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# Pennsylvania Department of Education

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

## **Academic Standards and Assessment Midpoint Review**

**Friday, November 11, 2011**

**(Receipt Acknowledged: Monday, October 31, 2011)**

**Entity:** Franklin Regional SD

**Address:** 3210 School Rd  
Murrysville, PA 15668-1553

**Phone:** (724) 327-5456

**Contact Name:** Shelley Shaneyfelt

## Educational Community

The Franklin Regional School District is comprised of the communities of Export, Murrysville, and a portion of Delmont and covers thirty-eight square miles in southwestern Pennsylvania. The municipalities each have suburban and rural areas in this Westmoreland County district. The District is situated about twenty miles east of Pittsburgh with easy access to Route 22, the Pennsylvania Turnpike, Interstate 70, and Interstate 79.

There are 22,264 people residing in the Franklin Regional School District. Approximately thirty percent of the population is under 24 years of age, fifty-five percent is aged 25 to 65, and fifteen percent is over the age of 65. Although the median household income is \$59,902, median incomes vary from \$64,071 in one area to \$28,350 in an adjacent borough where forty-four percent of the residents receive social security benefits and approximately three percent of the families are living below the poverty level. This disparity creates concentrated pockets of need. Ninety-four percent of this district's inhabitants are white, four percent are Asian/Pacific Islander, one percent are black, and one percent are Hispanic.

The District is comprised of a senior high school, a middle school, and two elementary schools in a campus setting plus one elementary school that is located approximately 2.5 miles off campus. Each of the five buildings has been renovated and/or enlarged within the past thirteen years with attention to providing the infrastructure necessary to support technology applications. Every building has a media center, individual teacher workstations, and at least two computer labs including mobile carts.

Total enrollment for the 2010-2011 school year is 3,785 students. Student enrollment has remained relatively stable for the past nine years but the current trend is for a slight increase. Ninety-three percent of the students in the district attend Franklin Regional schools and seven percent attend private or parochial schools. Average class size is twenty-two (22) in the elementary and twenty-three (23) in the secondary level. Ninety-six percent of the senior high students select college preparatory or academic courses and six percent pursue vocational-technical education. Post graduation surveys show that ninety-two percent of our students from the most recently graduated class chose to attend a two or four-year college/university and eight percent entered military service or the work force.

Historically students have performed above the state average in mathematics, reading and writing on the PSSA tests. The PSSAs are administered in Grades 3, 4, 5, 6, 7, 8, and 11 in reading and mathematics. Writing performance is assessed in Grades 5, 8 and 11 and the newly designed PSSA science assessment will be given in grades 4, 8, and 10. The District has made Adequate Yearly Progress according to the State's yardstick each year that the students' performance has been measured towards the Federal No Child Left Behind (NCLB) goal of having 100% of our students Proficient or beyond by the year 2014. The Terra Nova assessment is administered to all students in Grade 2, and the District is piloting administration of the assessment in a selected population in Grades 9 and 10 in an effort to gather more data to support instructional decisions designed to improve student achievement.

SAT scores for the class of 2008 show an average of 560 in verbal and 586 in math which represents an increase of approximately twenty-five points on each test during the past eight years. Twelve Advanced Placement courses are offered at the Senior High School. Last year, one hundred thirty-four students elected to take the AP exams with ninety percent earning scores of three (3) or higher. Approximately forty-five percent of the graduating seniors have taken calculus as a part of their high school program and sixty-three percent have taken physics or additional higher level science courses. Diverse offerings in business applications, technology education, computer science, and the practical and fine arts enrich the academic program. One and one-half percent of the professional employees have earned doctorates and sixty

percent have master level degrees. Thirty-two percent of the District's employees are males and sixty-eight percent are females. The professional staff includes two hundred seventy-four teachers.

## **Mission**

We, the Franklin Regional School community, strive for excellence, learning, achievement and citizenship in all we do.

## **Vision**

**Excellence:** We are committed to excellence. Students, staff, administrators and community volunteers work every day to make our schools more vibrant, rigorous, creative, adaptable, fun and future-oriented.

**Learning:** Learning is a multi-faceted, life-long process and the focus of all we do. We enable all of our community members to develop knowledge, skills and self-awareness and make learning central to their lives.

**Achievement:** We are committed to learning and doing. We promote, recognize and value accomplishments in the many and diverse endeavors of our community members.

**Citizenship:** We act with integrity and in an ethical, responsible and tolerant fashion. In this way, we promote each person's ability to be a productive, contributing, thoughtful and socially responsible member of our local and global communities.

## **Shared Values**

1. Everyone can learn.
2. Everyone deserves to be valued and respected.
3. Everyone is a contributing partner in the educational process.
4. Everyone is entitled to an environment that promotes high expectations and accountability through challenging and meaningful work.
5. Everyone is encouraged to embrace a lifelong quest for learning.
6. Everyone is responsible for the effective utilization of resources.
7. Everyone is encouraged to understand the importance, contribution, and impact of diversity in our global society.
8. Everyone is entitled to and shares responsibility for maintaining a safe, supportive environment.

## **Academic Standards**

The Franklin Regional School District has adopted a five-year curricular review process that encompasses all academic areas and includes opportunities for community input throughout the process. A timeline has been established for evaluation of the current program, review of the current research outlining best practices in teaching and assessment for the specific area, and recommendations for improvement including the addition or deletion of courses. Following the initial two-year program analysis, new planned courses are written to align with the Pennsylvania and, when appropriate, national standards by a team of teachers representing K-12 to facilitate transitioning and vertical alignment. This process will embrace the change to the Common Core Standards as they are approved. Particular attention is paid to process indicators, assessment tools, identification of resources, and needed professional development during the curriculum

development process. A planned, standards-based written course of study is placed on file and given to all teachers to guide the instructional process for all courses taught in the district including, but not limited to: language arts; mathematics; social studies; world language; science and technology; environment and ecology; arts and humanities; career education and work; health, safety, and physical education; and family and consumer sciences. Suggestions for re-teaching activities as well as for enrichment opportunities are included in each document to support the learning for all students.

Students identified as English Language Learners are provided specific, additional, guided instruction in the use and interpretation of the English language through speaking, reading, and writing. All students who indicate that a second language is spoken at home on the registration papers are screened for English proficiency. Their test scores, along with other criteria such as grades, classroom performance, scores on standardized testing, etc. are used to determine their eligibility for English as a Second Language instruction. All students who qualify receive instruction based on their language instructional level at our ESL Center. Transportation is provided daily to and from the center for those students not attending the Heritage Elementary School where the center is located. The students are grouped by age and ability at the center and receive a minimum of 1 period of instruction daily to a maximum of 3 periods of daily instruction. Student's schedules are organized according to the latest BEC so that their ESL instruction is in addition to their required academic core classes in English, Science, Mathematics, and Social Studies. The student's ESL instruction is also designed to support the students with their regular classroom assignments, particularly with academic vocabulary development and with understanding the culture of the United States of America. Frequent communication and professional development between the ESL teacher, the guidance counselor and the classroom teachers help to assure that the ESL students have access to the rigorous content being offered in the classroom. Tutoring opportunities exist to assist any ESL students who need additional time and support to attain the PA Academic Standards at a minimum Proficient level. Exit from the ESL instructional program is determined by performance on multiple criteria including the WIDA Assessment. Following exit from the instructional program, students' progress is monitored for a minimum of two years to assure continued progress towards attaining standards.

Franklin Regional School District complies with the standards and regulations set forth in Chapter 16 of the PA School Code for identified gifted students. The District acknowledges that students who have been identified as mentally gifted are required to receive free, appropriate instructional programs to meet their educational needs. Currently, there are 304 identified gifted students in grades K-12, and five full-time gifted coordinators providing service: two on the elementary level, two on the middle school level, and one at the high school level. The unique needs of the gifted learners on each level are addressed through the programs described below, as well as through differentiated instruction in the regular classroom.

#### **Elementary Gifted Program: Grades K-5**

The Elementary School Gifted Program is comprised of four components designed to meet the enrichment needs of gifted students. These components provide options that include pull-out SAL (Seminars in Advanced Learning) enrichment, SAL resource room, push-in enrichment and acceleration in mathematics. A brief description of each component is provided below.

##### **SAL pull-out enrichment**

The amount and type of enrichment and instruction a student receives is based on individual strengths and interests. The enrichment is delivered in specific SAL curricular units; these units, outlined in the SAL curriculum, provide for a wide variety of individualization to meet identified needs. A typical enrichment schedule by grade level is:

- Kindergarten and first grade: 30 minutes one or two days per week
- Second through fifth grade: 60-90 minutes two or three days per week

##### **Resource room**

All gifted students have the opportunity to participate in SAL resource room. During this time, one 30 minute period per week, students may prepare for Westmoreland County Gifted Educators (WEGE) events or complete an independent, teacher-facilitated enrichment project.

### **Push-In Enrichment**

Gifted Support teachers work collaboratively with regular education teachers in grades K-5 to provide enrichment in the content areas for students who demonstrate a need or desire.

### **Acceleration**

Students who qualify through screening may take an advanced math in fourth and fifth grade. Fifth grade accelerated math classes are taught by the elementary gifted support teachers one hour per day.

### **Middle School Gifted Program: Grades 6-8**

The Middle School Gifted Program is comprised of five components designed to meet the enrichment needs of gifted students in identified areas of strength and interest. These components provide options that include pull-out seminars, in-house seminars, in-class enrichment, SAL classes during the Middle School exploratory period and acceleration in mathematics. A brief description of each component is provided below.

Activities sponsored by the Westmoreland County Gifted Coalition (WCGC) and the Eastern Suburbs Special Programs Association (ESSPA)

Gifted coordinators from sixteen Westmoreland County and thirteen Eastern Allegheny County school districts work cooperatively to design and deliver activities for gifted students. The enrichment options available are in literacy, science, mathematics, social studies, problem solving and general knowledge; currently, eighteen such seminars are offered. Students attend pull-out seminars to prepare for each event.

#### **Enrichment options outside the coalition**

Students attend pull-out seminars to prepare for events that are outside of, and in addition to, the WCGC and ESSPA offerings. These activities are either held on-site at the Middle School, or offered through various organizations and held off-site. There are fifteen such seminars offered.

#### **In-class enrichment options**

Enrichment options are devised and delivered by each content area teacher in the House. All House teachers (42) also are gifted mentors, responsible for monitoring the implementation of the GIEPs of the gifted students assigned to them and working cooperatively with the gifted support teachers to facilitate the delivery of the GIEP most effectively for the student.

#### **SAL Exploratory class**

SAL Exploratory class is offered to gifted students in sixth grade for one or two trimesters, three days of each six day cycle, in seventh grade for up to four quarters for three days of each six day cycle and in eighth grade for up to four quarters, six days of each six day cycle. Students may complete gifted coalition projects or activities, work on selected in-class enrichment projects, or complete an independent, teacher-facilitated study in an area of keen interest or strength.

#### **Acceleration**

Students who qualify through screening may take advanced mathematics courses at the Middle School or High School.

### **Senior High Gifted Program: Grades 9-12**

The Senior High School Gifted Program, which serves students in grades 9-12, is comprised of three components to meet three major needs of that gifted population: acceleration, enrichment, and career exploration.

#### **Acceleration**

Acceleration of learning is available to students within the regular education program through the selection of advanced level courses, including Advanced Placement and Honors level courses. Gifted students also may accelerate their learning by registering for a number of challenging electives. Gifted students who exhaust the regular curriculum in an area of strength may plan through their GIEP to attend college classes during the school day, take on-line courses that may be available, or complete an independent study. Students who complete all required course work prior to their senior year also may graduate early.

#### **Enrichment**

While the Gifted Coordinator plans and monitors accelerated learning for students, he/she directly engages students in enriched learning. The enrichment model that was selected for the Senior High Gifted Program is adapted from the Secondary Triad Model (Reis and Renzulli, 1986). The

first phase includes exposing students to a broadened range of knowledge in particular subject areas, depending upon the specific strengths students possess in the development of their GIEPs. The second phase requires students to use creativity, problem solving, self-directed and independent study skills, research and reference skills, and other thinking and affective skills, as well as skills and learning related to the specific subject area to reach the final phase. In the final phase of the triad enrichment, students complete a product of high quality that demonstrates the learning they experienced in the second phase, and/or participate in a culminating activity with intellectual peers which demonstrates the learning of the second phase. The product or activity is then critiqued and evaluated by peers and professionals. Such audiences motivate high quality work because they “add a dimension of reality and relevance” (Reis and Renzulli, 1986, p. 283).

### **Career Exploration**

Those students who wish to explore a career or particular field of interest may apply to one of the approximately 35 apprenticeship offerings from the Allegheny Intermediate Unit, which spans the arts and sciences. In the spring, parents of current 9th-11th graders are mailed an explanation of the apprenticeship program with a description of each apprenticeship and instructions for application to the program. Students who apply compete for acceptance with gifted students from schools throughout Allegheny County. If a student is accepted to an apprenticeship, he or she will attend six to eight sessions during the following school year. At each session, students meet and interact with professionals and their intellectual peers to apply their learning.

