies
- 4-Sight Elementary 2008-09 Math Scaled Score Proficiencies
- Pennsylvania Technology Inventory
- Pennsylvania Technology Inventory
- Professional Development Survey - Elementary (2009-2010)
- Professional Development Survey - High School (2009-2010)
- PSSA Math Results
- PSSA Reading Results

Contact Information

Appendix B

Entity Information Page

Entity: Ferndale Area SD

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