Pennsylvania Department of Education

Professional Education Report
Wednesday, October 22, 2008

Entity: Franklin Regional SD
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Professional Education Planning Committee

Name	Affiliation	Membership Category	Appointed By
Burns, Tina	FRHS Principal	Administrator	Administration
Cadwell, Karen	Community	Community Representative	FR School Board
Cauvel, Connie	Community Member	Community Representative	FR School Board
Chanoski, Susan	Heritage and Sloan Elementary School Nurse	Ed Specialist - School Nurse	Ed. Specialists
Duffy, Robert	FRHS Assistant Principal	Administrator	Administration
Hixson, Fred	FR Heritage Teacher	Elementary School Teacher	FREA
House, Judy	FRMS Teacher	Middle School Teacher	FREA
Kelly, Christopher	FRMS Principal	Administrator	Administration
Koren, Charles	FR Director of Human Resources	Administrator	Administration
Lockwood, Earle	Respironics	Business Representative	FR School Board
Morrison, Judy	Sloan Elementary Principal	Administrator	Administration
Muto, Frank	FR Technology Director	Administrator	Administration
Schneider, Carol	FRHS Teacher	Secondary School Teacher	FREA
Scott, Kristin	Newlonsburg Elementary Counselor	Ed Specialist - School Counselor	Ed. Specialists
Shafer, Allan	FR School Board	Board Member	FR School Board
Shaneyfelt, Shelley	FR Director of Instructional Services	Administrator	Administration
Shigle, Midge	FR Special Education Teacher	Special Education Teacher	FREA
Sinning, Karen	FRMS Teacher	Middle School Teacher	FREA
Thomas, Patty	FR Sloan Teacher	Elementary School Teacher	FREA
Wakefield, Linda	FR Newlonsburg Teacher	Elementary School Teacher	FREA
Yocco, Valerie	FRHS Teacher	Secondary School Teacher	FREA
Zeliff, Tammy	Community Veterinarian	Business Representative	FR School Board

Needs Assessment

Our PSSA data, and the Terra Nova data from the grades where PSSA is not given, would indicate that we are continuing to meet the academic and related physical and emotional needs of the majority of our students with our current program including the structure of our current Professional Development program as we have met AYP in each and every year that it has been

measured as a District and at each of our schools. We have had an emphasis on supporting the whole child, being able to differentiate instruction to meet individual needs, and improving content as well as pedagogical knowledge for at least the last 6 years.

An examination of our scores would indicate that we are on the right track. Performance for our students, for the most part, is continuing to grow over time. Unfortunately, this growth appears to be peaking for some students in the 8th grade, with the PSSA scores of more students in the 11th grade indicating lower achievement levels than on the 8th grade testing. Our local (classroom) assessments do not necessarily support this observation and our students' performance on the SAT, ACT, and Advanced Placement exams challenge this assumption.

However, we do believe that a valid observation is that our students, who continue to struggle to read, even if they are testing Proficient, may not have the requisite skills necessary for successful reading in the content areas. We believe that our teachers need additional training in this area to effectively model instruction for these students. We also see a trend, particularly among our students identified as Special Education, to have increasing difficulty with math concepts as the course content requires more abstract thinking. Continued focus on developing math content understanding for all teachers of mathematics and pedagogical skills needed for building important foundations beginning in the elementary grades as well as continuing into the higher levels of mathematics will be important to our students' success.

Our Professional Development Needs survey and our Induction Program's evaluations results indicate that our teachers believe that they need continued instruction on meeting the differentiated needs of the individual learner, continued support to effectively integrate technology into instruction, opportunities to collaborate to share successful classroom strategies, assessments, and curriculum articulation both vertically and horizontally, and continued support to meet the seemingly increasing mental and emotional needs of the learners. It is recognized by the District that all of our teachers need to have a better understanding of how to access and use currently available data to inform instruction and to provide additional information about formative student assessment.

Our Community Needs survey conducted as a part of the Strategic Planning Process indicates that the members of our community would like to see additional focus placed on increasing the students' understanding of global cultures and increased opportunities for learning additional world languages. Professional development opportunities will need to occur to allow our teachers to explore this interdisciplinary approach to teaching in their classrooms.

Professional Education Action Plan
Goal: DIVERSE AND CHALLENGING CURRICULA
Description: To maintain and improve upon a diverse and challenging curricula by providing positive learning opportunities for all students, consistently delivered K-12, using best teaching practices as measured by students' performance on local and standardized assessments.

