

Penn Cambria SD

**District Level Plan**

07/01/2016 - 06/30/2019

# District Level Plan

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## Action Plans

**Goal #1:** Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.

### Related Challenges:

- Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.
- Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.
- Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

### Indicators of Effectiveness:

Type: Interim

Data Source: Classroom Observations - Lesson Plans

Specific Targets: Classroom observations and review of lesson plans will show that all teachers are using effective instructional practices within the classroom.

## Strategies:

### *Instructional Coaching*

**Description:** The purpose of Instructional Coaching is to bring evidence-based practices into classrooms by working with teachers and other school leaders. The Pennsylvania Institute for Instructional Coaching focuses on evidence-based literacy strategies and claims instructional coaching has a positive impact upon student achievement. (Source: <http://piic.pacoaching.org/index.php/piic-coaching/what-is-an-instructional-coach>.) WWC has identified at least one instructional coaching model that has a positive impact on achievement at the secondary level. (Source: [http://ies.ed.gov/ncee/wwc/pdf/quick\\_reviews/myteachingpartner\\_022212.pdf](http://ies.ed.gov/ncee/wwc/pdf/quick_reviews/myteachingpartner_022212.pdf).)

**SAS Alignment:** Instruction

## *Differentiating Instruction*

**Description:** Empirical validation of differentiated instruction as a package was not found; however, a large number of testimonials and classroom examples of positive effects have been reported. (Sources: Learning Styles: Concepts and Evidence,

[http://www.psychologicalscience.org/journals/pspi/PSPI\\_9\\_3.pdf](http://www.psychologicalscience.org/journals/pspi/PSPI_9_3.pdf) ;

Differentiated Instruction: Effective classroom practices report,

<http://www.cast.org/system/galleries/download/ncac/DifInstruc.pdf> ;

Learning Styles, [http://en.wikipedia.org/wiki/Learning\\_styles#cite\\_note-33](http://en.wikipedia.org/wiki/Learning_styles#cite_note-33) ;

WWC: Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades,

[http://ies.ed.gov/ncee/wwc/pdf/practice\\_guides/rti\\_reading\\_pg\\_021809.pdf](http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_reading_pg_021809.pdf)

Differentiated Instruction Reexamined, <http://www.hepg.org/hel/article/499>;

Investigating the Impact of Differentiated Instruction in Mixed Ability

Classrooms, <http://www.icsei.net/icsei2011/Full%20Papers/0155.pdf> )

**SAS Alignment:** Instruction

## *Reading Across the Curriculum*

**Description:** While there is a body of research that indicates employing the reading strategies of questioning, concept mapping, summarizing, and monitoring comprehension have been shown to have positive effects on reading achievement, there are no empirical studies that indicate Reading Across the Curriculum as a whole has a positive effect on achievement.

(Source:

[http://ies.ed.gov/ncee/edlabs/regions/southeast/pdf/REL\\_2007003.pdf](http://ies.ed.gov/ncee/edlabs/regions/southeast/pdf/REL_2007003.pdf) )

**SAS Alignment:** Instruction

## *Effective Instructional Practices*

**Description:**

Consistent implementation of research-based effective instructional practices that maximize instructional time and student engagement.

**SAS Alignment:** Instruction

## *Effective Use of Technology to Advance Student Achievement*

**Description:**

The International Society for Technology in Education has monitored research on the effectiveness of technology in education and have found educational

technology has a positive effect on student achievement if correctly implemented ([http://www.k12hsn.org/files/research/Technology/ISTE\\_policy\\_brief\\_student\\_achievement.pdf](http://www.k12hsn.org/files/research/Technology/ISTE_policy_brief_student_achievement.pdf)).

Technology is ubiquitous in today's society and properly used, technology will help students develop the skills they need to be productive citizens in the 21st Century. Integrating technology means more than just teaching basic computer skills in a separate class. Instead, it must happen across classrooms as an integral part of learning and not as a separate event. Technology use provides opportunities for connections to real-world events and experts, active complex engagement, interactive feedback, and opportunities for differentiating instruction.

