

Penn Cambria SD
Comprehensive Plan Components

Professional Education Plan

Induction Plan

Safe and Supportive Schools

Chapter 12 and 14 Assurances

07/01/2020 - 06/30/2023

District Profile

Demographics

201 6th St
Cresson, PA 16630
(814)886-8121
Superintendent: William Marshall
Director of Special Education: Carrie Conrad

Planning Process

During the 18-19 school year the district used the off-line tools provided by PDE to develop the district-level plan. Instead of isolated "comprehensive planning meetings" the district used an integrated approach to planning. Committees and groups that meet regularly within the district reviewed data and provided the information and input necessary for this comprehensive planning process. In addition, meetings specific to comprehensive planning were held as needed throughout the year.

Committees, groups, and meetings involved in this process included, but were not limited to, the following: the Professional Development Committee, the Wellness Committee, the PCSD Board of Education, Title 1 School-wide Committees, School Safety Advisory Committees in each building, parent meetings, and grade level / department meetings. Data analysis activities occurred throughout the year and the system level guiding questions were used with groups to provide a focus on the comprehensive planning process within these groups.

This planning process was selected as opposed to isolated comprehensive planning meetings to ensure that the planning process was truly integrated into the usual operations of the district. This also helped ensure that groups and committees continuously evaluated the status of the district as they worked together towards common goals.

As a Phase One LEA, Penn Cambria will update only the currently required section of the Comprehensive Plan tool (Planning Committee, Safe and Supportive Schools, and Professional Education) based on guidance that indicates there will be changes to the Comprehensive Plan system in 2019-2020. Our district will submit the comprehensive plan for public review at the September 2019 board of education meeting so that it will be ready to submit to the PA Department of Education before the November 30th deadline. The draft will be made available for public review via the district website. The special education plan will be prepared, available for public review, and submitted as per state guidance.

The Director of Curriculum and Instruction was responsible for oversight of the planning process and for ensuring deadlines were met. The Director of Special Education was responsible for special education components of the plan. The Superintendent will be responsible for frequent communications and

gathering input from the board of education and community stakeholders. Building administrators will be responsible for developing and communicating action plans at the building level.

Mission Statement

Penn Cambria School District will prepare productive citizens in a safe and positive environment that promotes excellence in academics, the arts, and athletics.

Vision Statement

Penn Cambria School District shall deliver a high-quality education so that our students may be prepared to meet the challenges of the future.

Shared Values

The Penn Cambria School District collectively values:

1. The principle that all students can learn in a healthy and safe environment
2. A commitment to honesty, integrity, respect, and diversity
3. The educational support of family and community
4. Effective teaching of a rigorous and relevant curriculum
5. Professional development
6. Quality leadership that will foster a culture of teaching and learning
7. The use of technology to enhance teaching and learning
8. Accountability for all
9. A continuous learning ethic
10. Artful use of infrastructure that requires the strategic alignment and utilization of faculty, staff, facilities, time, technology, and fiscal resources

Educational Community

Penn Cambria School District serves a rural area encompassing 108 square miles along the ridges of east central Cambria County. The district is conveniently located 15 miles west of Altoona, with immediate access to the Route 22, 219 and I-99 corridors. The resident population of 15,936 reside within our 13 municipalities and boroughs, and nine unincorporated villages (Source: NCES - June 2019). 45% of students qualify for free or reduced price meals through the school lunch program and June 2019 NCES data shows 15.3% of families in the district live below the federal poverty level.

Penn Cambria School District is part of the Southern Alleghenies workforce investment area. Cambria County currently has a 4.5% unemployment rate (Source: PA Workforce Statistics May 2019).

Community resources within the district boundaries include limited public transportation provided by CamTran of Cambria County. Faith-based organizations such as the Dorothy Day Center and St. Vincent

DePaul Society provide assistance for families in need. There are also general practice physicians, day care and pre-school providers, three public libraries, a senior center, and volunteer fire services.