Strategy: "Best Practices"
Description: Identify, incorporate and support the use of "Best Teaching Practices."
Activities:

Activity	Description	
Programing of activities that enrich the educators' understanding	Programing of activities that enrich the educators' understanding of the student's emotional, social and physical well being that may impact learning and behavior.	
Person Responsible	**Timeline for Implementation**	**Resources**
Charles Koren	Start:5/15/2008	$5,000.00

	Finish: N/A	

Professional Development Activity Information		
Number of Hours Per Session	**Total Number of Sessions Per School Year**	**Estimated Number of Participants Per Year**
6	1	260
Organization or Institution Name	**Type of Provider**	**Provider's Department of Education Approval Status**
Franklin Regional School District Westmoreland Intermediate Unit	• School Entity • College • Intermediate Unit	Approved

Knowledge and Skills	**Research and Best Practices**	**Designed to Accomplish**
While teaching and differentiating instruction, educators must also be cognizant of the social, emotional and physical development for the student's positive well being and to strive toward the development of well rounded individuals. Behavioral crisis prevention is a major component of this activity. An enhanced learning environment will be the expected result from various program sessions as well as our District providing a uniformed response in a non-violent crisis situation. To increase and enhance the learning environment, we must be able to interact with all in an efficient and effective manner.	Efforts for teachers to become more attuned to various student needs in the emotional, social and physical realm is an action that acknowledges the comprehensive development expected in our District. Merely focusing upon test results omits the growth and maturation of a well rounded functioning member of our society. The sense of community and need of positive human interaction will enhance the school climate and environment.	*For classroom teachers, school counselors and education specialists:* • Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. • Empowers educators to work effectively with <u>parents and community partners</u>. *For school and district administrators, and other educators seeking leadership roles:* • 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 <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. • Instructs the leader in <u>managing resources</u> for effective results.

Educator Groups Which Will Participate in this Activity		
Role	**Grade Level**	**Subject Area**
• Classroom teachers • Principals / asst. principals • Superintendent / asst. superintendents • School counselors	• Early childhood (pre K-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades 9-12)	• 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
• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Creating lessons to meet	• 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 • Participant survey • Peer collaboration (Following discussion and feedback from faculty and counselors, design and

• varied student learning styles • Lesson modeling with mentoring	focus for programs would address specific needs of the District followed with evaluation of any program.)

Activity	Description
Recognize and explore best practices related to curricular areas	Exploration of recognized "best practices" in curricular areas which are related to research and fulfillment of student needs will provide base knowledge for improved instruction and learning. This would include the CPR / AED training for all educators as well.

Person Responsible	Timeline for Implementation	Resources
Charles Koren	Start:5/15/2008 Finish: N/A	$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	2	260
Organization or Institution Name	**Type of Provider**	**Provider's Department of Education Approval Status**
Franklin Regional School District Westmoreland Intermediate Unit	• School Entity • College • Intermediate Unit	Approved
Knowledge and Skills	**Research and Best Practices**	**Designed to Accomplish**
Exposure and awareness to possible new practices which would enhance the delivery of instruction and reinforce current best practices in use.	Studies have inferred that when teaching faculties assemble to discuss learning and assessments (Eaker, DuFoor, et al) and subsequent learning communities foster collegial and collaborative processes to implement best practices, school environment and achievement improves. In the book "Designs of Difference," this collaboration will lead to an increased frequency when, through best practices, teachers present "a model for differentiating instruction where problem solving, inquiry, performance assessments, project-based learning and integrated curriculum are essential tools in the teacher's toolbox." Support of the District will be viewed through our challenging and rigorous curriculum, as well as having a "continuous reminder" effect through the	*For classroom teachers, school counselors and education specialists:* • 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-

	Induction program and previous professional development opportunities.	making. *For school and district administrators, and other educators seeking leadership roles:* • 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 <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. • Instructs the leader in <u>managing resources</u> for effective results.

Educator Groups Which Will Participate in this Activity		
Role	**Grade Level**	**Subject Area**
• Classroom teachers • Principals / asst. principals • School counselors	• Early childhood (pre K-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades 9-12)	• 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**	
• 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	• 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	

Activity	Description	
School improvement through collaboration	Collaboration will include committee work in various methods / manners, such as Strategic Plan; Wellness; Act 48 - Professional Development; Technology - Student & Faculty Support; Special Education; etc.	
Person Responsible	**Timeline for Implementation**	**Resources**
Charles Koren	Start:7/29/2008 Finish: N/A	$2,500.00