**SAS Alignment:** Instruction, Materials & Resources

### ***Implementation Steps:***

#### ***Professional Development Focused on Research-Based Effective Instructional Practices***

##### **Description:**

Provide on-going professional development focused on identifying and using specific research-based instructional strategies in the classroom. Strategies included will be based on a review of research and best-practices, those outlined on the SAS website, in the PA Comprehensive Literacy Plan, and those provided by What Works Clearinghouse practice guides. An emphasis on effective use of literacy based strategies across all classrooms will be provided. All teachers will implement a body of effective instructional practices. Administrators will hold all staff members accountable for consistent implementation of effective instructional practices as evidenced by classroom observations and lesson plan review.

**Start Date:** 8/1/2016      **End Date:** 5/31/2019

**Program Area(s):** Professional Education

##### **Supported Strategies:**

- Instructional Coaching
- Effective Instructional Practices

### *Participation in PA Institute for Instructional Coaching (PIIC)*

**Description:**

Instructional coaches and teacher-leaders will participate in regular meetings and professional development opportunities provided by the PA Institute for Instructional Coaching. This participation provides our instructional coaches and teacher-leaders with valuable guidance and on-going feedback to continue to improve their professional practices as coaches and to provide high quality instructional coaching for our faculty.

**Start Date:** 8/1/2016    **End Date:** 5/31/2019

**Program Area(s):** Professional Education

**Supported Strategies:**

- Instructional Coaching
- Reading Across the Curriculum
- Effective Instructional Practices

### *Professional Development and Support for the Use of Literacy-Based Instructional Strategies Across Content Classrooms*

**Description:**

According to the Pennsylvania Comprehensive Literacy Plan, literacy is a critical foundation for all learning. Therefore, teachers of content have a responsibility to understand how literacy affects the learning of their discipline and how they can use literacy instruction to strengthen students' learning in their classrooms. The use of literacy-based strategies should specifically focus on improving instruction and student learning directly related to the curriculum and content, not as an add-on or supplemental activity.

On-going professional development and support will be provided by building and district administration through small group professional learning and reflection meetings as well as by instructional coaches.

Monitoring of this implementation step will be provided through classroom observations, lesson plan review, reflective meetings, analysis of student work, and professional sharing sessions.

**Start Date:** 7/1/2016    **End Date:** 6/10/2019

**Program Area(s):** Professional Education

**Supported Strategies:**

- Instructional Coaching
- Differentiating Instruction
- Reading Across the Curriculum
- Effective Instructional Practices

*Ongoing Professional Development Focused on Teaching Diverse Learners in an Inclusive Setting*

**Description:**

Differentiated Instruction is critical to meet the needs of diverse learners in today's classrooms. Faculty members report that they need continued support, additional strategies and more practical guidance in order to effectively differentiate for students, including those that need remediation and those that need enrichment. We will provide continued professional development for all teaching staff with a focus on practical classroom guidance, instructional strategies, and differentiated assessments. This professional development will take the form of small group sessions, larger group presentations with follow up reflections, teacher meetings focused on data analysis and reflection, shared lesson designing, instructional coaching, book studies and attendance at trainings/workshops/sessions offered by Appalachia IU8 or other providers.

In addition to professional development records (sign in sheets, evaluations, etc) to provide evidence of implementation, building principals will also look for differentiated instructional practices during classroom observations. Small group teacher meetings will also focus on sharing evidence from the classroom of these practices.

**Start Date:** 7/1/2016      **End Date:** 6/19/2019

**Program Area(s):** Professional Education, Special Education, Gifted Education

**Supported Strategies:**

- Differentiating Instruction
- Effective Instructional Practices

## *Professional Development and Support Focused on Language and Literacy Acquisition*

### **Description:**

Provide professional development and job-embedded support for the use of classroom practices and assessment strategies focused on the acquisition of language and literacy skills for all students. This includes on-going professional development in areas such as LETRS training, Guided Reading practices, the writing process, and language and literacy assessments.