Current student enrollment is 1663, and enrollment is projected to decline slightly in the future. The average student/teacher ratio district-wide is 15/1, exclusive of instructional specialists, administrators, and itinerant staff. Our five buildings are organized into a Pre-Primary School for our Pre-K and Kindergarten programs, a Primary School for grades 1 and 2, an Intermediate School for grades 3 and 4, a Middle School for grades 5 through 8, and a High School for grades 9 through 12. Each building contains a library media center as well as the technology infrastructure and computer facilities to supplement the curriculum, instruction, and assessment needs of faculty and students.

The Penn Cambria School District has a cohort graduation rate of 91.3% (Source: 2018 Future Ready PA Index).

Student academic growth significantly exceeds the standards for Pennsylvania, resulting in the Penn Cambria School District's overall ranking in the top 25% of school districts in Pennsylvania (Source: www.schooldigger.com, 2019).

Our high school students are also encouraged to challenge themselves with weighted honors level classes and 11 Dual Enrollment classes throughout the high school experience. The industrious student can graduate with 18 or more college credits on their transcript. 21% of our students attend half-day programming at Admiral Peary Vocational-Technical School where they can take advantage of opportunities to prepare for industry certification in technical and/or trade skills leading to employment or further education through trade school after graduation. All students are strongly encouraged to participate in extra-curricular activities through athletics, the arts, and community service groups throughout their High School careers.

Opportunities for higher education abound. Located within the boundaries of the school district are Mt. Aloysius College and St. Francis University. In addition, within one-hour travel time are Penn Highlands Community College, Indiana University of Pennsylvania, the University of Pittsburgh at Johnstown, and Penn State University.

Planning Committee

Name	Role
Jeff Baird	Administrator : Professional Education
Jeanette Black	Administrator : Professional Education
Jeanette Black	Administrator : Special Education
Lewis Hale	Administrator
William Marshall	Administrator
Patrick Albright	Board Member : Professional Education
Dane Harrold	Building Principal
Joe Smorto	Building Principal : Schoolwide Plan
Michael Sheehan	Business Representative : Professional Education
Kim Wilkinson	Business Representative : Professional Education
Christina Dorsch	Community Representative : Professional Education
Mickie Eberhart	Community Representative : Professional Education
Nancy Fochler	Ed Specialist - School Counselor : Professional Education
Paul Haber	Ed Specialist - School Psychologist : Professional Education
Kim Baker	Elementary School Teacher - Regular Education : Professional Education
Lisa Brown	Elementary School Teacher - Regular Education : Schoolwide Plan
Julie Gummo	Elementary School Teacher - Regular Education : Schoolwide Plan
Theresa Kuntz	Elementary School Teacher - Regular Education : Schoolwide Plan
Ashlee Madison	Elementary School Teacher - Regular Education : Schoolwide Plan
Michelle Mardula	Elementary School Teacher - Regular Education : Schoolwide Plan
Jenna Miller	Elementary School Teacher - Regular Education : Schoolwide Plan
Amanda Mullen	Elementary School Teacher - Regular Education : Schoolwide Plan
Kerry Nileski	Elementary School Teacher - Regular Education : Professional Education
Susan Reed	Elementary School Teacher - Regular Education : Schoolwide Plan

Heidi Saleme	Elementary School Teacher - Regular Education : Schoolwide Plan
Nicole Stohon	Elementary School Teacher - Regular Education : Schoolwide Plan
Abby Bono	Elementary School Teacher - Special Education : Schoolwide Plan
Bryan Marra	Elementary School Teacher - Special Education : Special Education
Bryan Marra	Elementary School Teacher - Special Education : Schoolwide Plan
Lauren Kudlawiec	High School Teacher - Regular Education : Professional Education
Stephanie Rossman	High School Teacher - Regular Education : Professional Education
Joshua Watt	High School Teacher - Special Education : Special Education
Dylan Link	Middle School Teacher - Regular Education : Professional Education
Greg Shingle	Middle School Teacher - Regular Education : Professional Education
Amanda Smorto	Middle School Teacher - Regular Education : Special Education
Amanda Bianconi	Parent : Schoolwide Plan
Carrie Fogel	Parent : Professional Education
Katie Gongloff	Parent : Schoolwide Plan
Rebecca Marana	Parent : Schoolwide Plan
Lisa Miller	Parent : Professional Education
Dana Price	Parent : Schoolwide Plan
Carrie Vinglish	Parent : Special Education
Carrie Conrad	Special Education Director/Specialist
Carrie Conrad	Special Education Director/Specialist : Special Education