Professional Development Activity Information		
Number of Hours Per Session	**Total Number of Sessions Per School Year**	**Estimated Number of Participants Per Year**
1	6	260
Organization or Institution Name	**Type of Provider**	**Provider's Department of Education Approval Status**
Franklin Regional School District Westmoreland Intermediate Unit	• School Entity • Intermediate Unit	Approved
Knowledge and Skills	**Research and Best Practices**	**Designed to Accomplish**
Collaboration, professional growth and development will be a by-product of committee work and	Our District's Administrative Team has made DuFour's work a priority to insure development	*For classroom teachers, school counselors and education specialists:*

forming of professional learning groups. The programs, planning and events for the District's faculty will provide a vehicle for growth and learning. Research-based programs, along with the evaluation of activities, will provide skills for constant self-evaluation and an increase of knowledge instruction.	and professional collegiality / collaboration amongst the faculty. Studies infer that teachers working collaboratively on various items such as uniformity in formative assessments, curriculum review and school governance improve instruction, student achievement, school climate and our community.	- 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. - Empowers educators to work effectively with <u>parents and community partners</u>. *For school and district administrators, and other educators seeking leadership roles:* - 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 <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**
• Classroom teachers • Principals / asst. principals • Superintendent / asst. superintendents • School counselors • Other educational specialists	• Early childhood (pre K-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades 9-12)	• 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**	
• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Peer-to-peer lesson discussions	• 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 written reports summarizing instructional activity	

Activity	Description	
Technological support of new programs	Modeling and sharing of best practices using techology to aid and support instruction	
Person Responsible	**Timeline for Implementation**	**Resources**
Charles Koren	Start:5/16/2008 Finish: N/A	$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**
4	3	130
Organization or Institution Name	**Type of Provider**	**Provider's Department of Education Approval Status**
Franklin Regional School District WIU	• School Entity • College • Intermediate Unit	Approved
Knowledge and Skills	**Research and Best Practices**	**Designed to Accomplish**
Support and comprehension of the best practices of the infusion of technology in instruction	Based upon brain as well as differentiated learning research, appropriate use of technology to support and enhance instruction and learning is sound educational practice. Implementation of the Classrooms For the Future program provides additional opportunities for our teachers and students. Knowledge from the faculty will be shared to further inculcate the use of technology throughout our curriculum. The ability to assess the use of the classroom based technology is supported by "Enriching Your Classroom Through Equitable Technology Integration."	*For classroom teachers, school counselors and education specialists:* • 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. *For school and district administrators, and other educators seeking leadership roles:* • 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 <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. • Instructs the leader in <u>managing resources</u> for effective results.
Educator Groups Which Will Participate in this Activity		
Role	**Grade Level**	**Subject Area**
• Classroom teachers • Principals / asst. principals • School counselors	• Early childhood (pre K-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades 9-12)	• 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**	
• 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	• Participant survey	

• Peer-to-peer lesson discussions • Lesson modeling with mentoring	

Strategy: **Improve curricular cyclical review process at FR**
Description: Emphasize data analyses as a means to make decisions regarding improvements in K-12 programming
Activities:

Activity	Description
Data Analysis/Professional Development	Professional staff will participate in professional development opportunities that will enable them to effectively analyze data and utilize findings to drive decisions regarding the practices and programs at Franklin Regional.

Person Responsible	Timeline for Implementation	Resources
Shelley Shaneyfelt	Start:4/28/2008 Finish: N/A	$900.00

Professional Development Activity Information		
Number of Hours Per Session	**Total Number of Sessions Per School Year**	**Estimated Number of Participants Per Year**
1	5	250
Organization or Institution Name	**Type of Provider**	**Provider's Department of Education Approval Status**
Franklin Regional School District Westmoreland Intermediate Unit	• School Entity • College • Intermediate Unit	Approved
Knowledge and Skills	**Research and Best Practices**	**Designed to Accomplish**
Recognition of available and valid data in content areas to be analyzed for school improvement. Inferences will be valuable data for teacher-driven decisions during the curricular review process.	Available resources - "The Data-Informed District" by Wayman and "Using Data to Improve Schools: What's Working" - infer that faculty review of the curriculum may lead to cooperative evaluation, updating, implementation and seeking the use of data to internally improve practice. Review and modifications of curriculum allows for alignment to standards. In "Using Data to Improve Schools: What's Working," ample data is available for educators in all curricular areas. Those who are committed to utilization of the data will gain a deeper	*For classroom teachers, school counselors and education specialists:* • 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.

	understanding of content material and school improvement.	• 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>. *For school and district administrators, and other educators seeking leadership roles:* • 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 <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. • Instructs the leader in <u>managing resources</u> for effective results.
Educator Groups Which Will Participate in this Activity		
Role	**Grade Level**	**Subject Area**
• Classroom teachers • Principals / asst. principals • Superintendent / asst.	• Early childhood (pre K-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5)	• Pre-Kindergarten Early Learning Standards • Reading, Writing, Speaking & Listening

superintendents • School counselors • Other educational specialists	• High school (grades 9-12)	• 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**	
• 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	• 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	

Activity	Description	
Development and use of common assessments	Development and use of common assessments will be a targeted activity for departmental collaborative time	
Person Responsible	**Timeline for Implementation**	**Resources**
Shelley Shaneyfelt	Start:5/16/2008 Finish: N/A	$1,250.00