**Start Date:** 7/1/2016    **End Date:** 6/28/2019

**Program Area(s):** Professional Education

### **Supported Strategies:**

- Reading Across the Curriculum
- Effective Instructional Practices

## *Provide Professional Development Focused on Enhanced Technology Integration to Increase Student Achievement*

### **Description:**

PCSD will continue to provide professional development focused on the technology across the curriculum with a focus on effective instructional use that increases student achievement and prepares students to be productive citizens in the 21st Century.

Implementation evidence will include professional development records, lesson plans, technology usage data and faculty surveys.

**Start Date:** 7/1/2016    **End Date:** 6/28/2019

**Program Area(s):** Professional Education, Educational Technology

### **Supported Strategies:**

- Effective Instructional Practices
- Effective Use of Technology to Advance Student Achievement

**Goal #2:** Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.

**Related Challenges:**

- Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

**Indicators of Effectiveness:**

Type: Annual

Data Source: Samples of common assessments used across grade levels, data reporting and analysis based on the common assessments

Specific Targets: \* Common Assessments used in at least 60% of grade levels/subjects (as appropriate)

\* Data showing student achievement on common assessments

**Strategies:**

*Common Assessment within Grade/Subject*

**Description:** WWC reports the effective use of data can have a positive impact upon student achievement; using common assessments to inform teacher practice is one such use of data. (Source:

[http://ies.ed.gov/ncee/wwc/pdf/practice\\_guides/dddm\\_pg\\_092909.pdf](http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf) )

Teacher Moderation: Collaborative Assessment of Student Work and Common Assessments provide detailed looks at the development and use of common assessments. (Sources:

[http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Teacher\\_Moderation.pdf](http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Teacher_Moderation.pdf) and [Common Assessments: Mike Schmoker. \(2006\) Results Now: How We Can Achieve Unprecedented Improvements in Teaching and Learning. Alexandria, Va.: ASCD.](#))

**SAS Alignment:** Assessment, Instruction

*Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing*



**Description:** Using Student Achievement Data to Support Instructional Decision Making provides a WWC reporting of various strategies related to the acquisition, analysis, and application of student data. (Source: [http://ies.ed.gov/ncee/wwc/pdf/practice\\_guides/dddm\\_pg\\_092909.pdf](http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf) )

**SAS Alignment:** Assessment, Instruction

### ***Implementation Steps:***

#### *Assessment Literacy Professional Development*

**Description:**

Engage faculty in professional learning focused on assessment literacy. Topics to include: assessment validity, assessment reliability, depth of knowledge level of questions, communicating assessment results, and grading practices tied to assessments.

**Start Date:** 8/25/2015      **End Date:** 6/29/2018

**Program Area(s):** Professional Education

**Supported Strategies:**

- Common Assessment within Grade/Subject

#### *Creation and Implementation of Common Assessments*

**Description:**

Common Assessment creation and implementation including a *minimum* of two common assessments in shared subject/grade levels in year one with more being developed in on-going years. These common assessment should focus on critical components of the curriculum.

**Start Date:** 8/22/2016      **End Date:** 5/31/2017

**Program Area(s):**

**Supported Strategies:**

- Common Assessment within Grade/Subject

## *Ongoing Monitoring and Revision of Common Assessments*

### **Description:**

Ongoing monitoring of the common assessment process will be conducted by both faculty and administration. Administration will provide monitoring to be sure common assessments are being implemented appropriately. This monitoring may include observations, department or grade level meetings, reviews of lesson plans, common assessment scoring sessions, and review of online gradebooks. Administrators will provide on-going support to faculty as they continue to implement common assessments. Faculty and administration will both monitor the appropriateness of the common assessments based on student data, the curriculum and changes to state and federal standards and expectations. Revisions to common assessments will likely be necessary based on the above mentioned factors.