## **Strategic Planning Process**

The Strategic Plan for the Franklin Regional School District was developed cooperatively through the active participation of representative members of the faculty, administration, support staff, school directors, parents, community and business partners. The Strategic Planning Steering Committee met 4 times to consider the work completed by the core team of administrators as well as the work of the sub-committees appointed by the steering committee. Specific information concerning the meetings, including minutes and persons present, are on file at the District offices and were shared with all members of the Strategic Planning Steering Committee. On April 23, 2008, the committee met for a final time to review the planned document and reached consensus on the proposed composition of the plan. The approved plan was sent to the Board of School Directors for review in May, 2008. The plan was then distributed to the public libraries, placed on the school district’s web site, and made available in the offices of all school buildings for inspection by the public for 30 days. In June 2008, the Board of School directors voted to approve the plan. The plan was submitted to the Pennsylvania Department of Education in August 2008.

The Academic Standards and Assessment Committee met again on May 9, 2011 to review our progress towards meeting our goals. Performance data was presented and discussed. There was unanimous consensus among the committee members that we are on the right track and need to continue our efforts for the next three years. the recommendation was for no substantial changes to the plan.

## **Strategic Planning Committee**

<b>Name</b>	<b>Affiliation</b>	<b>Membership Category</b>	<b>Appointed By</b>
Brecht, Linda	Sloan Elementary School Teacher	Elementary School Teacher	FREA
Brendel, Anne	FRHS PTO	Parent	FR School Board
Bryant, Darla	Franklin Regional High School Special Education	Special Education Teacher	Special Education Teachers
Burns, Tina	Sloan Elementary Principal	Administrator	Administration

Cadwell, Karen	Community	Community Representative	FR School Board
Cartwright, Mary	Newlonsburg Elementary Teacher	Elementary School Teacher	FREA
Cauvel, Connie	Community member	Community Representative	FR School Board
Chanoski, Susan	Heritage and Sloan Elementary School Nurse	Ed Specialist - School Nurse	Ed. Specialists
Clarke, Michelle	Municipality of Murrysville	Community Representative	FR School Board
Crider, Roger	FRHS Teacher	Ed Specialist - Instructional Technology	Educational specialists/ FREA
DArcangelo, Peter Emery	Administration	Administrator	Administration
Dierdorf, Joan	FR Secretary	Other	FRESPA
Duffy, Robert	FRMS Assistant Principal	Administrator	Administration
Ellis, Alexis	FR Senior High	Other	FR School Board
Frepoli, Francesca	Sloan Elementary PTO	Parent	FR School Board
Frey, Laurel	FR Special Education Teacher	Special Education Teacher	FREA
Gillen, Tina	FR Newlonsburg Principal	Administrator	Administration
Hehn, Amy	FRHS PTO	Parent	FR School Board
Holden, Penny	FRHS PTO	Parent	FR School Board
House, Judy	FRMS Teacher	Middle School Teacher	FREA
Johnson, Gwen	Middle School PTO	Parent	FR School Board
Kaufmann, Diane	FR Heritage Teacher	Ed Specialist - Instructional Technology	Ed. Specialists
Kelly, Christopher	FRMS Principal	Administrator	Administration
Kelly, Doug	Sloan Elementary School Counselor	Ed Specialist - School Counselor	Ed. Specialists
King, Sam	FR Heritage Principal	Administrator	Administration
Koren, Charles	FR Asst. Supt. - Human Resources	Administrator	Administration
Lockwood, Earle	Respironics; Westinghouse	Business Representative	FR School Board
Marcinizyn, Angela	Heritage Elementary PTO	Parent	FR School Board
McCarthy, John	Newlonsburg PTO	Parent	FR School Board
Mellon, Joan	FRHS Assistant Principal	Administrator	Administration
Mikach, Allan	FR Director Counseling Services	Administrator	Administration
Morrison, Judy	Elementary Principal	Administrator	Administration
Murray, Laura	FRSD Elementary Teacher	Regular Education Teacher	Administration
Muto, Frank	FR Technology Director	Administrator	Administration
Quiggle, Anna	Heritage Elementary	Ed Specialist - School	FR Ed Specialists

	Counselor	Counselor	
Radzevich, Kathleen	Middle School PTO	Parent	FR School Board
Riggio, Tabitha	Sloan Elementary PTO	Parent	FR School Board
Sadoski, Christina	Sloan Elementary PTO	Parent	FR School Board
Sauers, Tina	FRMS Teacher	Middle School Teacher	FREA
Schneider, Carol	FRHS Teacher	Secondary School Teacher	FREA
Sell, Mike	Sloan Elementary PTO	Parent	FR School Board
Shafer, Allan	FR School Board	Board Member	FR School Board
Shaneyfelt, Shelley	Franklin Regional Director of Instructional Services	Administrator	Administration
Shigle, Midge	FR Special Education Teacher	Special Education Teacher	FREA
Siegel, Arthur	FRHS Student	Other	FR School Board
Silvestri, Allison	Heritage Elementary PTO	Parent	FR School Board
Simeone, Alfred	Sloan Elementary PTO	Parent	FR School Board
Suvak, Ronald	FRHS Principal	Administrator	Administration
Thomas, Joe	FR School Board	Board Member	FR School Board
Thomas, Patty	FR Sloan Teacher	Elementary School Teacher	FREA
Tortorice, Dean	Dean's Fitness Center	Business Representative	FR School Board
Woo, Elizabeth	Sloan Elementary PTO	Parent	FR School Board
Yingling, Herb	FR School Board	Board Member	FR School Board
Yocco, Valerie	FRHS Teacher	Secondary School Teacher	FREA
Zeliff, Tammy	Community Veterinarian	Business Representative	FR School Board

## Data

## Reflections

- **Legacy Dataview 1483**

**Strength Last Modified:**

We are viewed by most of our constituents to be a high performing school district meeting the needs of our students. Our test scores, graduation rates, SAT scores and college acceptance profile are considered by most of our community to demonstrate excellence.

**Concern Last Modified: 9/26/2011**

With over 93% of the survey respondents indicating their approval of the education that we are providing for their children or grandchildren, our work is to be able to continue to provide that same level of education while maintaining control over the budget.

**Strength Last Modified: 9/26/2011**

We have a diverse set of course offerings with a strong focus on academic achievement. Many students take advantage of the AP courses offered at the High School and our Dual Enrollment and College in High School programs are growing yearly. Our extra-

curricular program is equally diverse and enjoys a very high participation rate.

**Concern Last Modified: 9/26/2011**

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While our student population has remained relatively stable for the past 10 years, our program offerings have grown placing a strain on our buildings and available classroom and facilities space. Many in the community are concerned about class sizes as the community seems to be growing again.

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**Strength Last Modified: 9/26/2011**

As we move toward the 21st century, there is general agreement that our students need to be able to use technology to help them solve problems, research effectively, and work efficiently. Our technology resources are better than in many other school districts but we have to find ways to make sure that all students are gaining the needed experiences and skills.

**Concern Last Modified: 5/25/2011**

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Our community believes that our World Language program's offerings are inadequate to prepare their children for the global economy in which they will have to live and work. The survey clearly indicates that we need to find ways to expand the program without sacrificing other programs already in existence.

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- **Legacy Dataview 1484**

**Strength Last Modified:**

There does not appear to be a significant difference in the performance of males and females in reading and mathematics across the grade levels.

**Concern Last Modified: 5/25/2011**

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Females are outperforming males on the writing test across all grade levels.

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**Strength Last Modified:**

Males and females are both improving in their writing skills over time.

**Concern Last Modified: 9/26/2011**

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Most of our elementary students are performing in the Proficiency range for Writing, while being able to perform at the Advanced range in Reading and Mathematics. We believe that these same students can raise their Writing achievement with more emphasis in the curriculum in Writing instruction.

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- **Legacy Dataview 1485**

**Concern Last Modified: 9/26/2011**

Increasing numbers of our IEP students are failing to maintain their performance over time in mathematics and the numbers of Basic and Below Basic students with IEP's is increasing especially at the SHS level.

**Strength Last Modified:**

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Both IEP subgroups and Low Socio-economic groups are showing some gains in Reading Proficiency over time.

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**Strength Last Modified:**

Writing seems to be a strength for both IEP and Low Socio-economic groups compared to Reading and Math.

- **Legacy Dataview 1486**

**Concern Last Modified: 9/26/2011**

The number of students performing in the Proficient and Advanced ranges is growing

over time until 8th grade when the trend line appears to begin dipping.

**Identified High Priority Cause:**

There are several likely causes for this observation. This phenomenon is being seen across the Commonwealth. The lack of state testing in Gr. 9 and 10 is likely removing some of the focus from the importance of the PSSA testing at the Senior High level. Other testing (SAT, ACT and Advanced Placement) taking place during the same year is receiving more emphasis from students and many teachers as the stakes appear to be higher for the students' performance. Course selection (student self-selection which allowed for students to not challenge themselves and just get-by) and the rigors associated with some of the course content was also a concern that contributed to this performance trend.

**Strength Last Modified:**

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The number of students overall performing in the Proficient and Advanced ranges is consistently high with more students performing in the Advanced range than the Proficient range in Middle School and High School. Eighth grade seems to be the peak.

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- **Legacy Dataview 1487**

**Strength Last Modified: 9/26/2011**

The trend in mathematics is increased performance with more students performing in the Advanced range than the Proficient range through 8th grade.

**Concern Last Modified: 9/26/2011**

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The number of students scoring in the Below Basic range is increasing in Grade 11 compared to Grade 8.

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**Concern Last Modified: 9/26/2011**

Significantly fewer students are performing in the Advanced range in 11th grade compared to 8th grade.

**Identified High Priority Cause:**

There are several likely causes for this observation. Many of the Senior High School students and some teachers were not treating the PSSA's with the same level of importance as other testing taking place in the same year such as SAT's, ACT's and AP exams. Many of our students are taking math courses that are 2 and 3 years above the level being tested by the PSSA but are performing poorly on the test itself. Because of the course advancement for most of our students, the teachers who are administering the test and preparing the students to take the test in Gr. 11 are not the same teachers who have taught the students in the foundational math courses. Some students self-selecting less rigorous math courses may also be contributing to this decline.

- **Legacy Dataview 1488**

**Strength Last Modified: 5/25/2011**

Our enrollment has remained relatively constant since 02-03. Our most recent trend is for our student enrollment numbers to be increasing slightly each year.

**Strength Last Modified:**

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Our Kindergarten numbers have increased since instituting the full day kindergarten program.

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**Concern Last Modified: 5/25/2011**

Our numbers of students with an ethnicity other than white has remained relatively constant and low.

- **Legacy Dataview 1489**

**Strength Last Modified:**

With 16 years average teaching experience, our staff has been relatively stable and can draw on its experience for insight.

- **AYP 0809**

**Concern Last Modified: 5/25/2011**

The students in our Special Education sub-group, while continuing to make progress, are lagging behind our regular education students in the % testing at Proficient or Above, particularly in reading.

**Identified High Priority Cause:**

The model of pull-out instruction that provided basic skill instruction in lieu of grade level instruction was in place for too many students for too long a period of time. It is harder to close the achievement gap when that instruction was not delivered in addition to the classroom instruction rather than in place of the classroom instruction. At the Senior High School, students could self select basic level courses in math and reading that did not provide them access to the rigors of the standards-based courses on grade level.

## **Goals, Strategies and Activities**

### **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"**

Last Modified: 9/30/2011

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

**Activity: Equitable Access to Computer Instruction in the Elementary**

Last Modified: 9/27/2011

**Description:** Work with the Director of Instruction, building principals, and elementary computer teachers through the Cyclical Review Process to develop a K-5 computer curriculum, scope and sequence, and if necessary, redefine the role of the elementary computer instructor to better provide equitable access to computer instruction for staff and students.

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

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None Selected      Start: 1/1/2009      -  
Finish: Ongoing

**Status:** Complete

<b>Date</b>	<b>Comment</b>
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12/23/2009	Completed as a part of the Cyclical Review process. Cahnges implemented in October, 2009.
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### **Activity: Expand Concept of Smart Classrooms**

Last Modified: 9/30/2011

**Description:** Support effective use of technology in teaching and learning through the expansion of the Classroom for the Future model in all district schools. The Classroom for the Future model will provide access to interactive tools like electronic white boards, personal response systems, Web Cams, etc.

Effective planning should be tied to the cyclical review process to help determine the need and integration of smart classrooms into the curriculum. For budgetary considerations, a typical smart classroom consists of a teacher PC or laptop, interactive whiteboard, video projector, printer/scanner, Web Cam, digital camera, and other interactive tools such as personal response systems. Costs may range from \$4500 to \$6000 per room depending on the equipment and installation.

The Large group instruction rooms, libraries, and labs were the initial considerations. Fourteen elementary and secondary computer Labs, Libraries, and LGI spaces were installed with Promethean Boards and Projectors over the last three years.

The cyclical review process will be used to identify the need for expansion into elementary and middle school grade level or subject matter courses. For example stimulus funding was used to install ceiling mounted projectors in 74 elementary classrooms in 2010 and expand smart classrooms into middle school math classrooms in 2011. Middle School Science classrooms will be proposed for the summer of 2012, Middle School Social Studies in 2013, and Middle School English in 2014.