Professional Development Activity Information		
Number of Hours Per Session	**Total Number of Sessions Per School Year**	**Estimated Number of Participants Per Year**
2	3	130
Organization or Institution Name	**Type of Provider**	**Provider's Department of Education Approval Status**
Franklin Regional School District	• School Entity • College • Intermediate Unit	Approved
Knowledge and Skills	**Research and Best Practices**	**Designed to Accomplish**
Common assessments developed, improved and revised to more closely align instruction to standards and curricula	DuFoor recognizes the use of collaborative teams and a byproduct of this professional collegiality becomes refinement of common assessments and the subsequent positive effect upon learning and teaching.	*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 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**
• Classroom teachers	• Early childhood (pre K-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades 9-12)	• 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**	
• 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	• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Standardized student assessment data other than the PSSA • Classroom student assessment data • Review of participant lesson plans	

Activity	Description
Peer collaboration	Departmental and peer collaboration opportunities that increase awareness and understanding of vertical and horizontal articulation of curriculum. Collaboration in review process may also include the review, adoption and implementation of new text books.

Person Responsible	Timeline for Implementation	Resources
Charles Koren	Start:5/16/2008 Finish: N/A	$1,250.00

Professional Development Activity Information		
Number of Hours Per Session	**Total Number of Sessions Per School Year**	**Estimated Number of Participants Per Year**
2	4	130
Organization or Institution Name	**Type of Provider**	**Provider's Department of Education Approval Status**
Franklin Regional School District WIU Institutions of higher education	• School Entity • College • Intermediate Unit	Approved
Knowledge and Skills	**Research and Best Practices**	**Designed to Accomplish**
Understanding, linkage and continuation of vertical and horizontal tenets in curricula eliminate gaps and support all learners through effective and efficient use of time parameters.	Heidi Hayes Jacobs and other educators support and value the effectiveness of closely aligned and articulated curricula for a foundation of learning and instruction. Use of inferences shared through school data teams will be useful foundational supports for the faculty and administrators. The closely aligned curricula will serve as a road map for focused instruction and in turn provide support for the District's various measurements for success. The ability to collaborate and cooperate is heightened by such statements as made by Fritjof Capra, when he said, "The crucial role of language in human evolution was not the ability to exchange ideas, but the increased ability to cooperate." Peer collaboration will be of benefit in varied manners in the District.	*For classroom teachers, school counselors and education specialists:* • 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>. *For school and district administrators, and other educators seeking leadership roles:* • 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.
		• Instructs the leader in <u>managing resources</u> for effective results.

Educator Groups Which Will Participate in this Activity		
Role	**Grade Level**	**Subject Area**
• Classroom teachers • Principals / asst. principals	• Early childhood (pre K-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades 9-12)	• 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**
• Team development and sharing of content-area lesson implementation outcomes, with	• 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

involvement of administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussions	• Participant survey • Review of participant lesson plans

Activity	Description
Provide appropriate resources for text book selection process	Collaboration will be included throughout the process for evaluation, review, selection and implementation of new text books during the curricular review process. Outside sources will be utilized to supplement resources in the review and selection stage of the process. The curriculum cyclical review will be the primary catalyst for the various academic departments to focus upon their text book selection in accordance with Board policy and District expectations.

Person Responsible	Timeline for Implementation	Resources
Charles Koren	Start:7/29/2008 Finish: N/A	$0.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3	2	45

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Franklin Regional School District Westmoreland Intermediate Unit	• School Entity • Intermediate Unit	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
During curricular review cycles, teachers will utilize appropriate resources available to discern the best selection practices for textbooks. Peer resources along with readability measures, collaboration and evaluation skills of written curriculum and state standards compared with student measurements of standardized achievement and classroom capabilities will be components	From the research from AASA, we recognize and concur that, "...school systems can learn to build a district-wide culture of inquiry that values the use of data for sound decision-making." Our District, the WIU, educational specialists and textbook companies hold expertise that when shared, will aid the achievement measured by formative and summative tests when the best classroom	*For classroom teachers, school counselors and education specialists:* • Enhances the educator's content knowledge in the area of the educator's certification or assignment. • Provides educators with a variety of classroom-based

to recommend the best fit of textbook selection to report to the Board.	materials are used by teachers and students during the instructional process. Although we recognize that texts do not represent the curriculum, we do acknowledge that they are valuable aids in the learning process.	<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>. *For school and district administrators, and other educators seeking leadership roles:* • 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. • Instructs the leader in <u>managing resources</u> for effective results.