**Start Date:** 8/1/2016      **End Date:** 5/31/2019

### **Program Area(s):**

### **Supported Strategies:**

- Common Assessment within Grade/Subject
- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

# Appendix: Professional Development Implementation Step Details

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LEA Goals Addressed:		#1 Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.			Strategy #1: Instructional Coaching Strategy #2: Effective Instructional Practices			
Start	End	Title			Description			
8/1/2016	5/31/2019	Professional Development Focused on Research-Based Effective Instructional Practices			Provide on-going professional development focused on identifying and using specific research-based instructional strategies in the classroom. Strategies included will be based on a review of research and best-practices, those outlined on the SAS website, in the PA Comprehensive Literacy Plan, and those provided by What Works Clearinghouse practice guides. An emphasis on effective use of literacy based strategies across all classrooms will be provided. All teachers will implement a body of effective instructional practices. Administrators will hold all staff members accountable for consistent implementation of effective instructional practices as evidenced by classroom observations and lesson plan review.			
		<b>Person Responsible</b>	<b>SH</b>	<b>S</b>	<b>EP</b>	<b>Provider</b>	<b>Type</b>	<b>App.</b>
		Director of Curriculum and Instruction/ Building Principals/ Instructional Coaches	1.0	20	25	Penn Cambria School District	School Entity	Yes
		<b>Knowledge</b>	Research-based classroom instructional practices					
		<b>Supportive Research</b>	<u>Classroom Instruction that Works</u> by Robert Marzano					

What Works Clearinghouse Practice Guides (<http://ies.ed.gov/ncee/wwc/>)

The Framework for Teaching by Charlotte Danielson (focus on instruction component)

Penn Literacy Network

Pennsylvania Comprehensive Literacy Plan

<http://static.pdesas.org/content/documents/PA%20Comprehensive%20Literacy%20Plan.pdf>

PDE's Standards Aligned System - Instruction component ([www.pdesas.org](http://www.pdesas.org))

**Designed to Accomplish**

For classroom teachers, school counselors and education specialists:

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

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

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

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

**Training Format**

Series of Workshops  
School Whole Group Presentation  
Professional Learning Communities

**Participant Roles**

Classroom teachers  
Principals / Asst. Principals  
School counselors

**Grade Levels**

Elementary - Primary (preK - grade 1)  
Elementary - Intermediate (grades 2-5)  
Middle (grades 6-8)

	Other educational specialists	High (grades 9-12)
<b>Follow-up Activities</b>	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work, with administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p> <p>Instructional coaching</p>	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Student PSSA data</p> <p>Standardized student assessment data other than the PSSA</p> <p>Classroom student assessment data</p> <p>Review of participant lesson plans</p> <p>Portfolio</p>
		<b>Evaluation Methods</b>

**LEA Goals Addressed:** #1 Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.

**Strategy #1: Instructional Coaching**  
**Strategy #2: Reading Across the Curriculum**  
**Strategy #3: Effective Instructional Practices**

Start	End	Title	Description
8/1/2016	5/31/2019	Participation in PA Institute for Instructional Coaching (PIIC)	Instructional coaches and teacher-leaders will participate in regular meetings and professional development opportunities provided by the PA Institute for Instructional Coaching. This participation provides our instructional coaches and teacher-leaders will valuable guidance and on-going feedback to continue to improve their professional practices as coaches and to provide high quality instructional coaching for our faculty.

Person Responsible	SH	S	EP	Provider	Type	App.
Director of Curriculum and Instruction	7.5	9	5	PA Institute for Instructional Coaching	Non-profit Organization	Yes

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PIIC provides guidance and mentorship to coaches to facilitate and improve their work with teachers and school leaders. PIIC helps instructional coaches accomplish the following:

### Knowledge

- Identify strategies for working with adult learners
- Help teachers re-focus time on task
- Co-teach, model, demonstrate units of study with teachers
- Co-facilitate school wide/district/IU wide professional learning
- Engage in peer coaching
- Plan and facilitate study groups

### Supportive Research

The Pennsylvania Institute for Instructional Coaching focuses on evidence-based literacy strategies and claims instructional coaching has a positive impact upon student achievement. (Source: <http://piic.pacoaching.org/index.php/piic-coaching/what-is-an-instructional-coach> ) WWC has identified at least one instructional coaching model that has a positive impact on achievement at the secondary level. )Source: [http://ies.ed.gov/ncee/wwc/pdf/quick\\_reviews/myteachingpartner\\_022212.pdf](http://ies.ed.gov/ncee/wwc/pdf/quick_reviews/myteachingpartner_022212.pdf) )

### Designed to Accomplish

For classroom teachers, school

Increases the educator's teaching skills based on research on effective practice, with

counselors and education specialists:

attention given to interventions for struggling students.