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

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Muto, Frank      Start: 1/1/2009      \$135,000.00  
Finish: Ongoing

**Status:** In Progress — Upcoming

<b>Date</b>	<b>Comment</b>
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12/23/2009	Plan for expansion is included in the Technology budget. Portable systems have been purchased for each elementary building.
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5/27/2011	This is an on-going project that will take several more years to complete. Expansion is occurring from the SHS to the MS. All elementary buildings have access to SMSRT technology in large group areas and computer labs.
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## Activity: Expand Deployment of Wireless Laptops

Last Modified: 9/30/2011

**Description:** Evaluate the need to expand the deployment of wireless laptops to support diverse and challenging curricula.

Planning should be tied to the cyclical review process to help determine the need and integration of additional wireless laptops into the curriculum. For budgetary considerations, one mobile lab consists of 30 laptops, cart, printer, and software licenses for basic Microsoft Office and anti-virus. Average cost is between \$38,000 to \$40,000. One installation scenario might be to add 1 mobile lab per year in each elementary school over the next 3 years

**Note:**

One mobile lab of 30 Netbooks each was installed in elementary between 2008 and 2010 at a cost of about \$18,000 each.

Expansion of building wide wireless networks into the elementary was postponed in the 2011/2012 budget due to budget cuts. Expansion will be reevaluated for the 2012/2013 budget year.

### Person Responsible Timeline for Implementation Resources

Muto, Frank	Start: 1/1/2009 Finish: Ongoing	\$54,000.00
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**Status:** In Progress — Upcoming

### Date Comment

12/23/2009	First lab to be installed in teh Newlonsburg library this year.
5/27/2011	We continue to evaluate our needs. Netbook labs have been purchased and installed in the elementary libraries. We are beginning to shift our focus to student-owned mobile computing devices to reduce Districts' replacement and maintenance costs.

## Activity: High Speed Fiber Internet Access

Last Modified: 5/25/2011

**Description:** Develop and maintain 1,000 Mbps fiber optic data network. This project is in conjunction with the Northern Regional Consortium and enables improved access to Internet 2 opportunities like video conferencing, World Language exchanges, virtual fieldtrips, and other e-collaborative projects. This project is currently underway and installation is scheduled for the end of the 2008/2009 school year. Costs are divided by the consortium members. For budgetary considerations, the IU estimated a one time installation fee of \$13,910.75 and a recurring maintenance fee of \$3932.50 per year for five years. In addition the IU is looking at Internet2 access to provide rich video conferencing, virtual fieldtrips, and other resources through the consortium.

### Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2009 Finish: Ongoing	\$33,485.25
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**Status:** Complete

<b>Date</b>	<b>Comment</b>
12/23/2009	Install complete in spring 2009.

### **Activity: Implement Video Conferencing**

Last Modified: 5/25/2011

**Description:** Implement Video Conferencing tools to promote collaborative environments between staff in district buildings as well as between staff in other schools locally through the Westmoreland IU High-Speed Fiber project or across the Internet. Effective planning should be tied to the cyclical review process to help determine the need and integration of video conferencing into the curriculum. One installation scenario would include a minimum of two systems to start--one in the middle school and one in the high school. Video conferencing systems range between \$12,000 to \$15,000.

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

None Selected	Start: 1/1/2009 Finish: Ongoing	\$30,000.00
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**Status:** Complete

<b>Date</b>	<b>Comment</b>
5/25/2011	Video conferencing between the WIU and the district staff has occurred on several occasions. The equipment is in place and functioning.

### **Activity: Implementation of the Olweus Anti Bullying Program**

Last Modified: 9/28/2011

**Description:** Exploration in using the Olweus Program K-12. Administration of a school-wide anonymous questionnaire to assess the prevalence of bullying at each school. Formation of a Bullying Prevention Coordinating Committee

<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
None Selected	Start: 9/1/2011 Finish: 12/12/2015	\$3,000.00

#### **Professional Development Activity Information**

<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
2.00	2	36
<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval</b>

		<b>Status</b>
FRSD, Westmoreland Intermediate Unit and Olweus	<ul style="list-style-type: none"> <li>• School Entity</li> <li>• Intermediate Unit</li> </ul>	Approved

<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>
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<p>Each building has an established Olweus committee, and the District has two nationally trained Olweus instructors. All current educators have received training. New educators that would be hired need to be trained. Each building has implemented Olweus initiatives. The climate of the buildings and classroom environment allows for a safe and comfortable setting for all students to learn and interact. Educators will be able to utilize the identifiable skills from their Olweus training as often as necessary.</p>	<p>Safe, secure and bully free school environments have a direct correlation with student achievement. The District desires to ensure the best possible school environment to maximize student learning. One model of such programs is the Olweus program and the educators and student have embraced this process. Newly hired educators would require the training.</p>	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>• Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> <li>• Empowers educators to work effectively with <u>parents and community partners</u>.</li> </ul>
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*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**

<b>Role</b>	<b>Grade Level</b>	<b>Subject Area</b>
<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Principals / asst. principals</li> <li>• Superintendent / asst. superintendents</li> <li>• School counselors</li> <li>• Other educational</li> </ul>	<ul style="list-style-type: none"> <li>• Early childhood (preK-grade 3)</li> <li>• Middle (grades 6-8)</li> <li>• Elementary (grades 2-5)</li> <li>• High school (grades 9-12)</li> </ul>	<ul style="list-style-type: none"> <li>• Pre-Kindergarten Early Learning Standards</li> <li>• Reading, Writing, Speaking &amp; Listening</li> <li>• Science and Technology</li> </ul>

specialists

- 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

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**Follow-up Activities**

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**Evaluation Methods**

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- Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
  - Peer-to-peer lesson discussions
- Participant survey

**Status:** In Progress — Upcoming

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**Date**      **Comment**

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12/23/2009 Grants secured for implementation. Program implemented K-8 in fall 2009. Exploring expansion to SHS in 2010.

9/28/2011 Olweus programming has been implemented across the District k - 12. We have two nationally certified trainers and for all new hires, appropriate anti-bullying procedures are expected to be implemented throughout the school environment. This is an ongoing item of professional development as needed.

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### **Activity: Learning for ALL**

Last Modified: 5/26/2011

**Description:** Recognize and support students with a variety of abilities, disabilities and at-risk behaviors. Examine secondary school structures and delivery of curriculum.

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**Person Responsible Timeline for Implementation Resources**

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None Selected      Start: 1/1/2009      -  
 Finish: Ongoing

**Status:** Complete

Date	Comment
5/26/2011	The Senior High School schedule was reorganized to include an Academy for all 9th grade students to assist with their transition and to provide time for re-teaching and tutoring when needed.

**Activity: Professional Learning Communities**

Last Modified: 9/28/2011

**Description:** Establish and support a more collaborative learning environment that includes all stakeholders

**Person Responsible Timeline for Implementation Resources**

None Selected      Start: 1/1/2009      -  
 Finish: 6/15/2015

**Status:** Complete

Date	Comment
9/28/2011	The Professional Learning communities model is functioning in all buildings and in all departments where multiple sections of a course are taught. We believe that we can further refine the model and create a more efficient system especially with the needed systemic intervention models.
9/28/2011	Large number of teachers and administrators attended the DuFour Institute in August, 2009. PLC teams formed and functioning across the District.

**Activity: Programing of activities that enrich the educators' understanding**

Last Modified: 9/28/2011

**Description:** 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
None Selected	Start: 8/25/2011 Finish: 6/15/2015	\$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
6.00	1	260

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Franklin Regional School District Westmoreland Intermediate Unit	<ul style="list-style-type: none"> <li>• School Entity</li> <li>• College</li> <li>• Intermediate Unit</li> </ul>	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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<p>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.</p>	<p>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.</p>	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>• Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> <li>• Empowers educators to work effectively with <u>parents and community partners</u>.</li> </ul>
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*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**

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

**Follow-up Activities**

**Evaluation Methods**

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|--|--|
| <ul style="list-style-type: none"> <li>• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> <li>• Creating lessons to meet varied student learning styles</li> <li>• Lesson modeling with mentoring</li> </ul> | <ul style="list-style-type: none"> <li>• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li> <li>• Classroom student assessment data</li> <li>• Participant survey</li> <li>• Peer collaboration (Following discussion and feedback from faculty and counselors, design and focus for programs would address specific needs of the District followed with evaluation of any program.)</li> </ul> |
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**Status:** In Progress — Upcoming

Date	Comment
9/28/2011	Several Professional development sessions have already been conducted and offered to our teachers. We have others planned for the next three years.
9/28/2011	We have offered several PD opportunities for the entire staff to address this need. The latest was a presentation from the Brain Steps team on post-concussion care. Our latest Needs Assessment indicated that the faculty was needing additional information on the specific programs and conditions.

**Activity: Recognize and explore best practices related to curricular areas**

Last Modified: 5/27/2011

**Description:** 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
None Selected	Start: 9/6/2011 Finish: 12/30/2099	\$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	260
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Franklin Regional School District Westmreland Intermediate Unit	<ul style="list-style-type: none"> <li>School Entity</li> <li>College</li> <li>Intermediate Unit</li> </ul>	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	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.</li> <li>Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> <li>Provides educators with a variety of classroom-</li> </ul>

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 Induction program and previous professional development opportunities.

based assessment skills and the skills needed to analyze and use data in instructional decision-making.

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

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

**Educator Groups Which Will Participate in this Activity**

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

- Mathematics
- History
- Career Education and Work
- Economics
- Family and Consumer Sciences
- Geography

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

**Status:** In Progress — Upcoming

Date	Comment
12/23/2009	Provided as options on our annual Menu Day for all teachers.
5/27/2011	This is an on-going activity. Our participation in several MSP grant projects has provided leadership in math and science. We continue to offer CPR/AED instruction on a yearly basis. This activity is helping us to address the needs of all of our special interest populations including ELL's, gifted, and special needs' students.

**Activity: School improvement through collaboration**

Last Modified: 5/27/2011

**Description:** 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
None Selected	Start: 9/6/2011 Finish: 12/30/2009	\$2,500.00

**Professional Development Activity Information**

<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
1.00	6	260
<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>
Franklin Regional School District Westmoreland Intermediate Unit	<ul style="list-style-type: none"> <li>• School Entity</li> <li>• Intermediate Unit</li> </ul>	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 forming of professional learning groups. The programs, planning and events for the District's faculty will provide a vehicle for growth and learning. Researched based programs along with the evaluation of activities will provide skills for constant self evaluation and an increased of knowledge instruction.

Our District's Administrative Team has made DuFour's work a priority to insure development and professional collegiality / collaboration amongst the faculty. Studies infer that teacher's 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.

*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 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.

### **Educator Groups Which Will Participate in this Activity**

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

### **Follow-up Activities**

- Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
- Peer-to-peer lesson discussions

### **Evaluation Methods**

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

**Status:** In Progress — Upcoming

<b>Date</b>	<b>Comment</b>
12/23/2009	Interested and vested stakeholders meet regularly to assure consistency of vision and planning.
5/27/2011	This is an on-going activity. The committee work continues annually.

### **Activity: Technological support of new programs**

Last Modified: 9/28/2011

**Description:** Modeling and sharing of best practices using technology to aid and support instruction

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

None Selected	Start: 9/6/2011 Finish: 12/30/2099	\$5,000.00
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**Status:** Complete

<b>Date</b>	<b>Comment</b>
12/23/2009	PD sessions are being held across all buildings and disciplines for infusion of technology into instruction.
9/28/2011	Our Technology coach has focused his efforts on transforming our classrooms so that the use of technology is designed to improve student's access to instruction. The emphasis has shifted from how to use the equipment to how to better engage the students by using the technology in the classroom.

### **Activity: Technology Coaches**

Last Modified: 5/26/2011

**Description:** In support of infusing technology in diverse and challenging curricula, explore the need and/or use of technology coaches in each building. Input from the administrative team and staffing requirements will need to be considered before implementation.

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

None Selected	Start: 1/1/2009 Finish: Ongoing	-
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**Status:** Complete

<b>Date</b>	<b>Comment</b>
5/26/2011	The role of the Technology coach was expandd this year to include providing services at the MS as well as at the elementary buildings. Because of budget constraints, his

services will be limited to 1 period a day at the SHS next year.

## Activity: Technology Infusion

Last Modified: 9/28/2011

**Description:** Support effective use of technology in teaching and learning.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 8/15/2011 Finish: 6/15/2015	-

### Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	4	35
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
	<ul style="list-style-type: none"> <li>School Entity</li> <li>Intermediate Unit</li> </ul>	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Annually the District provides opportunities for training annually in what has become known as our Technology Boot Camp. Skills, knowledge and abilities for educators are shared to enhance instruction as well as remaining abreast of new and available software applications to infuse in the learning process.	Students who are digitally competent welcome the additional methodology and vehicle that technology permits in the learning process. through infusion of additional and available technology in the classroom and beyond, we hope to provide a varied approach for the twenty-first century learner.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.</li> <li>Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> </ul> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> <li>Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments,</li> </ul>

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**

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

**Follow-up Activities**

**Evaluation Methods**

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Analysis of student work, with administrator and/or peers</li> <li>• Creating lessons to meet varied student learning styles</li> <li>• Peer-to-peer lesson</li> </ul> | <ul style="list-style-type: none"> <li>• Participant survey</li> <li>• Review of participant lesson plans</li> <li>• Review of written reports summarizing instructional activity</li> </ul> |
|---|--|

discussions

**Status:** In Progress — Upcoming

<b>Date</b>	<b>Comment</b>
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5/27/2011	The technology coach is providing PD on technology infusion at all levels (K-12) in the district.
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### **Activity: Upgrade or Replace our Web Content Management System**

Last Modified: 9/30/2011

**Description:** Note: This solution was postponed from the 2009/2010 budget year for further evaluation and discussion.

Upgrading or Replacing our Web Content Management system will not only provide updated software enhancements but also facilitate the development of a District Intranet that will provide access to archived lessons, audio and video clips, and other digital resources in support of Instructional Best Practices.