Educator Groups Which Will Participate in this Activity		
Role	**Grade Level**	**Subject Area**
• Classroom teachers • Principals / asst. principals • School counselors • Other educational specialists	• Early childhood (pre K-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades 9-12)	• 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**	
• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Peer-to-peer lesson discussions	• 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	

Goal: **FOUR-YEAR GRADUATION RATE (for districts and schools that graduate seniors)**
Description: Graduate rate will continue to meet an 80% threshold and/or show growth.

Strategy: **Parental communication**
Description: Increase the frequency and timeliness of parental communication concerning the academic standing of their children.
Activities:

Activity	**Description**	
Technology training	Training for the effective implementation and utilization of the parent portal and increasing the communication between parent(s)/guardian and school	
Person Responsible	**Timeline for Implementation**	**Resources**
Charles Koren	Start:5/16/2008 Finish: N/A	$2,500.00
Professional Development Activity Information		
Number of Hours Per Session	**Total Number of Sessions Per School Year**	**Estimated Number of Participants Per Year**
3	1	260
Organization or Institution Name	**Type of Provider**	**Provider's Department of Education Approval Status**
Franklin Regional School District	• School Entity	Approved
Knowledge and Skills	**Research and Best Practices**	**Designed to Accomplish**
Implementation of our student information system portal for parents entitled, Dashboard, will provide an additional communication toll for	Background literature exists that shares the view that positive impact is provided to school, family, community and	*For classroom teachers, school counselors and education specialists:*

teachers, administrators and parents as well as a vehicle for school-to-parent communication. Increased parental communication and their awareness of their child's academic progress will assist toward solidifying the desired partnership between school/teacher and parent/guardian/home.	student when communication and information is shared. Best practice indicates that high performing schools focus upon and encourage parent communication and involvement.	- 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. - Empowers educators to work effectively with <u>parents and community partners</u>. *For school and district administrators, and other educators seeking leadership roles:* - 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**
- Classroom teachers - Principals / asst. principals - Superintendent / asst. superintendents - School counselors - Other educational specialists	- Early childhood (pre K-grade 3) - Middle (grades 6-8) - Elementary (grades 2-5)	- Pre-Kindergarten Early Learning Standards - Reading, Writing, Speaking & Listening - Science and

		Technology
	• 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**
• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Lesson modeling with mentoring • Parent feedback		• 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 • Participant survey • Review of written reports summarizing instructional activity

Goal: **MATHEMATICS**
Description: To reach 100% proficiency and to maintain or exceed students' growth curves in mathematics as measured by PVAAS, PSSA, Terra Nova and other assessments and data analysis tools by 2014.

Strategy: **Curriculum and Instructional Effectiveness**
Description: Teachers and administrators continuously monitor effectiveness of curriculum K-12 and vertical articulation for all achievement levels.
Activities:

Activity	Description	
Best instructional practices in math and science	Teacher teams will design lessons and units through collaborative process	
Person Responsible	**Timeline for Implementation**	**Resources**
Charles Koren	Start:5/16/2008 Finish: N/A	$0.00

Professional Development Activity Information		
Number of Hours Per Session	**Total Number of Sessions Per School Year**	**Estimated Number of Participants Per Year**
3	2	60
Organization or Institution Name	**Type of Provider**	**Provider's Department of Education Approval Status**
Franklin Regional School District WIU AIU	• School Entity • College • Intermediate Unit	Approved
Knowledge and Skills	**Research and Best Practices**	**Designed to Accomplish**
Focus on math and science collaboration, development, evaluation and implementation of common assessments, lessons and units. Best practices, use of manipulatives, various resources, recent research are shared via training and collaboration with the Intermediate Unit. Through faculty collaboration, the teachers who directly participate will share concepts, ideas and knowledge with all.	Improved instruction through the use of collaboration to introduce and utilize manipulatives is considered best practice and is commonly viewed as beneficial for teachers and students. The District's association with the Math/Science Collaborative effort enhances every participant's skills in providing superior instructional professional development. The IU has researched and has been awarded significant grant funding to supply this valuable continuing professional development.	*For classroom teachers, school counselors and education specialists:* • 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. *For school and district administrators, and other educators seeking leadership roles:* • 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.
		• Instructs the leader in <u>managing resources</u> for effective results.

Educator Groups Which Will Participate in this Activity		
Role	**Grade Level**	**Subject Area**
• Classroom teachers	• Early childhood (pre K-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades 9-12)	• Science and Technology • Mathematics

Follow-up Activities	**Evaluation Methods**
• 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	• 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 • Participant survey • Review of participant lesson plans

Strategy: **Student Achievement and Growth In Learning**
Description: Analyze student achievement and growth with standardized and local assessments.
Activities:

Activity	Description
Professional Development on Data-Driven Decision Making	All teachers will participate in collaborative professional development opportunities that enable teacher teams to effectively analyze data and to also enable teachers to utilize findings to drive instruction and curriculum design.