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

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

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

**Training Format**

Series of Workshops  
 School Whole Group Presentation  
 Professional Learning Communities

**Participant Roles**

Classroom teachers  
 Principals / Asst. Principals  
 New Staff

**Grade Levels**

Elementary - Primary (preK - grade 1)  
 Elementary - Intermediate (grades 2-5)  
 Middle (grades 6-8)  
 High (grades 9-12)

**Follow-up Activities**

Analysis of student work, with administrator and/or peers  
 Creating lessons to meet varied student learning styles  
 Peer-to-peer lesson discussion  
 Lesson modeling with mentoring

**Evaluation Methods**

Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.  
 Classroom student assessment data  
 Participant survey  
 Review of participant lesson plans

<b>LEA Goals Addressed:</b>	<b>#1 Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.</b>	<b>Strategy #1: Instructional Coaching</b> <b>Strategy #2: Differentiating Instruction</b> <b>Strategy #3: Reading Across the Curriculum</b> <b>Strategy #4: Effective Instructional Practices</b>
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<b>Start</b>	<b>End</b>	<b>Title</b>	<b>Description</b>					
7/1/2016	6/10/2019	Professional Development and Support for the Use of Literacy-Based Instructional Strategies Across Content Classrooms	<p>According to the Pennsylvania Comprehensive Literacy Plan, literacy is a critical foundation for all learning. Therefore, teachers of content have a responsibility to understand how literacy affects the learning of their discipline and how they can use literacy instruction to strengthen students' learning in their classrooms. The use of literacy-based strategies should specifically focus on improving instruction and student learning directly related to the curriculum and content, not as an add-on or supplemental activity.</p> <p>On-going professional development and support will be provided by building and district administration through small group professional learning and reflection meetings as well as by instructional coaches.</p> <p>Monitoring of this implementation step will be provided through classroom observations, lesson plan review, reflective meetings, analysis of student work, and professional sharing sessions.</p>					
		<b>Person Responsible</b> Director of Curriculum and Instruction/ Building Principals	<b>SH</b> 1.0	<b>S</b> 20	<b>EP</b> 10	<b>Provider</b> Penn Cambria School District	<b>Type</b> School Entity	<b>App.</b> Yes

**Knowledge**

Teachers will demonstrate the use of effective literacy-based strategies across classrooms and content areas with a focus on student learning in the content area. Penn Literacy Network, PDE KTO Baseline Trainings, and the Reading Apprenticeship program will provide frameworks for this on-going professional development.



Penn Literacy Network

Pennsylvania Comprehensive Literacy Plan

<http://static.pdesas.org/content/documents/PA%20Comprehensive%20Literacy%20Plan.pdf>

**Supportive Research**

PDE's Standards Aligned System - Instruction component ([www.pdesas.org](http://www.pdesas.org))

Reading Apprenticeship - <http://readingapprenticeship.org/research-impact/>

**Designed to Accomplish**

For classroom teachers, school counselors and education specialists:

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

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

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

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

**Training Format**

Series of Workshops  
Professional Learning Communities

**Participant Roles**

Classroom teachers  
Principals / Asst. Principals  
New Staff  
Other educational

**Grade Levels**

Elementary - Primary (preK - grade 1)  
Elementary - Intermediate (grades 2-5)  
Middle (grades 6-8)  
High (grades 9-12)

specialists

**Follow-up Activities**

Analysis of student work, with administrator and/or peers  
 Creating lessons to meet varied student learning styles  
 Peer-to-peer lesson discussion  
 Lesson modeling with mentoring