The options available to the district include either new licensed or Open Source software solutions and server hardware. A licensed solution and server would cost about \$25,000. An Open Source solution like Drupal could cost up to \$5,000/year for technical support if necessary. A third solution would be a hosted product like SchoolWires which could cost less than \$15,000/year for licensing and support but no district server.

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

Muto, Frank	Start: 1/1/2009 Finish: Ongoing	\$54,000.00
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**Status:** In Progress — Upcoming

<b>Date</b>	<b>Comment</b>
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5/27/2011	We are working with Creative Web Technologies to better design our system.
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### **Activity: Video Conferencing Collaborative with Westmoreland IU**

Last Modified: 9/28/2011

**Description:** The Franklin Regional School District intends to collaborate with the Westmoreland Intermediate Unit and other county entities to pursue a comprehensive educational program for distance learning to include videoconferencing, videostreaming, online curriculum content and support, and other tools to efficiently implement technology into the classroom curriculum.

Person Responsible	Timeline for Implementation	Resources
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None Selected	Start: 9/6/2011 Finish: 12/30/2099	-
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**Professional Development Activity Information**

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
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3.00	1	30
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Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
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- |  |  |          |
|--|--|----------|
|  | <ul style="list-style-type: none"> <li>School Entity</li> <li>Intermediate Unit</li> </ul> | Approved |
|--|--|----------|

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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*For classroom teachers, school counselors and education specialists:*

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

*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.

**Educator Groups Which Will Participate in this Activity**

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> <li>Classroom</li> </ul>	<ul style="list-style-type: none"> <li>High school</li> </ul>	<ul style="list-style-type: none"> <li>Science and Technology</li> </ul>

- |  |               |  |
|--|---------------|--|
| <ul style="list-style-type: none"> <li>teachers</li> <li>• Principals / asst. principals</li> <li>• School counselors</li> </ul> | (grades 9-12) | <ul style="list-style-type: none"> <li>• Arts &amp; Humanities</li> <li>• Civics and Government</li> <li>• Environment and Ecology</li> <li>• Health, Safety and Physical Education</li> <li>• World Languages</li> <li>• Mathematics</li> <li>• History</li> <li>• Career Education and Work</li> <li>• Economics</li> <li>• Family and Consumer Sciences</li> <li>• Geography</li> </ul> |
|--|---------------|--|

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

**Status:** In Progress — Upcoming

Date	Comment
9/28/2011	We are a member of the WIU eAcademy and are sharing on-line course development and courses. We have also received the first of our video-conferencing equipment and are beginning to use the equipment to share meeting opportunities and training. This is an on-going project.

**Strategy: Improve curricular cyclical review process at FR**

**Description:** Emphasize data analyses as a means to make decisions regarding improvements in K-12 programming

**Activity: Data Analysis/Professional Development**

Last Modified: 9/28/2011

**Description:** 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
None Selected	Start: 8/22/2011 Finish: 12/30/2099	\$900.00

**Professional Development Activity Information**

<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
1.00	5	250
<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>
Franklin Regional School District Westmoreland Intermediate Unit	<ul style="list-style-type: none"> <li>• School Entity</li> <li>• College</li> <li>• Intermediate Unit</li> </ul>	Approved

<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>
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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. The review and modification 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 understanding of content material and school improvement.	<i>For classroom teachers, school counselors and education specialists:</i>
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- Enhances the educator's content knowledge in the area of the educator's certification or assignment.
- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
- 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**

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

### **Follow-up Activities**

- Team development and sharing of content-

### **Evaluation Methods**

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

**Status:** In Progress — Upcoming

<b>Date</b>	<b>Comment</b>
9/28/2011	Data analysis continues to occur as new data is gathered and inferences made to assist in evaluation and updating instruction.
5/27/2011	Teams have been trained at the WIU and have then shared their training with their building colleagues. Opportunities to engage in the data analysis and to make instructional decisions as a result of the analysis have been incorporated into the District's calendar.
12/23/2009	Sessions are being offered each year to assist the teachers with their understanding. Teachers have been inserviced on the new Ed Insight tool.

### **Activity: Data Teams**

Last Modified: 5/27/2011

**Description:** Professional staff will be organized to form a District "data team" to analyze student performance on standardized and local assessment instruments.

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

None Selected	Start: 1/1/2009 Finish: Ongoing	\$57,000.00
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**Status:** Complete

<b>Date</b>	<b>Comment</b>
5/27/2011	Data teams have been formed in each building and are actively assisting the principals with evaluation and assessment.
12/23/2009	Building teams are organized and functioning.

## Activity: Development and Use of Assessments

Last Modified: 5/27/2011

**Description:** Professional staff will develop common/local assessments and solidify the use of standardized assessment instruments in K-12 programming.

### Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2009 Finish: Ongoing	\$50,000.00
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**Status:** In Progress — Upcoming

Date	Comment
5/27/2011	This is an on-going activity. All staff members are utilizing common summative assessments in their classes. the focus will now shift to the development of common formative assessments.
12/23/2009	Common assessments are being developed across disciplines.

## Activity: Development and use of common assessments

Last Modified: 9/28/2011

**Description:** Development and use of common assessments will be a targeted activity for departmental collaborative time

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 9/6/2011 Finish: 12/30/2099	\$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
2.00	3	130
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Franklin Regional School District	<ul style="list-style-type: none"> <li>School Entity</li> <li>College</li> <li>Intermediate Unit</li> </ul>	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	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Enhances the educator's <u>content</u></li> </ul>

learning and teaching.

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**

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

- Career Education and Work
- Economics
- Family and Consumer Sciences
- Geography

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

**Status:** In Progress — Upcoming

Date	Comment
12/23/2009	Departmental time is being devoted to the development of the Common Assessments.
9/28/2011	The PLC initiative will continuously utilize the development and use of common assessments. Newly hired educators would need to gain experience in development, evaluation and then using such data to affect instruction.

### **Activity: Implement A Data Warehouse**

Last Modified: 5/25/2011

**Description:** Implement a Data Warehouse to include a unified source of Web based reporting tools capable of reporting out various student assessment data sources such as marking period grades, attendance, standardized test scores, and other relevant data to facilitate data driven decision making in support of our strategic planning goals. Programming and or licensing could range between \$35,000 to \$50,000 per year to build and maintain.

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

None Selected	Start: 1/1/2009 Finish: Ongoing	\$150,000.00
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**Status:** Complete

Date	Comment
12/23/2009	Ed Insight tool purchased and installed. Teacher training completed during fall of 2009.

### **Activity: Peer collaboration**

Last Modified: 9/28/2011

**Description:** 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
None Selected	Start: 9/6/2011 Finish: 12/30/2009	\$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
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Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
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Franklin Regional School District WIU Institutions of higher education	<ul style="list-style-type: none"> <li>School Entity</li> <li>College</li> <li>Intermediate Unit</li> </ul>	Approved
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Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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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.	Heid 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	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.</li> <li>Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> <li>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.</li> </ul>
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collaboration will be of benefit in varied manners in the District.

- 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.
- 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**

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

- Economics
- Family and Consumer Sciences
- Geography

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

**Status:** In Progress — Upcoming

Date	Comment
12/23/2009	K-12 Departmental days included in the PD calendar. Successful day held in October 2009.
9/28/2011	A K-12 Departmental day is now a standard part of our calendar. The collaboration of the PLC's is further supported by the conversations being held during this PD time. Cyclical Review requires the departments to examine both the horizontal and vertical articulation of all curriculum.
9/28/2011	Annually the District has scheduled a department day in order for educators in content areas to refine and gain additional understanding of the vertical and horizontal articulation of the curriculum.

**Activity: Provide appropriate resources for text book selection process**

Last Modified: 9/28/2011

**Description:** 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
None Selected	Start: 8/22/2011 Finish: 12/30/2009	-

**Professional Development Activity Information**

<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
3.00	2	45
<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>
Franklin Regional School District Westmoreland Intermediate Unit	<ul style="list-style-type: none"> <li>• School Entity</li> <li>• Intermediate Unit</li> </ul>	Approved

<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>
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<p>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 to recommend the best fit of textbook selection to report to the Board.</p>	<p>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 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.</p>	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>• Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.</li> <li>• 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.</li> <li>• Empowers educators to work effectively with <u>parents and community partners</u>.</li> </ul>
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*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.
- Instructs the leader in managing resources for effective results.

**Educator Groups Which Will Participate in this Activity**

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

**Follow-up Activities**

**Evaluation Methods**

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

<b>Date</b>	<b>Comment</b>
12/23/2009	Included as a part of the Cyclical review process in each subject area.
5/27/2011	A specific process has been developed and implemented to guide teachers through the textbook selection process. Forms and step-by-step guidance including timelines are provided to assure compliance with Chapter 4 regulations during the approval process.

9/28/2011 As the curricular review cycle continues through the years, so would the activity for each specific group to collaborate during the process.

## **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: Alternative opportunities**

Last Modified: 9/19/2011

**Description:** Explore alternatives to traditional high school classes, which includes hybrid and on-line learning as options

### **Activity: Alternative High School program**

Last Modified: 5/26/2011

**Description:** Develop a partnership with one or more private organizations to provide appropriate programming for our students identified as having a need for an alternative schooling model.

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

None Selected	Start: 1/1/2009 Finish: Ongoing	\$30,000.00
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**Status:** No Longer Occurring

#### **Date Comment**

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12/23/2009	Several programs have been explored but no active partnership is presently being utilized.
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5/26/2011	We are continuing to offer our own alternative program or to offer multiple outside placements for those students requiring such services. This model is meeting our needs so there is no need at this time to create further contracts.
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### **Activity: Expand Moodle Course Development**

Last Modified: 9/28/2011

**Description:** Upgrade existing Moodle server to a new server and expand number of teachers currently using Moodle for course development. See previous cost estimate to replace server.

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

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None Selected	Start: 9/6/2011	\$5,000.00
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Finish: 12/30/2099

**Professional Development Activity Information**

<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
3.00	3	12
<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>
Westmoreland Intermediate Unit / FRSD	<ul style="list-style-type: none"> <li>School Entity</li> <li>Intermediate Unit</li> </ul>	Approved

<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>
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Through the process of developing and aligning courses for presentation onto a learning platform such as Moodle, educators refine and review the content material and evaluate the presentation of that material via an on-line method. Educators also gain insight through additional research of the specific material, the on-line environment and potential best practices in such an environment.

The Intermediate Unit assists in the professional development of our educators, mainly through the e-Academy and our participation in the venture. Moodle, used in that climate, has expanded and will continue to expand through use for high school and some middle school educators, utilizing Moodle as an aide to students accustomed to the use of the available technology in academic projects.

*For classroom teachers, school counselors and education specialists:*

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

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

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- 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**

<b>Role</b>	<b>Grade Level</b>	<b>Subject Area</b>
<ul style="list-style-type: none"> <li>• Classroom teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Middle (grades 6-8)</li> <li>• High school (grades 9-12)</li> </ul>	<ul style="list-style-type: none"> <li>• Reading, Writing, Speaking &amp; Listening</li> <li>• Science and Technology</li> <li>• Civics and Government</li> <li>• Environment and Ecology</li> <li>• Health, Safety and Physical Education</li> <li>• World Languages</li> <li>• Mathematics</li> <li>• History</li> <li>• Economics</li> <li>• Geography</li> </ul>

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

**Status:** In Progress — Upcoming

<b>Date</b>	<b>Comment</b>
5/25/2011	Professional development has occurred. More teachers at all grade spans are using the tool.
5/27/2011	The new server is installed and being used by most teachers at the Senior High School and by others throughout the district. Recent PD was offered across the district on using Moodle as a course management tool.
9/28/2011	Each year additional educators utilize Moodle to serve as both a platform to present on-line and hybrid classes in addition to use as a supplemental aide for regular classroom instruction. Students access and utilize the Moodle to share projects and

assignments as well as group work. Training needs to continue as the technology advances.

### **Activity: On-line classes**

Last Modified: 5/27/2011

**Description:** Begin to offer on-line classes at the Senior High School to provide an alternative option for some students.

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

None Selected	Start: 1/1/2009 Finish: Ongoing	\$42,000.00
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**Status:** Complete

#### **Date Comment**

12/23/2009	Participation in the WIU eAcademy. On-line courses being refined.
5/27/2011	We are a member of the WIU eAcademy and are developing and offering our own courses as well as those of other participating districts to our students.

### **Activity: Work-study or internship experiences**

Last Modified: 5/27/2011

**Description:** Expand the work-study or internship program to provide more school to work experience and to create for the learner, a realistic need for the skills currently being taught in the high school program.