Core Foundations

Safe and Supportive Schools

Assisting Struggling Schools

Describe your entity's process for assisting schools that either do not meet the annual student achievement targets or experience other challenges, which deter student attainment of academic standards at a proficient level or higher.

If your entity has no struggling schools, explain how you will demonstrate continued growth in student achievement.

Overall, the schools within our district have been able to meet annual student achievement targets. No buildings are identified as CSI, TSI or A-TSI in 2018. All building SPP scores are above 70%, with the high school scoring at 91.7 for 2018. Graduation rates are above 90% and our attendance rate also remains relatively consistent at 94.8% in 17-18. When schools do not meet a specific achievement target or when challenges exist which impact student achievement, the district administrative team works closely with building administrators and teacher leaders to identify root causes of the problem and develop and implement a plan for improvement. District professional development time is allocated to specifically target these individual building needs. District administrators become active participants in building level meetings, data analysis, and department/grade-level meetings. In addition, district administrators also assist by working with teachers through the clinical observation process. The district will continue to show growth in student achievement as we continue to use data to evaluate our current strategies and programs. PVAAS data is especially helpful in identifying areas for potential growth. We will use this data to identify those strategies and programs which have been successful in increasing student achievement. We will then focus attention and resources on continuing those strategies as we implement and evaluate others as necessary to achieve the district mission.

Programs, Strategies and Actions

Programs, Strategies and Actions	EEP	E EI	ML	HS
Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement	X	X	X	X
School-wide Positive Behavioral Programs	X	X	X	
Conflict Resolution or Dispute Management				
Peer Helper Programs				
Safety and Violence Prevention Curricula				X
Student Codes of Conduct	X	X	X	X

Comprehensive School Safety and Violence Prevention Plans	X	X	X	X
Purchase of Security-related Technology	X	X	X	X
Student, Staff and Visitor Identification Systems	X	X	X	X
Placement of School Resource Officers				
Student Assistance Program Teams and Training	X	X	X	X
Counseling Services Available for all Students	X	X	X	X
Internet Web-based System for the Management of Student Discipline	X	X	X	X

Explanation of strategies not selected and how the LEA plans to address their incorporation:

Components of safety education are integrated within our health curriculum, family and consumer science curriculum, technology curriculum, high school driver education and within programming activities at all levels (ex: bus safety, anti-bullying). However, we do not currently offer an isolated or specific safety and violence prevention curricula. Counseling services are provided by school guidance counselors and also through PCCD grant funded contracted therapy services. Outside agency referrals are used across the district for counseling services beyond those provided by guidance counselors and grant-funded counselors. Several strategies are not selected due to a lack of time to implement them with consistency and fidelity within the core school day and/ or a lack of resources to provide them outside of the school day. These strategies include: Conflict Resolution or Dispute Management, Peer Helper Programs, and Placement of School Resources Officers.

As of May 2019, we rely on existing resources such as local police, county agencies and existing security equipment to meet needs related to police or security. We strive to use data to justify our expenditures and consistently review practices to be sure they are appropriate.

Screening, Evaluating and Programming for Gifted Students

Describe your entity's awareness activities conducted annually to inform the public of the gifted education services and programs offered (newspaper, student handbooks, school website, etc.)

Information about gifted education services and programs, including Child Find activities, is posted to the district website under the Special Education Office page. In addition, information is included in student handbooks for each building. An annual parent mailing that occurs in August of each year also contains this information.

Describe your entity's process for locating students who are thought to be gifted and may be in need of specially designed instruction (screening).