**Evaluation Methods**

Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.  
 Classroom student assessment data  
 Participant survey  
 Review of participant lesson plans

<b>LEA Goals Addressed:</b>	<b>#1 Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.</b>	<b>Strategy #1: Differentiating Instruction Strategy #2: Effective Instructional Practices</b>
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Start	End	Title	Description
7/1/2016	6/19/2019	Ongoing Professional Development Focused on Teaching Diverse Learners in an Inclusive Setting	Differentiated Instruction is critical to meet the needs of diverse learners in today's classrooms. Faculty members report that they need continued support, additional strategies and more practical guidance in order to effectively differentiate for students, including those that need remediation and those that need enrichment. We will provide continued professional development for all teaching staff with a focus on practical classroom guidance, instructional strategies, and differentiated assessments. This professional development will take the form of small group sessions, larger group presentations with follow up reflections, teacher meetings focused on data analysis and reflection, shared lesson designing, instructional coaching, book studies and attendance at trainings/workshops/sessions offered by

Appalachia IU8 or other providers.

In addition to professional development records (sign in sheets, evaluations, etc) to provide evidence of implementation, building principals will also look for differentiated instructional practices during classroom observations. Small group teacher meetings will also focus on sharing evidence from the classroom of these practices.

Person Responsible	SH	S	EP	Provider	Type	App.
Director of Curriculum / Building Principals	1.0	20	10	Penn Cambria School District	School Entity	Yes

**Knowledge**

\* Teachers will develop and use strategies to differentiate content, process, product and the learning environment to meet the needs of diverse learners in the classroom (including both struggling students and students in need of enrichment).

**Supportive Research**

Empirical validation of differentiated instruction as a package was not found; however, a large number of testimonials and classroom examples of positive effects have been reported. (Sources: Learning Styles: Concepts and Evidence, [http://www.psychologicalscience.org/journals/pspi/PSPI\\_9\\_3.pdf](http://www.psychologicalscience.org/journals/pspi/PSPI_9_3.pdf) ; Differentiated Instruction: Effective classroom practices report, <http://www.cast.org/system/galleries/download/ncac/DifInstruc.pdf> ; Learning Styles, [http://en.wikipedia.org/wiki/Learning\\_styles#cite\\_note-33](http://en.wikipedia.org/wiki/Learning_styles#cite_note-33) ; WWC: Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades, [http://ies.ed.gov/ncee/wwc/pdf/practice\\_guides/rti\\_reading\\_pg\\_021809.pdf](http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_reading_pg_021809.pdf) Differentiated Instruction Reexamined, <http://www.hepg.org/hel/article/499>; Investigating the Impact of Differentiated Instruction in Mixed Ability Classrooms, <http://www.icsei.net/icsei2011/Full%20Papers/0155.pdf> )

**Designed to Accomplish**

For classroom teachers, school counselors and education specialists:

Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.  
Provides educators with a variety of classroom-based assessment skills and the skills

needed to analyze and use data in instructional decision-making.

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

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

<b>Training Format</b>	Series of Workshops School Whole Group Presentation Professional Learning Communities	<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
<b>Participant Roles</b>	Classroom teachers Principals / Asst. Principals Paraprofessional	<b>Evaluation Methods</b>	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Classroom student assessment data Participant survey Review of participant lesson plans
<b>Follow-up Activities</b>	Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Lesson modeling with mentoring Joint planning period activities		

<b>LEA Goals Addressed:</b>	<b>#1 Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.</b>	<b>Strategy #1: Reading Across the Curriculum Strategy #2: Effective Instructional Practices</b>
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<b>Start</b>	<b>End</b>	<b>Title</b>	<b>Description</b>	<b>Provider</b>	<b>Type</b>	<b>App.</b>
7/1/2016	6/28/2019	Professional Development and Support Focused on Language and Literacy Acquisition	Provide professional development and job-embedded support for the use of classroom practices and assessment strategies focused on the acquisition of language and literacy skills for all students. This includes on-going professional development in areas such as LETRS training, Guided Reading practices, the writing process, and language and literacy assessments.	Various Providers	Various Providers	Yes
		<b>Person Responsible</b> Building Principals/ Director of Curriculum		<b>SH</b> 2.0	<b>S</b> 15	<b>EP</b> 15

**Knowledge**

Effective instructional practices to ensure that all students have the skills and foundation necessary for language and literacy acquisition.