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

None Selected	Start: 1/1/2009 Finish: Ongoing	\$100,000.00
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**Status:** In Progress — Upcoming

#### **Date Comment**

12/23/2009	More students are involved in the program this year. A .5 faculty position has been devoted to supervising the students and improving the program.
5/27/2011	This is an on-going activity that continues to expand as more students gain opportunities through the program.

### **Strategy: Expanded Tutoring Opportunities**

**Description:** Offer additional opportunities for student tutoring at no cost to the students to allow success in their classes.

**Activity: After school tutoring Gr. 9-12**

Last Modified: 9/28/2011

**Description:** Create a tutoring program for students in grades 9-12.

**Person Responsible Timeline for Implementation Resources**

None Selected	Start: 10/3/2011 Finish: 6/10/2016	\$8,400.00
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**Status:** Complete

**Activity: After-school program Gr. 6-8**

Last Modified: 9/28/2011

**Description:** Expand the daily after-school program at the Middle School to focus on those students not completing their homework and/or those needing assistance with understanding.

**Person Responsible Timeline for Implementation Resources**

None Selected	Start: 1/1/2009 Finish: Ongoing	\$8,400.00
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**Status:** Complete

**Activity: Homework Club Gr. 1-5**

Last Modified: 5/25/2011

**Description:** Create a homework club for students in grades 1-5 to provide the opportunity for supervised homework completion and assistance with understanding and/or tutoring, if needed.

**Person Responsible Timeline for Implementation Resources**

None Selected	Start: 1/1/2009 Finish: Ongoing	\$16,800.00
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**Status:** No Longer Occurring

**Date Comment**

5/25/2011	The creation of a new Master Schedule at the elementary level has created a period each day known as "Panther Power". Student assistance is offered at this time as well as before school.
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## **Strategy: Parental communication**

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

### **Activity: Course selections**

Last Modified: 5/26/2011

**Description:** Parents will be made aware of course selection requirements if their child's performance is Basic or Below Basic on the PSSA or Terra Nova tests at the Middle School and Senior High School.

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

None Selected	Start: 1/1/2009	-
	Finish: Ongoing	

**Status:** Complete

#### **Date      Comment**

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5/26/2011	New courses in reading were added at the MS in Grade 8 and at the SHS in grades 9/10 to support students who continue to struggle with reading skills as determined by their performance on the PSSA and on the DRA. Parents were informed of the opportunities during scheduling and strongly encouraged to have their children take advantage of the opportunity.
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12/23/2009	Complete at the Middle School. In progress at teh SHS.
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### **Activity: Parent Portal - Dashboard**

Last Modified: 5/25/2011

**Description:** Activate the parent portal feature of the Dashboard giving parents continuous access to their child's grades and attendance information.

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

None Selected	Start: 1/1/2009	\$5,000.00
	Finish: Ongoing	

**Status:** Complete

#### **Date      Comment**

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12/23/2009	Portal feature activated during the fall of 2008.
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### **Activity: Student performance expectations**

Last Modified: 5/27/2011

**Description:** Teachers will communicate their expectations for student's performance through the use of rubrics and descriptors whenever possible.

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

None Selected	Start: 1/1/2009	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

#### **Date Comment**

5/27/2011	This is an on-going activity. The expectation has been shared with the teachers and resources provided to help them better develop rubrics. Inter-rater reliability is being addressed through collaborative discussions for common assessments requiring rubrics.
12/23/2009	Rubrics are being developed for all common assessments requiring task performance.

### **Activity: Technology training**

Last Modified: 9/28/2011

**Description:** Training for the effective implementation and utilization of the parent portal and increasing the communication between parent(s)/guardian and school. For the 2011-2012 school year, a new student information system has been implemented to replace the Dashboard and Tenex platform. The new system, School Max Enterprise, will be more intuitive and provide up to date information the older system was unable to provide.

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

None Selected	Start: 9/6/2011	\$2,500.00
	Finish: 12/30/2009	

**Status:** Complete

#### **Date Comment**

9/28/2011	The portal has been fully operational for two years. We will be switching to a new Student Management System next year with a new portal feature so some additional training and sharing of information will be needed but the expectations will remain the same.
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## **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.

### Activity: Best instructional practices in math and science

Last Modified: 9/26/2011

**Description:** Teacher teams will design lessons and units through collaborative process. Often the schedule of such professional development is designed and distributed to participating school districts annually.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 9/6/2008 Finish: 6/15/2015	-

#### 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	60
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Franklin Regional School District WIU AIU	<ul style="list-style-type: none"> <li>School Entity</li> <li>College</li> <li>Intermediate Unit</li> </ul>	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 Intermediate Unit has researched and has been awarded significant grant funding to supply this valuable continuing professional development.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.</li> <li>Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> <li>Provides educators with a variety of</li> </ul>

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.
- Instructs the leader in managing resources for effective results.

**Educator Groups Which Will Participate in this Activity**

<b>Role</b>	<b>Grade Level</b>	<b>Subject Area</b>
<ul style="list-style-type: none"> <li>• Classroom teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Early childhood (preK-grade 3)</li> <li>• Middle (grades 6-8)</li> <li>• Elementary (grades 2-5)</li> <li>• High school (grades 9-12)</li> </ul>	<ul style="list-style-type: none"> <li>• Science and Technology</li> <li>• Mathematics</li> </ul>

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

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

**Status:** In Progress — Upcoming

<b>Date</b>	<b>Comment</b>
12/23/2009	Teacher teams are collaboratively developing common assessments and sharing successful teaching strategies.
5/26/2011	The PLC model is functional in all buildings. Collaborative planning is occurring in all courses where multiple sections of the courses are taught.

### **Activity: Best Instructional Practices- Manipulatives**

Last Modified: 9/28/2011

**Description:** Teachers' use of manipulatives to improve students' mathematical understanding K-12 will be emphasized as well as other current best practices. Professional development will be offered to all mathematics teachers. Professional development of selected educators by the Intermediate Unit is scheduled on an annual basis, shared with participating school districts and individual participants. Participants share with their peers in a collaborative manner.

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

Shaneyfelt, Shelley	Start: 9/6/2009 Finish: 6/15/2012	\$300,000.00
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**Status:** Complete

<b>Date</b>	<b>Comment</b>
12/23/2009	We have continued our association with the Math Science Partnership and teachers are receiving PD through the identified Teacher Leaders.
5/26/2011	Extensive Professional Development was offered to the elementary teachers with the implementation of a new elementary math series. Interested Elementary, MS and SHS teachers continue to attend PD sessions offered through the Southwestern PA Math Science Collaborative.

### **Activity: Collaborative Planning**

Last Modified: 9/28/2011

**Description:** Teacher teams will design lessons and units of instruction through collaborative processes such as Lesson Study.

<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
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None Selected                      Start: 4/28/2008                      \$18,000.00  
 Finish: 12/31/9999

**Professional Development Activity Information**

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>
		Not approved
<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>
<b>Follow-up Activities</b>	<b>Evaluation Methods</b>	

**Status:** Complete

Date	Comment
12/23/2009	Lesson Study teams have functioned at all levels in math and science to introduce the teachers to the process. the science team at the SHS continues to meet.
5/27/2011	Teams in math and science at the elementary, middle and senior High levels have been trained in the process and have worked through at least one lesson in entirety.
9/28/2011	Our teacher teams participating in the Lesson Study process for improving classroom instruction have completed thier work under the direction of the Math Science Partnersip.

**Activity: Professional Development on Best Instructional Practices**

Last Modified: 5/25/2011

**Description:** The District will increase teachers' and administrators' professional development by continuing its relationship with the Math Science Partnership.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 7/29/2008 Finish: 12/31/9999	\$15,000.00

**Professional Development Activity Information**

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>
		Not approved
<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>
<b>Follow-up Activities</b>	<b>Evaluation Methods</b>	

**Status:** Complete

Date	Comment
12/23/2009	Partnership is on-going.

### **Activity: Vertical Articulation and Learning Growth**

Last Modified: 5/27/2011

**Description:** All teachers and administrators utilize findings from formative, summative and standardized assessment data to determine the degree to which the K-12 math curricula are enabling students' knowledge to increase annually.

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

None Selected	Start: 1/1/2009	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

Date	Comment
12/23/2009	An annual review is being conducted with all stakeholders as well as real time information from formative assessments.
5/27/2011	This is an on-going activity that will be enhanced with the continued development of the PLC model.

### **Strategy: Strong Results for All Students**

**Description:** Teacher teams and administrators identify most effective remedial, acceleration and enrichment strategies through data analysis, and they will continue or expand those strategies whether within or beyond the school day.

### **Activity: Acceleration**

Last Modified: 5/26/2011

**Description:** Administrators and teachers will explore the most effective methods to accelerate and enrich students' math learning.

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

Brecht, Linda	Start: 1/1/2009	-
	Finish: Ongoing	

**Status:** Complete

Date	Comment
12/23/2009	This is a part of the discussions being held during the math cyclical review process.
5/26/2011	A team of teachers and administrators has been meeting to discuss math

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acceleration at the elementary level that leads to acceleration at the MS. Criteria for acceleration were redefined and new local assessments were written to give as many students as possible the chance to advance a grade in math.

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### **Activity: Instructional Resources**

Last Modified: 5/27/2011

**Description:** All teacher teams (either grade or subject level) will identify most effective computer-assisted instruction programs and will adopt or continue their use for remediation, enrichment and acceleration.

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

None Selected      Start: 1/1/2009      -  
Finish: Ongoing

**Status:** In Progress — Upcoming

<b>Date</b>	<b>Comment</b>
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12/23/2009	Occurring as a part of the Cyclical Review process for each core area.
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5/27/2011	This is an on-going project designed to bring the best available instructional materials to our classrooms. the math department is employing the highest number of computer-assisted programs to support classroom instruction.
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### **Activity: Interventions**

Last Modified: 9/28/2011

**Description:** Mandate tutoring for all students who scored below proficient in mathematics on their most recent PSSA.

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

None Selected      Start: 1/1/2009      -  
Finish: Ongoing

**Status:** In Progress — Upcoming

<b>Date</b>	<b>Comment</b>
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12/23/2009	Occurring at the MS and the SHS.
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5/27/2011	In place across the district excepting in Gr. 10-11. We had a voluntary program operating for a while but interest fell off and we have been unable to find a suitable replacement. Panther Power at the elementary permits this activity to occur.
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### **Strategy: Student Achievement and Growth In Learning**

**Description:** Analyze student achievement and growth with standardized and local assessments.

### **Activity: Collaborative Working Structures**

Last Modified: 5/25/2011

**Description:** Stakeholders design and implement a schedule at each building that will enable and require teachers to collaboratively analyze data and instruction so all teachers will employ highly effective pedagogical techniques.

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

None Selected	Start: 1/1/2009	-
	Finish: Ongoing	

**Status:** Complete

#### **Date Comment**

12/23/2009	A schedule is in place at each building to accommodate this practice.
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### **Activity: Common Assessment Analysis**

Last Modified: 9/30/2011

**Description:** All teacher teams (either grade or subject level) develop and employ common assessments to identify both areas of strength and relative weakness in students' learning growth and achievement, as well as instructional inputs to students' gains or losses in learning.

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

None Selected	Start: 1/1/2009	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

#### **Date Comment**

12/23/2009	Assessments are being developed or refined in all content areas. Teacher teams are meeting to share results.
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5/27/2011	With the PLC model in place, all teachers are developing and administering common summative assessments. The results are being analyzed as a part of the weekly PLC team meetings. This will continue as an on-going practice with expansion to common formative assessments as teachers become more comfortable with the practice.
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### **Activity: Implement a Data Warehouse**

Last Modified: 5/25/2011

**Description:** Implement a Data Warehouse to include a unified source of Web based reporting tools capable of reporting out various student assessment data sources such as marking period grades, attendance, standardized test scores, and other relevant data to facilitate data driven decision making in support of our strategic planning goals. Programming and or licensing could range between \$35,000 to \$50,000 per year to build and maintain.

**Person Responsible Timeline for Implementation Resources**

None Selected      Start: 1/1/2009      -  
 Finish: Ongoing

**Status:** Complete

**Date      Comment**

12/23/2009 Ed Insight tool purchased, installed and functioning. Teacher training completed in fall 2009.

**Activity: Professional Development on Data-Driven Decision Making**

Last Modified: 9/28/2011

**Description:** 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. This has become an annual activity during the first four days of each school year so that the data may provide information for instructional decisions in each new year.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 8/23/2011 Finish: 12/30/2099	\$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
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4.00      2      60

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
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Franklin Regional School District Math - Science Project with IU3	<ul style="list-style-type: none"> <li>School Entity</li> <li>College</li> <li>Intermediate Unit</li> </ul>	Approved
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Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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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	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Enhances the educator's <u>content knowledge</u> in the area</li> </ul>
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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.

of the educator's certification or assignment.

- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

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

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Instructs the leader in managing resources for effective results.