Our process for identifying gifted children includes an annual child find process, as well as ongoing awareness activities and evaluations. Initial screenings using classroom and assessment data provided by elementary classroom teachers are conducted in the fall of each year. The Gifted Support Teacher provides information for these teachers regarding characteristics of gifted students as a reference during data collection. Teachers turn in recommendations along with data to the Special Education Director by December of each year. The Special Education Director reviews this information and then provides the

information to the guidance counselor who conducts screenings during January and February of each year using the KBIT and/or the OLSAT as appropriate. Results are immediately forwarded to the Special Education Director and the School Psychologist (before the end of February). A gifted screening team consisting of the Special Education Director, School Psychologist, Building Principal, and Guidance Counselor, review the data to determine if further testing is necessary. The above timeline will be conducted annually. However, at any time, a teacher from grades K-12 may make a request to have a student screened or evaluated for gifted eligibility. Also, at any time throughout the year, a parent may request in writing for his/her child to be evaluated using a gifted multi-disciplinary evaluation. A parent may only request to have his/her child evaluated one time per school term.

Describe your entity's procedures for determining eligibility (through multiple criteria) and need (based on academic strength) for potentially mentally gifted students (evaluation).

When evaluation is appropriate, the School Psychologist requests that the Guidance Counselor notify parents that permission to evaluate forms will be sent home. The Special Education Office Coordinator sends the Permission to Evaluate forms for each individual student as appropriate. As Permission to Evaluate forms are returned, the School Psychologist will begin evaluations. Multiple criteria are used to determine eligibility and include: a very elevated intelligence quotient, advanced academic achievement in multiple areas, advanced acquisition and retention of academic materials, performance on standardized and classroom assessments.

When the Evaluation Report is complete, the Office Coordinator will mail the report home to the families and e-mail the Gifted Support Teacher. Based on the conclusion of the Evaluation Report, the Gifted Support Teacher will set up a G-IEP meeting within 30 calendar days of the report. The G-IEP team will determine if the student requires gifted support based on eligibility and evidence that the regular education program is not challenging enough to meet student needs or will administer a NORA.

Describe the gifted programs* being offered that provide opportunities for acceleration, enrichment or both. *The word "programs" refers to the continuum of services, not one particular option.

Currently, the Gifted Education Program is designed using an inclusive model at all grade levels providing enrichment. A Gifted Support Teacher provides both push-in and pull-out services, activities, and enrichment support for students under a G-IEP. Ongoing professional development is provided to classroom teachers focused on increasing critical thinking skills and use of higher order questions to help them meet the needs of gifted students.

Developmental Services

Developmental Services	EEP	EEI	ML	HS
Academic Counseling	X	X	X	X
Attendance Monitoring	X	X	X	X
Behavior Management Programs	X	X	X	X
Bullying Prevention	X	X	X	X
Career Awareness	X	X	X	X
Career Development/Planning	X	X	X	X
Coaching/Mentoring				
Compliance with Health Requirements –i.e., Immunization	X	X	X	X
Emergency and Disaster Preparedness	X	X	X	X
Guidance Curriculum	X	X	X	X
Health and Wellness Curriculum	X	X	X	X
Health Screenings	X	X	X	X
Individual Student Planning	X	X	X	X

Nutrition	X	X	X	X
Orientation/Transition	X	X	X	X
RTII/MTSS				
Wellness/Health Appraisal	X	X	X	X

Explanation of developmental services:

PCSD uses a Student Support Team (SST) process to provide developmental services for students who may be experiencing difficulties and need interventions (academic and/or behavioral). We have components of RTII/MTSS; however, we do not currently have a formal, comprehensive RTII or MTSS system in place district-wide.