Person Responsible	Timeline for Implementation	Resources
Charles Koren	Start:4/28/2008 Finish: N/A	$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
4	2	60

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Franklin Regional School District Math - Science Project with IU3	• School Entity • College • Intermediate Unit	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Educators will cooperatively analyze, discuss, infer and utilize data to evaluate and modify instruction to maximize student achievement and their assessments.	Through peer discussion of PVAAS, one realizes that "This tool enables the reader to examine both achievement and growth in order to see a near-complete picture of students' progress," as per The Power of Two: Student Achievement and Growth: PVAAS and School Improvement and Bernhardt, V.L., (2003). No Schools Left Behind. Additionally, Bernhart has shown how the examination of data " may be used to help schools improve," further reinforcing the concept that data driven decisions guide direction of instruction toward results which close the gap between performance and achievable goals.	*For classroom teachers, school counselors and education specialists:* • 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. *For school and district administrators, and other educators seeking leadership roles:*

		- 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 <u>access and use appropriate data</u> to inform decision-making. - Instructs the leader in <u>managing resources</u> for effective results.

Educator Groups Which Will Participate in this Activity		
Role	**Grade Level**	**Subject Area**
- Classroom teachers - Principals / asst. principals - Superintendent / asst. superintendents - School counselors	- Early childhood (pre K-grade 3) - Middle (grades 6-8) - Elementary (grades 2-5) - High school (grades 9-12)	- Reading, Writing, Speaking & Listening - Science and Technology - Mathematics

Follow-up Activities	**Evaluation Methods**	
- 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	- Student PSSA data - Standardized student assessment data other than the PSSA	

Activity	Description
Standardized data analysis	Teacher involvement in data evaluation tools such as PVAAS, Emetric and Grow Network

Person Responsible	Timeline for Implementation	Resources
Charles Koren	Start:5/16/2008 Finish: N/A	$1,750.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3	1	85

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Franklin Regional School District WIU	• School Entity • College • Intermediate Unit	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Identification of skills to use toward strengthening areas in student's growth and achievement patterns. Understanding of the raw data and how to view that data to make informed inferences, and then how best to use this data to make informed decisions to guide the instruction become skills and knowledge gained by participating educators.	Through examination and understanding of student growth, teachers may utilize data to improve instruction and learning. The various data supplied by the Department of Education and our District will provide a type of roadmap of past achievement and with the use of that data, modification and correction may be made in the instruction. These analyses from the data, used to drive proper informed decisions, will be a foundational base for direction.	*For classroom teachers, school counselors and education specialists:* • 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. *For school and district administrators, and other educators seeking leadership roles:*

		• 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 <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. • Instructs the leader in <u>managing resources</u> for effective results.

Educator Groups Which Will Participate in this Activity		
Role	**Grade Level**	**Subject Area**
• Classroom teachers • Principals / asst. principals	• Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades 9-12)	• Reading, Writing, Speaking & Listening • Science and Technology • Mathematics

Follow-up Activities	**Evaluation Methods**
• 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	• 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

Goal: **READING and WRITING**
Description: To reach 100% proficiency and to maintain or exceed each student's growth curves in reading as measured by PVAAS, PSSA, Terra Nova, DIBELS and other data analysis tools by the year 2014.

Strategy: **Reading and Writing Across Curriculum**
Description: Teachers will be able to understand how and when writing can be implemented within the reading process, as applied to all grade levels and subject areas.
Activities:

Activity	Description	
Common Assessments	Development and implementation of common assessments which incorporate reading and writing	
Person Responsible	**Timeline for Implementation**	**Resources**
Charles Koren	Start:5/16/2008 Finish: N/A	$1,000.00
Professional Development Activity Information		
Number of Hours Per Session	**Total Number of Sessions Per School Year**	**Estimated Number of Participants Per Year**
4	1	230
Organization or Institution Name	**Type of Provider**	**Provider's Department of Education Approval Status**
Franklin Regional School District WIU	• School Entity • College • Intermediate Unit	Approved
Knowledge and Skills	**Research and Best Practices**	**Designed to Accomplish**
Collaboration and development of valid and effective common assessments will become an acceptable, universal practice in our District. Time spent in this activity will foster assessments with credible and valid manners to evaluate and assess student achievement appropriately.		*For classroom teachers, school counselors and education specialists:* • Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. • Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

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

- Provides 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.
- Instructs the leader in <u>managing resources</u> for effective results.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
• Classroom teachers	• Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades 9-12)	• 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
• 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	• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Standardized student assessment data other than the PSSA • Classroom student assessment data • Review of participant lesson plans