**Educator Groups Which Will Participate in this Activity**

<b>Role</b>	<b>Grade Level</b>	<b>Subject Area</b>
<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Principals / asst. principals</li> </ul>	<ul style="list-style-type: none"> <li>• Early childhood (preK-grade 3)</li> <li>• Middle (grades 6-8)</li> </ul>	<ul style="list-style-type: none"> <li>• Reading, Writing, Speaking &amp; Listening</li> <li>• Science and Technology</li> </ul>

- Superintendent / asst. superintendents
- School counselors
- Elementary (grades 2-5)
- High school (grades 9-12)
- Mathematics

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> <li>• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> <li>• Analysis of student work, with administrator and/or peers</li> </ul>	<ul style="list-style-type: none"> <li>• Student PSSA data</li> <li>• Standardized student assessment data other than the PSSA</li> </ul>

**Status:** In Progress — Upcoming

Date	Comment
12/23/2009	Sessions led by building principals and curriculum coordinators. PLC teams using student data to monitor and adjust instruction.
9/28/2011	Educators annually evaluate and analyze the data from the previous year's standardized testing results. Instructional decisions and refinement arise from this activity.

### **Activity: Standardized data analysis**

Last Modified: 5/25/2011

**Description:** Teacher involvement in data evaluation tools such as PVAAS, Emetric and Grow Network

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 5/16/2008 Finish: 12/31/9999	\$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
3.00	1	85
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Franklin Regional School District WIU	<ul style="list-style-type: none"> <li>• School Entity</li> <li>• College</li> </ul>	Approved

- Intermediate Unit

<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>
<p>Identification of skills to use toward strengthening areas in student's growth and achievement patterns.</p> <p>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.</p>	<p>Through examination and understanding of student growth, teachers may utilize data to improve instruction and learning.</p> <p>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.</p>	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>• Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.</li> <li>• Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> <li>• 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.</li> </ul> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making.</li> </ul>

- 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**

<b>Role</b>	<b>Grade Level</b>	<b>Subject Area</b>
<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Principals / asst. principals</li> </ul>	<ul style="list-style-type: none"> <li>• Middle (grades 6-8)</li> <li>• Elementary (grades 2-5)</li> <li>• High school (grades 9-12)</li> </ul>	<ul style="list-style-type: none"> <li>• Reading, Writing, Speaking &amp; Listening</li> <li>• Science and Technology</li> <li>• Mathematics</li> </ul>

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

**Status:** Complete

<b>Date</b>	<b>Comment</b>
12/23/2009	Principals have led training sessions in Fall 2009. All teachers received the training and have been given time to analyze the results and implement the needed changes.

**Activity: Standardized Data Analysis**

Last Modified: 9/26/2011

**Description:** All teacher teams (either grade or subject level) use data evaluation tools such as PVAAS, Emetric, and Grow Network to identify areas of strength and relative weakness in students' learning growth and achievement.

**Person Responsible Timeline for Implementation Resources**

None Selected	Start: 1/1/2009	-
	Finish: Ongoing	

**Status:** Complete

<b>Date</b>	<b>Comment</b>
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12/23/2009	Principals have led training sessions in Fall 2009. All teachers received the training and have been given time to analyze the results and implement the needed changes.
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## **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: Effective Instruction**

**Description:** Identify most effective remedial, acceleration and enrichment strategies through data analysis and continue or expand those strategies whether within or beyond the school day. Teachers will gain an understanding of how the combination of remediation and acceleration can be blended to maximize student achievement.

### **Activity: Instructional Resources**

Last Modified: 5/27/2011

**Description:** All teacher teams (either grade level or subject area) will identify most effective computer-assisted instruction programs and will adopt or continue their use for remediation, enrichment and acceleration. Administrative team and teacher team will review current program usage and make recommendations based on research and discussion.

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

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None Selected	Start: 1/1/2009	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

<b>Date</b>	<b>Comment</b>
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12/23/2009	Occurring as a part of the Cyclical Review process for each core area.
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5/27/2011	This is an on-going project designed to bring the best available instructional materials to our classrooms. the math department is employing the highest number of computer-assisted programs to support classroom instruction.
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### **Activity: Interventions**

Last Modified: 9/28/2011

**Description:** Design and develop tutoring programs for all students who have scored below proficient in reading on their most recent PSSA. Grade and subject area teams will design specific plans in the area of reading and writing for those students scoring below proficient on their most recent PSSA.

**Person Responsible Timeline for Implementation Resources**

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None Selected      Start: 1/1/2009      -  
Finish: Ongoing

**Status:** In Progress — Upcoming

**Date      Comment**

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12/23/2009 PLC teaching teams have begun the process of identifying students needing support and providing multiple opportunities for the re-teaching to occur.

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5/27/2011 In place across the district excepting in Gr. 10-11. We had a voluntary program operating for a while but interest fell off and we have been unable to find a suitable replacement. Panther Power at the elementary permits this activity to occur.

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**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.

**Activity: Common Assessments**

Last Modified: 5/27/2011

**Description:** Provide opportunities for all teachers to incorporate reading and writing strategies into common assessments. Teachers will be given opportunities to share current practices.

**Person Responsible Timeline for Implementation Resources**

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None Selected      Start: 1/1/2009      -  
Finish: Ongoing

**Status:** In Progress — Upcoming

**Date      Comment**

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5/27/2011 Continues to be an area of focus, particularly at teh MS and SHS.

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12/23/2009 Reading and writing across the curriculum continue to be a focus. PD has been offered at the SHS to assist those teachers with additional strategies.

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**Activity: Common Assessments**

Last Modified: 5/27/2011

**Description:** Development and implementation of common assessments which incorporate reading and writing

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 8/25/2011 Finish: 6/15/2015	\$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
4.00	1	230
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Franklin Regional School District WIU	<ul style="list-style-type: none"> <li>School Entity</li> <li>College</li> <li>Intermediate Unit</li> </ul>	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 methods to evaluate and assess student achievement appropriately.	Frequent common assessments provide feedback to the educator as to validity, mastery, and progress which may direct them to remediation, enrichment or continued pacing of the content material. Work by DuFour and others reinforce this procedure.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> <li>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.</li> </ul> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> <li>Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making.</li> <li>Empowers leaders to</li> </ul>

- 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**

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

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

**Status:** In Progress — Upcoming

<b>Date</b>	<b>Comment</b>
12/23/2009	In progress throughout the program.
5/27/2011	Continued focus - particularly in Social Studies.

## Activity: Curriculum review

Last Modified: 9/30/2011

**Description:** Provide opportunities for all teachers to incorporate reading and writing strategies into the curriculum for all curricular areas. Teachers will be given opportunities to share current practices. Attention will be given to connecting the grade level across all subject areas, as related to the cyclical review process.

### Person Responsible Timeline for Implementation Resources

None Selected      Start: 1/1/2009      -  
 Finish: Ongoing

**Status:** Complete

Date	Comment
12/23/2009	This is being explored as each area goes through Cyclical Review.
5/27/2011	Professional Development has been offered at the SHS and at the MS. A curriculum day has been incorporated into the Professional Development plan which provides opportunities for K-12 discussions and vertical alignment of the curriculum K-12.

## Activity: Reading and writing across the curriculum faculty activities

Last Modified: 9/28/2011

**Description:** Development opportunities in a series of activities that would allow for secondary content teachers to incorporate best practices for reading and writing in non-fiction content areas.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 8/25/2011 Finish: 6/15/2015	\$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
4.00	1	125
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Franklin Regional School District WIU	<ul style="list-style-type: none"> <li>• School Entity</li> <li>• College</li> <li>• Intermediate Unit</li> </ul>	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	Ability to read with increased comprehension and to encourage a unified effort to coordinate the reading across the curriculum has	<i>For classroom teachers, school counselors and education specialists:</i>

reading of non-fiction content material and writing for students to enhance learning and improve achievement.

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. Subsequent writing across the curriculum is as important to be precise, concise and specific in written communication.

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

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

- Provides 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**

<b>Role</b>	<b>Grade Level</b>	<b>Subject Area</b>
<ul style="list-style-type: none"> <li>• Classroom teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Middle (grades 6-8)</li> <li>• High school (grades 9-12)</li> </ul>	<ul style="list-style-type: none"> <li>• Science and Technology</li> <li>• Arts &amp; Humanities</li> <li>• Mathematics</li> <li>• History</li> <li>• Economics</li> <li>• Geography</li> </ul>

**Follow-up Activities                      Evaluation Methods**

<ul style="list-style-type: none"> <li>• Team development and sharing of content-area lesson</li> </ul>	<ul style="list-style-type: none"> <li>• Participant survey</li> <li>• Review of participant lesson plans</li> </ul>
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- 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

**Status:** In Progress — Upcoming

Date	Comment
12/23/2009	PD offered on menu days through faculty seminars to interested teachers.
9/28/2011	Continued activity is required in order to address areas of concern indicated from assessment results and to further incorporate best practices into and interdisciplinary approach.

### **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.

### **Activity: Collaborative Working Structures**

Last Modified: 5/25/2011

**Description:** Stakeholders design and implement a schedule at each building that enables and requires teachers to collaboratively analyze data and instruction, so all teachers will employ highly effective pedagogical techniques.

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

None Selected	Start: 1/1/2009	-
	Finish: Ongoing	

**Status:** Complete

Date	Comment
12/23/2009	Teacher temas are meeting in all buildings and at all grade levels to examine the date

from student work as well as standardized tests scores.

### **Activity: Common Assessment Analysis**

Last Modified: 9/30/2011

**Description:** All teacher teams (either grade or subject level) develop and employ common assessments to identify both areas of strength and relative weakness in students' learning growth and achievement, as well as instructional inputs to students' gains or losses in learning.

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

Shaneyfelt, Shelley	Start: 1/1/2009	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

<b>Date</b>	<b>Comment</b>
5/27/2011	With the PLC model in place, all teachers are developing and administering common summative assessments. The results are being analyzed as a part of the weekly PLC team meetings. This will continue as an on-going practice with expansion to common formative assessments as teachers become more comfortable with the practice.
12/23/2009	Common Assessments are being developed across all disciplines. The Power Standards have been revised to accommodate the tracking of the results.

### **Activity: Implement a Data Warehouse**

Last Modified: 5/25/2011

**Description:** Implement a Data Warehouse to include a unified source of Web based reporting tools capable of reporting out various student assessment data sources such as marking period grades, attendance, standardized test scores, and other relevant data to facilitate data driven decision making in support of our strategic planning goals. Programming and or licensing could range between \$35,000 to \$50,000 per year to build and maintain.

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

None Selected	Start: 1/1/2009	-
	Finish: Ongoing	

**Status:** Complete

<b>Date</b>	<b>Comment</b>
12/23/2009	Ed Insight tool purchased, installed and functioning. Teacher training completed in fall 2009.

## Activity: Meeting needs of ELL learners

Last Modified: 9/28/2011

**Description:** 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
None Selected	Start: 7/29/2008 Finish: 6/15/2015	\$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
2.00	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	<ul style="list-style-type: none"> <li>School Entity</li> <li>College</li> <li>Intermediate Unit</li> </ul>	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.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.</li> <li>Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> <li>Empowers educators to work effectively with <u>parents and community partners</u>.</li> </ul> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> <li>Provides the knowledge and skills to <u>think and</u></li> </ul>

plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.

- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

### **Educator Groups Which Will Participate in this Activity**

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

### **Follow-up Activities**

- Team development and sharing of content-area lesson implementation outcomes, with

### **Evaluation Methods**

- Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

- 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
- Student PSSA data
- Standardized student assessment data other than the PSSA
- Classroom student assessment data

**Status:** In Progress — Upcoming

Date	Comment
12/23/2009	PD sessions delivered to all faculty members during fall of 2009. On-going opportunities will be presented.
5/27/2011	Professional development has been offered to all faculty members on several occasions. We continue to offer training through PaTTAN as well as through our own instructional staff on the most effective methods of instruction for these students.
9/28/2011	ELL learners present unique challenges as individual learners. On-going professional development is needed to continue to help teachers meet these challenges.

### **Activity: Professional Development on Data Decision Making**

Last Modified: 9/28/2011

**Description:** 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
None Selected	Start: 8/23/2011 Finish: 6/15/2015	\$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
4.00	2	260
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status

Franklin Regional School District	• School Entity	Approved
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Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Educators will cooperatively	Through peer discussion of	<i>For classroom teachers,</i>

analyze, discuss and utilize data to evaluate and modify instruction to maximize student learning and achievement and their performance on assessments.

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."

*school counselors and education specialists:*

- 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.

**Educator Groups Which Will Participate in this Activity**

<b>Role</b>	<b>Grade Level</b>	<b>Subject Area</b>
<ul style="list-style-type: none"> <li>• Classroom teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Early childhood (preK-grade 3)</li> <li>• Middle (grades 6-8)</li> <li>• Elementary (grades 2-5)</li> <li>• High school (grades 9-12)</li> </ul>	<ul style="list-style-type: none"> <li>• Reading, Writing, Speaking &amp; Listening</li> <li>• Science and Technology</li> <li>• Mathematics</li> </ul>

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

**Status:** Complete

Date	Comment
9/28/2011	Sessions led by building principals and curriculum coordinators. PLC teams using student data to monitor and adjust instruction.

**Activity: Standardized Data Analysis**

Last Modified: 5/25/2011

**Description:** All teacher teams (either grade or subject area) use data evaluation tools such as PVASS, Emetric, Grow Network and DIBELS to identify areas of strength and relative weakness in students' learning growth and achievement.