**Supportive Research**

Pennsylvania Comprehensive Literacy Plan:

<http://static.pdesas.org/Content/Documents/PA%20Comprehensive%20Literacy%20Plan.pdf>

Pennsylvania Early Learning Standards and PA Core Standards for English Language Arts

**Designed to Accomplish**

For classroom teachers, school counselors and education specialists:

Enhances the educator's content knowledge in the area of the educator's certification or assignment.

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

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

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

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

<p><b>Training Format</b></p>	<p>Series of Workshops Professional Learning Communities</p>		
<p><b>Participant Roles</b></p>	<p>Classroom teachers Principals / Asst. Principals Paraprofessional</p>	<p><b>Grade Levels</b></p>	<p>Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)</p>
<p><b>Follow-up Activities</b></p>	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work, with administrator and/or peers</p> <p>Peer-to-peer lesson discussion</p> <p>Joint planning period activities</p>	<p><b>Evaluation Methods</b></p>	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Student PSSA data</p> <p>Standardized student assessment data other than the PSSA</p> <p>Classroom student assessment data</p> <p>Review of participant lesson plans</p>

<b>LEA Goals Addressed:</b>	<b>#1 Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.</b>	<b>Strategy #1: Effective Instructional Practices</b> <b>Strategy #2: Effective Use of Technology to Advance Student Achievement</b>
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Start	End	Title	Description	Provider	Type	App.
7/1/2016	6/28/2019	Provide Professional Development Focused on Enhanced Technology Integratration to Increase Student Achievement	PCSD will continue to provide professional development focused on the technology across the curriculum with a focus on effective instructional use that increases student achievement and prepares students to be productive citizens in the 21st Century.  Implementation evidence will include professional development records, lesson plans, technology usage data and faculty surveys.	Penn Cambria School District	School Entity	Yes
		<b>Person Responsible</b> Director of Curriculum / Network Administrator		<b>SH</b> 1.0	<b>S</b> 10	<b>EP</b> 15

**Knowledge**

Teachers will show evidence of the integration of technology to improve student achievement.

International Society for Technology in Education (ISTE) Standards for Teachers:  
<http://www.iste.org/standards/iste-standards/standards-for-teachers>

**Supportive Research**

Partnership for 21st Century Learning: <http://www.p21.org/>

**Designed to Accomplish**

For classroom teachers, school counselors and education specialists:

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

For school and district administrators, and other educators seeking leadership roles: Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.

<b>Training Format</b>	Series of Workshops		
<b>Participant Roles</b>	Classroom teachers Principals / Asst. Principals School counselors Paraprofessional New Staff Other educational specialists	<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>	Creating lessons to meet varied student learning styles	<b>Evaluation Methods</b>	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Participant survey Review of participant lesson plans

**LEA Goals Addressed:** #1 Establish a district system that fully ensures staff members in every school use Strategy #1: Common Assessment within Grade/Subject



**standards aligned assessments to monitor student achievement and adjust instructional practices.**

<b>Start</b>	<b>End</b>	<b>Title</b>	<b>Description</b>					<b>Type</b>	<b>App.</b>
8/25/2015	6/29/2018	Assessment Literacy Professional Development	Engage faculty in professional learning focused on assessment literacy. Topics to include: assessment validity, assessment reliability, depth of knowledge level of questions, communicating assessment results, and grading practices tied to assessments.						
		<b>Person Responsible</b>	<b>SH</b>	<b>S</b>	<b>EP</b>	<b>Provider</b>			
		Director of Curriculum / Instructional Coaches / Building Principals	1.0	6	10	Penn Cambria School District / Appalachia Intermediate Unit 8	School Entity	No	

\* Analyze the reliability, validity, and depth of knowledge of classroom assessments to determine if they are appropriate measures of student learning.