Activity	Description
Reading across the curriculum faculty activities	Development opportunities in a series of activities that would allow for secondary content teachers to incorporate best practices for reading in non-fiction content area

Person Responsible	Timeline for Implementation	Resources
Charles Koren	Start:5/16/2008 Finish: N/A	$2,000.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
4	1	125

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Franklin Regional School District WIU	• School Entity • College • Intermediate Unit	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Development and coordination for secondary teachers to further the use of best practices into the reading of non-fiction content material for students to enhance learning and improve achievement.	Ability to read with increased comprehension and to encourage a unified effort to coordinate the reading across the curriculum has shown positive results in studies to improve student achievement. We have gained supportive understanding from within our District that reading non-fictional items in the secondary level decreases, and we desire to modify our instructional approach to include a greater focus upon reading throughout the curriculum.	*For classroom teachers, school counselors and education specialists:* • 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. *For school and district administrators, and other educators seeking leadership roles:*

		• 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. • Instructs the leader in <u>managing resources</u> for effective results.

Educator Groups Which Will Participate in this Activity		
Role	**Grade Level**	**Subject Area**
• Classroom teachers	• Middle (grades 6-8) • High school (grades 9-12)	• Science and Technology • Arts & Humanities • Mathematics • History • Economics • Geography

Follow-up Activities	**Evaluation Methods**
• 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	• Participant survey • Review of participant lesson plans

Strategy: **Student Achievement and Growth In Learning**
Description: Analyze students' achievement and growth with standardized and formative assessments. Test results will be reviewed, with consideration for the age appropriate and grade level status for each test. Grade level representation will gain understanding of what each comprehensive step will be needed to make sure instruction supports the final goal.
Activities:

Activity	Description
Meeting needs of ELL learners	Implementation of best practices to meet the social, physical, behavioral and language needs of ELL students through professional development of faculty.

Person Responsible	Timeline for Implementation	Resources
Charles Koren	Start:7/29/2008 Finish: N/A	$1,250.00

Professional Development Activity Information		
Number of Hours Per Session	**Total Number of Sessions Per School Year**	**Estimated Number of Participants Per Year**
2	2	80
Organization or Institution Name	**Type of Provider**	**Provider's Department of Education Approval Status**
Franklin Regional School District Westmoreland Intermediate Unit Local area colleges/universities	• School Entity • College • Intermediate Unit	Approved
Knowledge and Skills	**Research and Best Practices**	**Designed to Accomplish**
Appropriate and focused instructional methods for English Language learners within our District becomes a developed skill for our educators in this activity. Our District is aware of the need as well as the mandated record keeping and procedures to insure compliance of this program. Knowledge of this process is of value to students, their families, our teachers and the District.	Appropriate use of the data from various studies and guidance and techniques from content area experts will provide direction, compliance and thus student achievement for the students included in the English language learning group.	*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.

		• Empowers educators to work effectively with <u>parents and community partners</u>. *For school and district administrators, and other educators seeking leadership roles:* • 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 <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**
• Classroom teachers • Principals / asst. principals • School counselors	• Early childhood (pre K-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades 9-12)	• 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**
• 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		• 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

Activity	Description	
Professional Development on Data Decision Making	All teachers will participate in collaborative professional development opportunities that enable teacher teams to effectively analyze data and also enable them to utilize findings to drive instruction and curriculum design.	
Person Responsible	**Timeline for Implementation**	**Resources**
Shelley Shaneyfelt	Start:4/28/2008 Finish: N/A	$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**
4	2	260
Organization or Institution Name	**Type of Provider**	**Provider's Department of Education Approval Status**
Franklin Regional School District	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Educators will cooperatively analyze, discuss and utilize data to evaluate and modify instruction to maximize student learning and achievement and their performance on assessments.	Through peer discussion of PVAAS, one realizes that "This tool enables the reader to examine both achievement and growth in order to see a near-complete picture of students' progress." Additionally, Bernhart has shown how the examination of data "may be used to help schools improve."	*For classroom teachers, school counselors and education specialists:* • 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. *For school and district administrators, and other educators seeking leadership roles:* • 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**
• Classroom teachers	• Early childhood (pre K-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades 9-12)	• Reading, Writing, Speaking & Listening • Science and Technology • Mathematics

Follow-up Activities	Evaluation Methods
• 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	• Student PSSA data • Standardized student assessment data other than the PSSA

Goal: **WORLD KNOWLEDGE**
Description: To increase the students' knowledge of and acceptance of global cultures through deliberate and multiple exposures to practices, perspectives and products of these cultures, and to continue to support students' opportunities to reach proficiency in a second world language as measured by:
o The number of administrative and guidance referrals related to a lack of acceptance of diversity or tolerance, monitored annually;
o The number of students scoring proficient or above on the oral language proficiency exams administered by the World Language teachers.