**Person Responsible Timeline for Implementation Resources**

None Selected	Start: 1/1/2009	-
	Finish: Ongoing	

**Status:** Complete

Date	Comment
12/23/2009	Principals have led training sessions in Fall 2009. All teachers received the training and have been given time to analyze the results and implement the needed changes.

**Goal: STUDENT ATTENDANCE (any school that does not graduate seniors)**

**Description:** Student attendance rates will maintain at their current levels of exceeding 94% or will show growth in the elementary and middle schools as measured by the Average Daily Attendance formula and reported to the Pennsylvania Department of Education through the year 2014.

**Strategy: Increased parental communication**

**Description:** The District will increase communication with parents about their child's daily attendance.

**Activity: Auto-caller**

Last Modified: 9/28/2011

**Description:** The District will expand the use of the auto-caller from its current use at the Senior High School to the Middle and Elementary schools. Daily calls will be made to parent's chosen number to notify them of their child's absence from school.

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

None Selected	Start: 1/1/2009 Finish: Ongoing	\$22,800.00
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**Status:** Complete

<b>Date</b>	<b>Comment</b>
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12/23/2009	The program is being used in all buildings on a daily basis.
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### **Activity: Parent Portal**

Last Modified: 5/25/2011

**Description:** District will activate the parent portal feature of the Dashboard giving parents constant access to their child's attendance history as well as to their schedule of classes. See previous cost estimate to replace existing server.

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

None Selected	Start: 1/1/2009 Finish: Ongoing	-
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**Status:** Complete

<b>Date</b>	<b>Comment</b>
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12/23/2009	Portal feature activated during the fall of 2008.
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## **Goal: STUDENT PARTICIPATION IN STATE ASSESSMENTS**

**Description:** 100% of all eligible students will continue to participate on the PSSA's in reading, math, writing and science through the year 2014.

### **Strategy: Acknowledge importance in school's culture**

Last Modified: 9/19/2011

**Description:** Each school's culture will continue to stress the importance of all assessments as well as the PSSA test throughout the year and will reach out to parents for support and assistance.

### **Activity: Sharing test results**

Last Modified: 9/28/2011

**Description:** Administrators will provide the parents with test results and explanations in a timely manner. Test results will be used to make educational decisions.

**Person Responsible Timeline for Implementation Resources**

None Selected      Start: 1/1/2009      -  
Finish: Ongoing

**Status:** Complete

Date	Comment
5/27/2011	Letters are sent to each household and parents are invited to make an appointment to discuss their child's scores at their convenience with a counselor or a principal.
12/23/2009	Yearly activity. Completed for 2008-2009.

**Activity: Student and parent communication**

Last Modified: 9/28/2011

**Description:** Counselors, teachers and administrators will frequently discuss the importance of the test with students and families.

**Person Responsible Timeline for Implementation Resources**

None Selected      Start: 1/1/2009      -  
Finish: Ongoing

**Status:** Complete

Date	Comment
5/27/2011	We have placed importance on this conversation with all stakeholders. Multiple avenues are being used to raise the awareness of the importance of the test. Conversations are being held publicly with the School Board.
12/23/2009	On-going

**Strategy: Parental communication**

**Description:** The district will continue to communicate the importance of the PSSA's to parents, students, staff and the community.

**Activity: Announce testing dates**

Last Modified: 9/28/2011

**Description:** PSSA testing dates will be announced to the public as early as possible and will be included on the District's published calendar.

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

None Selected      Start: 1/1/2009      -  
Finish: Ongoing

**Status:** Complete

<b>Date</b>	<b>Comment</b>
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12/23/2009	This is a yearly task but one that has been accomplished for the current school year.
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### ***Activity: Make-up testing***

Last Modified: 9/28/2011

**Description:** Using the District's counseling staff, we will pursue an aggressive make-up testing program for those students unable to be in school due to illness or emergency.

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

None Selected      Start: 1/1/2009      -  
Finish: Ongoing

**Status:** Complete

<b>Date</b>	<b>Comment</b>
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5/27/2011	All students eligible to take the PSSA took the entire battery for the past three years. We will continue our efforts.
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12/23/2009	Yearly activity. 99-100% of students tested last year on PSSA.
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### ***Activity: Minimize distractions***

Last Modified: 9/28/2011

**Description:** Distractions and scheduling of other activities will be minimized during the testing dates. Educational travel will be prohibited during the testing windows.

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

None Selected      Start: 1/1/2009      -  
Finish: Ongoing

**Status:** Complete

<b>Date</b>	<b>Comment</b>
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12/23/2009	Principals and administrators are aware of the windows. School Board Policy prohibits Educational travel during the window. Windows are advertised to parents along with the prohibitions.
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## **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: Cultural Integration**

**Description:** Provide western and non-western cultural experiences for students in grades 6-12, incrementally, through 2014.

### **Activity: Cultural and Diversity Awareness**

Last Modified: 9/28/2011

**Description:** More fully utilize existing opportunities such as ESL, talent shows, speaker series, and university partnerships.

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

None Selected	Start: 1/1/2009	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

<b>Date</b>	<b>Comment</b>
5/27/2011	We have conducted Professional Development on cultural diversity at the MS; have fully instituted the Olweus program K-12 and had our SHS World language students visit the elementary classrooms to present skits to the younger students. This is an on-going project.
12/23/2009	Opportunities are being explored.

### **Activity: Language Opportunity Expansion**

Last Modified: 5/26/2011

**Description:** Expand options, most likely through technology, for world language choices in a middle school and high school.

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



Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
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Franklin Regional School District 'WIU	<ul style="list-style-type: none"> <li>• School Entity</li> <li>• College</li> <li>• Intermediate Unit</li> </ul>	Approved
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Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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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 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."	<p>Interdisciplinary approach will reinforce content material for all learners and have a positive impact upon student achievement.</p> <p>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 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.</p>	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>• Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.</li> <li>• Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> </ul> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> <li>• Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making.</li> <li>• Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.</li> <li>• Instructs the leader in <u>managing resources</u> for effective results.</li> </ul>
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**Educator Groups Which Will Participate in this Activity**

Role	Grade Level	Subject Area
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- Classroom teachers
- Principals / asst. principals
- Early childhood (preK-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**

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

**Status:** In Progress — Upcoming

**Date      Comment**

5/27/2011 The PLC teams are functioning in both a grade level as well as interdisciplinary manner. This is an on-going activity.

### **Activity: Metric Measurement**

Last Modified: 5/25/2011

**Description:** Continue to emphasize instruction in metric measurement across the curriculum.

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

None Selected	Start: 1/1/2009	-
	Finish: Ongoing	

**Status:** Complete

#### **Date Comment**

12/23/2009	Occurring during science and math instruction.
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### **Activity: Sister Schools**

Last Modified: 5/27/2011

**Description:** Expand 'sister school' partnerships at the secondary level.

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

None Selected	Start: 1/1/2009	-
	Finish: Ongoing	

**Status:** Complete

#### **Date Comment**

12/23/2009	Students and their teacher from Ecuador visited the SHS for 6 weeks in fall of 2009. This is becoming an annual partnership.
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5/27/2011	We have expanded the number of classrooms that are involved in exchanges with classrooms in other countries at the elementary level and at the MS.
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### **Activity: Study Abroad**

Last Modified: 5/27/2011

**Description:** Continue to support "travel abroad" opportunities at the middle and high school.

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

None Selected	Start: 1/1/2009	-
	Finish: Ongoing	

**Status:** Complete

<b>Date</b>	<b>Comment</b>
12/23/2009	On-going, yearly activity. Teacher interest will determine the progress of this goal.
5/27/2011	These travel opportunities continue to be offered by our faculty members during the summer vacation through a sponsoring travel organization. The School District does not sponsor the travel. MS students have the opportunity to travel to Central America and the SHS students have the opportunity to travel to France and to South America or Mexico.

## **Strategy: Interdisciplinary Approach to World Cultures Instruction**

**Description:** Align both K-12 Social Studies and K-12 World Language Curricula

### **Activity: Cultures in the Curriculum**

Last Modified: 5/27/2011

**Description:** Develop and support an in-depth, sustained world cultures/language program at the middle school.

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

Suvak, Ronald	Start: 8/26/2010	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

<b>Date</b>	<b>Comment</b>
5/27/2011	This is a project associated with the cyclical review in Social Studies which was begun in August of 2010. The review is on-going and the results are not yet known.
5/25/2011	Social Studies cyclical review is underway
12/23/2009	Will occur as a part of the Cyclical Review in Social Studies.

### **Activity: Cultures Through Technology**

Last Modified: 5/27/2011

**Description:** Introduce consistent world cultures instruction using electronic media and/or software at the elementary level. The solution that will be explored involves in-house TV broadcasts. Currently, Sloan and Newlonsburg have the cable infrastructure, amplification and broadcast equipment. The Heritage cable TV and amplification system will have to be evaluated to determine if the in-house broadcast unit can be implemented or if new cabling and amplification is needed. An estimated \$10,000 may be needed for cabling and amplification and another \$5,000 for the broadcast equipment.

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

None Selected	Start: 1/1/2009 Finish: Ongoing	\$15,000.00
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**Status:** Complete

#### **Date      Comment**

5/27/2011	Beginning World Language instruction has been offered to all students K-5 using available software and installed hardware - projectors, sound systems, etc. We are looking to change the software ofr next year, but the focus will remain the same.
12/23/2009	Committee has been formed and is meeting to explore opportunities.

### **Activity: Curriculum Review**

Last Modified: 9/28/2011

**Description:** Explore resources and possibility of implementing an elective world cultures course of study as an additional option during social studies cyclical review.

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

Suvak, Ronald	Start: 8/27/2010 Finish: Ongoing	\$200,000.00
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**Status:** In Progress — Upcoming

#### **Date      Comment**

5/27/2011	The cyclical review in Social Studies is on-going. Decisions have not been finalized. Budget restrictions and required Keystone Exams will likely impact this decision.
5/25/2011	Social Studies cyclical review has begun but is not completed; no decisions yet have been made
12/23/2009	Will occur during Social Studies Cyclical Review.

### **Activity: Expanding Horizons**

Last Modified: 5/27/2011

**Description:** Adopt a philosophy of current events education that embraces an "expanding horizons" perspective in grades K-12.

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

None Selected	Start: 1/1/2009 Finish: Ongoing	-
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**Status:** In Progress — Upcoming

Date	Comment
5/27/2011	This project is attached to the Social Studies cyclical review that is currently being conducted by our teachers and administrators.
12/23/2009	Will be addressed during Social Studies Cyclical Review.

## **Strategy: Technology Infusion**

**Description:** Implement technology to support world knowledge/language at all levels by Spring 2011.

### **Activity: Expand Concept of Smart Classrooms**

Last Modified: 9/30/2011

**Description:** Support effective use of technology in teaching and learning through the expansion of the Classroom for the Future model in all district schools. The Classroom for the Future model will provide access to interactive tools like electronic white boards, personal response systems, Web Cams, etc.

Effective planning should be tied to the cyclical review process to help determine the need and integration of smart classrooms into the curriculum. See previous cost estimates under Diverse and Challenging Curricula.

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

None Selected	Start: 1/1/2009	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

Date	Comment
12/23/2009	Portable systems have been purchased for each elementary building.
5/27/2011	This is an on-going project that is still on target. All buildings have smart classrooms available to use. The SHS core classes are all outfitted appropriately. The MS World Language classrooms have been properly equipped and the MS math classrooms will receive upgrades this summer. The MS Science classrooms are scheduled to be equipped in the summer of 2012.

### **Activity: Expand Cultural Experiences via Technology**

Last Modified: 9/30/2011

**Description:** Utilize software, broadcasting and pod casting in language instruction and current events K-12. Deploy video broadcasting "sub-carts" capable of in-house cable TV broadcasts.

Note:

Eleven World Language classrooms were installed with Promethean Boards and ceiling mounted projectors through stimulus funding in summer of 2010.

**Person Responsible Timeline for Implementation Resources**

Muto, Frank	Start: 1/1/2009 Finish: Ongoing	\$46,200.00
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**Status:** In Progress — Upcoming

**Date Comment**

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12/23/2009	Equipment has been purchased and installed in the elementary buildings. Possibilities are being explored.
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**Activity: Implement High Speed Fiber Internet Access**

Last Modified: 5/25/2011

**Description:** Develop and maintain 1,000 Mbps fiber optic data network. This project is in conjunction with the Northern Regional Consortium and enables improved access to Internet 2 opportunities like video conferencing, World Language exchanges, virtual fieldtrips, and other e-collaborative projects. This project is currently underway and installation is scheduled for the end of the 2008/2009 school year. Costs are divided by the consortium members. For budgetary considerations, the IU estimated a one time installation fee of \$13,910.75 and a recurring maintenance fee of \$3932.50 per year for five years. In addition the IU is looking at Internet2 access to provide rich video conferencing, virtual fieldtrips, and other resources through the consortium.

**Person Responsible Timeline for Implementation Resources**

None Selected	Start: 1/1/2009 Finish: Ongoing	-
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**Status:** Complete

**Date Comment**

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12/23/2009	Install complete in spring 2009.
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**Activity: Implement Video Conferencing Capabilities District Wide**

Last Modified: 9/30/2011

**Description:** Implement Video Conferencing tools to promote collaborative environments between staff in district buildings, as well as between staff in other schools locally through the Westmoreland IU High-Speed Fiber project or across the Internet. Effective planning should be tied to the cyclical review process to help determine the need and integration of video conferencing into the curriculum. See previous cost estimates.