\* Determine ways to communicate assessment results with families and other applicable stakeholders.

\* Analyze current grading practices to determine if the practices reflect student learning and achievement related to curriculum.

**Knowledge**

\* Professional Learning provided through a combination of large group presentations, small group reflection and learning meetings, and instructional coaching. This methodology is based upon the research of Joyce and Showers which shows that attainment of professional development outcomes increases when a combination of demonstration, practice and feedback, and peer coaching and collegial support are provided as opposed to simply theory presentations.

**Supportive Research**

\*K. Chenoweth (2009) noted that in schools that achieve remarkable success, teacher work in collaborative

teams to build common formative assessments. L. Ainsworth (2007) stated that common formative assessments foster consistent expectations and priorities within a grade level, course, and department regarding standards, instruction, and assessments.

\* According to D. Reeves (2004), reviews of accountability data from hundreds of schools show that schools with the greatest gains in achievement consistently employ common assessments and collaborative scoring by faculty.

**Designed to Accomplish**

For classroom teachers, 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.  
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.

**Training Format**

Series of Workshops  
School Whole Group Presentation  
Professional Learning Communities

**Participant Roles**

Classroom teachers  
Principals / Asst. Principals

**Grade Levels**

Elementary - Primary (preK - grade 1)  
Elementary - Intermediate (grades 2-5)  
Middle (grades 6-8)  
High (grades 9-12)

**Follow-up Activities**

Analysis of student work,  
with administrator and/or peers

Joint planning period  
activities

Analysis of current  
assessments and  
development/sharing of newly  
designed/revised assessments /  
Common Scoring Sessions

**Evaluation Methods**

Classroom student assessment data

# District Level Affirmations

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We affirm that this District Level Plan was developed in accordance, and will comply with the applicable provisions of 22 Pa. Code, Chapters 4, 12, 16, and 49. We also affirm that the contents are true and correct and that the plan was placed for public inspection in the school district/AVTS offices and in the nearest public library until the next regularly scheduled meeting of the board or for a minimum of 28 days whichever comes first.

We affirm that the responses in the Professional Education Core Foundations and the Professional Development Implementation Steps focus on the learning needs of each staff member to enable all staff members meet or exceed the Pennsylvania academic standards in each of the core subject areas.

**Affirmed by George Pyo on 8/24/2015**

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*Board President*

**Affirmed by William Marshall on 8/24/2015**

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*Superintendent/Chief Executive Officer*

# Special Education Affirmations

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We also affirm our understanding that any requests for any deviations from the Chapter 14 regulations, standards, policies, and procedures must be made in writing to the Pennsylvania Department of Education. The school district understands that the Special Education Component of the District Level Plan will be approved by PDE in accordance with the following criteria as set forth in 22 Pa. School Code § 14.104 and as part of the District Level Plan:

1. There are a full range of services, programs and alternative placements available to the school district for placement and implementation of the special education programs in the school district.
2. The school district has adopted a child find system to locate, identify and evaluate young children and children who are thought to be a child with a disability eligible for special education residing within the school district's jurisdiction. Child find data is collected, maintained, and used in decision-making. Child find process and procedures are evaluated for its effectiveness. The school district implements mechanisms to disseminate child find information to the public, organizations, agencies, and individuals on at least an annual basis.
3. The school district has adopted policies and procedures that assure that students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.
4. The school district will comply with the PA Department of Education, Bureau of Special Education's revision notice process.
5. The school district follows the state and federal guidelines for participation of students with disabilities in state and district-wide assessments including the determination of participation, the need for accommodations, and the methods of assessing students for whom regular assessment is not appropriate.
6. The school district affirms the Pennsylvania Department of Education that funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

**Affirmed by George Pyo on 3/10/2015**

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*Board President*

**Affirmed by William Marshall on 8/17/2015**

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*Superintendent/Chief Executive Officer*