Strategy: **Interdisciplinary Approach to Cultural Diversity**
Description: Establish an interdisciplinary approach to teaching students about cultural diversity.
Activities:

Activity	Description
Interdisciplinary collaboration	Interdisciplinary collaboration for District educators focused upon increasing global awareness and content area cooperation with the expectation to enhance academic rigor and student achievement.

Person Responsible	Timeline for Implementation	Resources
Charles Koren	Start:5/16/2008 Finish: N/A	$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**
2	2	260
Organization or Institution Name	**Type of Provider**	**Provider's Department of Education Approval Status**
Franklin Regional School District 'WIU	• School Entity • College • Intermediate Unit	Approved
Knowledge and Skills	**Research and Best Practices**	**Designed to Accomplish**
Reinforcement of content material through an interdisciplinary approach will provide further professional collaboration, gain additional vertical and horizontal alignment and articulation and support global awareness in a challenging curriculum. Constant evaluation of our curriculum, as well as faculty and student exposure to global concepts and understanding, will enhance instruction and student	Interdisciplinary approach will reinforce content material for all learners and have a positive impact upon student achievement. Expansion of content material and increased rigor and classroom expectations has a direct correlation to student achievement. Through professional learning communities, our educators may be able to further refine our common assessments, curriculum review, and develop an increased interdisciplinary approach toward	*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

achievement. This interdisciplinary approach will aid peer collaboration and as Franklin Delano Roosevelt mentioned, "people acting together as a group can accomplish things that no individual acting alone could ever hope to bring about."	instruction and learning. We expect increased parental satisfaction and communication through achievement of this goal. Professional development will be encouraged and appropriate opportunities sought to gain this conceptual approach.	based on research on effective practice, with attention given to interventions for struggling students. *For school and district administrators, and other educators seeking leadership roles:* • Provides 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. • Instructs the leader in <u>managing resources</u> for effective results.

Educator Groups Which Will Participate in this Activity		
Role	**Grade Level**	**Subject Area**
• Classroom teachers • Principals / asst. principals	• Early childhood (pre K-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades 9-12)	• 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**	
• 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	• 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	

Annual Review Process

   Franklin Regional School District and the pertinent groups involved in various Professional Development programs and activities provide evaluation following each event, the level of participation as well as annual evaluation, with available and appropriate data guiding future events. The District values the participation of the teachers and administrators in their ongoing training and development which will bring about sustained and ultimately growth in student achievement.

   It has been practice, and will continue, that any new programs implemented will undergo, at a minimum, annual evaluation. Understanding that evaluation may be made through a variety of forms, the District goals, needs, professional development programs and activities will be evaluated and processed in some of the following manners:

- Evaluation of programs and activities by participants
- Staff feedback gathered by formal evaluations
- Levels of participation
- Recommendations of current staff and identified, research-based best practices
- Utilization of the infusion of technology where appropriate
- Development and refinement of rubrics and common assessments
- Identification of future needs
- Acknowledgement of staff expertise and peer collaboration
- Needs assessments

- Evidence of classroom effectiveness through staff feedback
- Observation of administrators and associated newly implemented programs
- Student Achievement, attendance and graduation rates

APPENDIX B

ENTITY INFORMATION PAGE

Entity: Franklin Regional SD

Address:
3210 School Rd
Murrysville, PA 15668-1553

Superintendent or Chief Administrative Officer: Dr. P. Emery D'Arcangelo
  E-mail: edarcangelo@franklinregional.k12.pa.us
  Telephone: 7243275456 ext. 7613
  Fax: 7243276149

Professional Education Committee Chairperson: Shelley Shaneyfelt
  E-mail: slshaneyfelt@franklinregional.k12.pa.us
  Telephone: 7243275456 ext. 7613
  Fax: 7243276149

Act 48 Reporting Contact: Dr. Charles Koren
  E-mail: ckoren@franklinregional.k12.pa.us
  Telephone: 7243275456 ext. 7618
  Fax: 7243276149

APPENDIX C

PROFESSIONAL EDUCATION REPORT ASSURANCES

We affirm that this Professional Education Report focuses on the learning needs of each staff member to ensure all staff members meet or exceed high academic standards in each of the core subject areas.

_____
Signature   Professional Education Committee Chairperson   Date

I affirm that this Professional Education Report provides staff learning that improves the learning of all students as outlined in the National Staff Development Councils Standards for Staff Learning.

_____
Signature   Superintendent or Chief Administrative Officer   Date

We affirm that this Professional Education Report has been developed in accordance with the laws, regulations and guidelines for the development, implementation and evaluation of the Professional Education Report as designated in Chapter 4 of the Regulations of the Pennsylvania State Board of Education.

_____
Signature   President of the Board of School Directors   Date