**Person Responsible Timeline for Implementation Resources**

Muto, Frank	Start: 1/1/2009 Finish: Ongoing	\$10,000.00
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**Status:** In Progress — Upcoming

<b>Date</b>	<b>Comment</b>
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5/27/2011	One unit is now available for teacher's use. While it is a mobile device, it is difficult to move from building to building. Currently it is being housed at the Administration building for use in the main conference room.
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**Activity: Provide opportunities for students in grades 6-12 to use language lab technology resources**

Last Modified: 5/26/2011

**Description:** Utilize software and mobile hardware to incorporate interactive language experiences at the middle and high school level to support proficiency in world language. This could include the expansion of wireless laptops in world language-- at least one mobile lab in the middle school and one additional mobile lab in the high school. A mobile laptop cart of 30 laptops would cost \$40,000 per unit.

**Person Responsible Timeline for Implementation Resources**

None Selected	Start: 1/1/2009 Finish: Ongoing	\$80,000.00
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**Status:** Complete

<b>Date</b>	<b>Comment</b>
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5/26/2011	The World Language classrooms at teh MS and SHS have been outfitted with Promethian board, and ceiling mounted projectors with enhanced sound systems. Mobile computer carts (COWS) have been purchased and are in use for each department to faciliitate this experience.
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**Measurable Annual Improvement Targets**

The federal government, represented by the US Department of Education, has established through the No Child Left Behind (NCLB) legislation, academic performance goals for all students by the year 2014: 100% of all students will be Proficient in reading and math. Intermediate, incremental benchmarks have been established by the Pennsylvania Department of Education to assure that all school districts are making progress towards the long-range goals. The benchmarks that have been established for reading and math respectively are:

	Reading	Math
2008-2010	63%	56%
2011	72%	67%
2012	81%	78%

2013	91%	89%
2014	100%	100%

In order to meet these targets, the Franklin Regional School District will:

- Implement rigorous, coherent, standards-based curricula, supported by identified best teaching practices and aligned K-12 to prepare all of our students for the demands and expectations of the 21<sup>st</sup> century.
- Provide training, resources, and infrastructure to permit our teachers and students to enhance instruction, learning, and communication with the resources available through the artful use of technology.
- Encourage the use of inquiry, problem-solving and real-life application of skills to provide relevancy and transfer in all curricular areas.
- Create a safe and inviting culture within our schools that demands respect among all stakeholders and encourages communication to find solutions to problems.
- Establish data teams at the building level to examine pertinent information including standardized test scores, common assessments, and other formal and informal performance data to make instructional decisions that will lead all students to success.
- Continue to provide professional development opportunities to expand our ability to deliver the highest quality instruction in a heterogeneous environment, whenever possible, differentiated to meet the needs of all learners.

## **Curriculum, Instruction and Instructional Materials**

The Franklin Regional School District has designed and implemented a comprehensive cyclical review process that schedules a review of the planned curriculum for each content area every five years. Strengths and weaknesses of the current program are identified based on data collected from multiple sources, including community perception. The current scope and sequence are examined for completeness in vertical articulation K-12 and alignment with the PA Anchors and Standards. The literature is reviewed for suggestions on best practices in teaching and assessment, related to the particular content area. A comprehensive report is finally prepared for the Board of School Directors describing the current program and making recommendations for changes, additions or deletions in course content, course offerings, or course materials based on the completed review. Prior to the report being sent to the School Board, it is reviewed in its entirety by a Subject Curriculum Council, which is convened specifically for the review of each subject area, and includes members of the faculty; administration; School Board; community; and when possible and appropriate, higher education. The Board of School Directors receives the report and officially acts upon any recommendation that requires expenditures of financial resources or changes to the approved course of study. Following the review, an implementation schedule is designed to include time lines for purchasing materials, plans for professional development, and re-writing curriculum, as needed, for all planned courses of study. Changes in the PA Standards, adoption of Common Core standards or concerns about student achievement would lead to a more frequent review.

A written, planned course of study is prepared by a team of teachers for each course offered K-12. The study outlines the standards addressed, the course content progression, the expected learning outcomes for the students, the methods and types of assessment that will be used to measure progress towards achievement of the standards, and the approved instructional materials to support the course delivery. These documents are presented to the School Board for approval upon completion. Copies of these documents are available in each school library and at the Administration Building and are given to each teacher to guide instruction in the classroom. Annual Back-to-School nights are held in each building where the curriculum to be offered in each class is discussed with parents.

Our purpose is to provide a rigorous, standards-based curriculum that leads all students to success and mastery. Planned courses are developed K-12 in Literacy/Language Arts, Mathematics, Science and Technology, Environment and Ecology, Social Studies, Business, Health and Physical Education, the Arts including Music, Visual and Performing Arts and Media, World Languages, Family and Consumer Science, Gifted Education, and English as a Second Language. We have developed Essential Learnings for each course and are in the process of developing common assessments to be administered at least quarterly but preferably at the end of each unit to assess students' progress towards achievement as outlined in each planned course.

## **Assessments and Public Reporting**

The Franklin Regional School District uses a variety of assessments to measure the progress towards achievement of the standards for each and every student. The program is comprehensive in nature and includes standardized, formal and informal assessments designed to measure the students' achievement, aptitude, and interests. Common assessments are being developed in each curricular area to allow the teachers to have additional data surrounding the performance of the students against expected levels of achievement across classrooms. This information will be used to adjust content and teaching practices to improve achievement. Additionally, teachers use a variety of other assessments including, tests, quizzes, authentic/performance-based projects or tasks, constructed responses and journals to make daily instructional decisions that will lead to increased student achievement.

The PSSA tests are administered annually in reading, math, writing and science as required by the PDE.

Parents are kept informed of their child's progress throughout the learning cycle. Formative as well as summative tests, quizzes and rubric results are sent home whenever possible. Conferences are held in the elementary schools at the end of the first quarter grading period and at any time at every level when requested by either the parent or the teacher. DIBELS benchmark scores are sent home three times per year and progress monitoring results are shared with parents as appropriate. Formal report cards are sent home quarterly. A web-based portal through SME, our new student management system, will be activated this fall, which will give parents of students in grades 4-12, twenty-four hour access to their child's academic progress and attendance information. Individual results from all standardized assessments are sent home to parents. The School District's Report Card, as prepared by PDE, is published annually on the District's web site.

## **Targeted Assistance For Struggling Students**

The Franklin Regional School District takes very seriously its obligation to provide a quality educational opportunity for all of our students. As such, we are working hard to provide many opportunities for our students to succeed. All students are held to high standards for achievement as defined in our curriculum guides. Teachers in each building are trained in differentiated instructional strategies to help all students achieve in their heterogeneously grouped classrooms. At the Senior High School, students self-select individual courses based on their personal strengths and are encouraged to challenge themselves in all coursework. We are building common assessments across all grade levels and courses to better identify students needing additional help throughout the year. All elementary students are screened with the DIBELS instrument three times per year and progress monitoring is used to judge the effectiveness of the intervention strategies employed.

Our SAFE teams in each building provide an opportunity for the professionals to come together, discuss concerns about a student's performance, encourage parent involvement, suggest instructional strategies for teachers' use or make referrals to school-based intervention programs such as Title I reading. When first or second level supports are not effective, the team, under the leadership of the child's counselor, progresses to making referrals to outside agencies or for further testing to determine the student's needs. Our Special Education services are offered in inclusion classrooms with pull-out resource classrooms available, when necessary, for effective instruction as determined by the child's IEP. Progress monitoring is used to track student's performance in all resource room classes.

Our students and parents have access to the teachers for additional help most days either before or after school. At the Middle School and at the Senior High School, additional instruction is provided during the school day in math and reading for those students who perform at the Basic or Below Basic levels in mathematics and reading on the previous year's PSSA. Voluntary after-school programs, focusing primarily on homework completion, operate at the Middle School and in at least one elementary school.

## **Support for Struggling Schools**

All of our schools, as well as our District, are currently making AYP. Our district administrative team meets weekly to provide support and share strategies to support all of our students. Data is reviewed regularly and shared with teachers in a timely fashion. All teachers have been trained in the DuFour model of Professional Learning Communities and have been given time (at least 1 hour weekly) to meet with their PLC teams to examine student performance data and make plans for re-teaching or extending/enriching learning opportunities for students based on the results of their examination of the data. Improving student performance is the focus of these meetings.

## **Qualified, Effective Teachers and Capable Instructional Leaders**

The Franklin Regional School District, through policy and practice, attempts to hire the very best candidate available for all positions: administrative, teaching or support. All of our teachers and classroom aides are highly qualified based on the definition provided by the Pennsylvania Department of Education. We have a strong mentoring program for all new teachers anchored by our veteran teachers who have proven their ability to lead others through their service to the District. All of our teachers and administrators participate in professional development opportunities throughout the year and have the opportunity to choose the direction for that training based on their needs. Direct teacher supervision is handled through the building principal's office and may take several formats. Veteran teachers are encouraged to explore Growth Options to stretch themselves and improve their classroom performance. Suggestions for continued improvement often follow walk-through evaluations conducted frequently. Non-tenured teachers are still formally observed at least 4 times annually. The PDE 426,427 and 428 forms are used to record the results of the evaluations.

Teachers are encouraged to meet together and share successful instructional strategies and classroom practices on a regular basis. The Special Education, Gifted and Title I and other reading support teachers co-teach in many of our classrooms, providing examples of effective instructional techniques and partnering with our teachers to best meet the needs of our struggling learners or those who need additional enrichment. Teachers at the elementary, middle school and in the Ninth Grade Academy have time required on a daily basis to meet and discuss student learning and test results. Other Senior High teachers are provided one hour weekly to meet by course teams to share student learning and plan accordingly.

All of our principals have been trained in Lenses on Learning and in the practices of completing Learning Rounds to better focus their efforts to identify quality instruction, especially in math and

science. The shift in focus from what is being taught to what the students are learning has had profound effects on improvement in the classroom. We continue to dialogue on how best to cultivate our professional learning communities.

## **Parent and Community Participation**

The Franklin Regional School District continues to be an exemplary school district for student growth and learning. The Franklin Regional school community is proud of our exceptional academic and co/extra-curricular tradition. Our school district's primary focus is on "student learning" using a standards-based curriculum that is characterized by high levels of accountability. We are fortunate to have a community that values education and is appreciative of the support provided by our school community. We are extremely pleased to partner with parents and recognize this partnership as an essential component of Franklin Regional's success.

Parents are an integral part of the Franklin Regional school community. Their input is sought and valued at every level of the organization. We have Academic Advisory Councils in each building with parent representatives from all stakeholder groups invited to participate. These groups meet on a monthly or bi-monthly basis and provide valuable insight for decisions that affect the operations of our schools and help to produce a positive impact on student learning.

Community input is sought on all curricular reviews and interested members of the community sit on the review panels through the Cyclical Review process that encompasses all academic disciplines. The sharing of information through Cyclical Review is an on-going five-year cycle encouraging dialogue to predict future student needs by examining various types of pupil data.

Our Parent Teacher Organizations (PTO's) are active organizations in each building providing support for the educational programs through service and financial contributions. Representative members from the PTO's in each building also meet monthly with the Superintendent to review specifics from public Board meeting agendas and to share common concerns for the betterment of our students.

Our Title I and English as a Second Language (ESL) programs offer training and family-centered activity nights several times a year, and encourage the parents to engage in educational outreach programs at home. Our Special Education program encourages family involvement with all educational decisions and operates a recreational program, known as "SNAP," in which children with disabilities are paired with non-disabled students for fun and relaxation.

Our senior citizens find themselves welcomed to our campus on a regular basis as they provide tutoring services for our struggling learners through the Connections program or just come to lend support to our athletic and musical events which they attend for free with their Gold Card. Students in our small music ensembles also provide entertainment at various functions throughout the school community.

We believe that parents need to be informed of their child's progress on a regular basis and have opened a Parent Portal to give parents 24-hour access to the educational and attendance records for students in grades 4-12. Moreover, parents of all students are encouraged to contact their child's teachers, counselor or building principal at any time necessary to discuss their child's progress. Another opportunity for communication is the annual elementary parent/teacher conference in November.

The school district shares its facilities, at no or minimal charge, with many of our community groups. The Franklin Regional Adult School provides extension and adult education classes throughout the school year. The Murrysville Department of Recreation utilizes our facilities to operate a swim program for families throughout the year and has access to our facilities and

equipment, as available, for year-round recreational programs for community members of all ages, especially children.

Through our involvement with the United Way, we work to provide quality professional development for our pre-school partners and to provide seamless transition from the pre-school setting to kindergarten. Leading members of our community and business organizations join forces with the members of the faculty and administration to serve as members of the Board of Directors for the Franklin Regional Community Foundation, an extension of the Westmoreland County Community Foundation. The Foundation provides additional support for our mission and our vision. The District has been the recipient of thousands of dollars over the past 10 years to advance the educational opportunities for our teachers and our students.

## **Pre-Kindergarten Transition**

No Pre-K Offered