Diagnostic, Intervention and Referral Services

Diagnostic, Intervention and Referral Services	EEP	E EI	ML	HS
Accommodations and Modifications	X	X	X	X
Administration of Medication	X	X	X	X
Assessment of Academic Skills/Aptitude for Learning	X	X	X	X
Assessment/Progress Monitoring	X	X	X	X
Casework				
Crisis Response/Management/Intervention	X	X	X	X
Individual Counseling	X	X	X	X
Intervention for Actual or Potential Health Problems	X	X	X	X
Placement into Appropriate Programs	X	X	X	X
Small Group Counseling-Coping with life situations	X	X	X	X
Small Group Counseling-Educational planning	X	X	X	X
Small Group Counseling-Personal and Social Development	X	X	X	X
Special Education Evaluation	X	X	X	X
Student Assistance Program	X	X	X	X

Explanation of diagnostic, intervention and referral services:

The district provides accommodations and/or modifications as required in Individualized Education Plans and/or Section 504 plans. In addition, accommodations and/or modifications may be made for other individual students as appropriate. Special education evaluations are conducted as per state and federal regulations.

Certified school nurses take the lead in ensuring medication is administered as appropriate and in compliance with all applicable regulations. All mandated health and wellness screenings are conducted as set forth by Pennsylvania Department of Health. Nurses provide appropriate follow-up to families as a result.

Student Assistance Teams are used to provide identification and referral services for students experiencing difficulties. Thanks to PCCD grant funding, additional on-site therapeutic counseling services were made available to K-12 students within our schools in the 2018-2019 school year.

Consultation and Coordination Services

Consultation and Coordination Services	EEP	EEI	ML	HS
Alternative Education	X	X	X	X
Case and Care Management	X	X	X	X
Community Liaison	X	X	X	X
Community Services Coordination (Internal or External)				
Coordinate Plans	X	X	X	X
Coordination with Families (Learning or Behavioral)	X	X	X	X
Home/Family Communication	X	X	X	X
Managing Chronic Health Problems	X	X	X	X
Managing IEP and 504 Plans	X	X	X	X
Referral to Community Agencies	X	X	X	X
Staff Development	X	X	X	X
Strengthening Relationships Between School Personnel, Parents and Communities	X	X	X	X
System Support	X	X	X	X
Truancy Coordination	X	X	X	X

Explanation of consultation and coordination services:

Students and families may require a continuum of services and supports. Some supports such as management of IEP and 504 plans are provided within the district by district staff. Other supports are provided by outside agencies, groups or sources. The district provides referral services, collaborates and coordinates with outside agencies (including state and social service agencies) and provides a variety of staff development related to student services.

Communication of Educational Opportunities

Communication of Educational Opportunities	EEP	EEI	ML	HS
Course Planning Guides				X
Directing Public to the PDE & Test-related Websites	X	X	X	X
Individual Meetings	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Local Media Reports	X	X	X	X
Website	X	X	X	X
Meetings with Community, Families and Board of Directors	X	X	X	X
Mass Phone Calls/Emails/Letters	X	X	X	X
Newsletters	X	X		
Press Releases	X	X	X	X
School Calendar	X	X	X	X
Student Handbook	X	X	X	X

Communication of Student Health Needs

Communication of Student Health Needs	EEP	E EI	ML	HS
Individual Meetings	X	X	X	X
Individual Screening Results	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Website	X	X	X	X
Meetings with Community, Families and Board of Directors				
Newsletters	X	X		
School Calendar				
Student Handbook	X	X	X	X

Frequency of Communication

Elementary Education - Primary Level

- More than once a month

Elementary Education - Intermediate Level

- More than once a month

Middle Level

- Quarterly

High School Level

- Quarterly

Collaboration for Interventions

Describe the collaboration between classroom teachers and individuals providing interventions regarding differing student needs and academic progress.

Classroom teachers provide initial or baseline data and information to individuals providing interventions. This information is valuable in determining present levels and also in determining prescribed interventions. Teachers may assist with providing interventions as appropriate at the classroom level, depending upon the intervention plan. This may include academic interventions, physical accommodations, behavioral interventions, or coordination of intervention efforts. Finally, individuals providing interventions communicate data regarding progress and assessment results to classroom teachers. Child Study Team meetings and/or Student Support Team meetings are used as appropriate to plan interventions and to monitor progress.

Community Coordination

Describe how you accomplish coordination with community operated infant and toddler centers, as well as preschool early intervention programs. In addition, describe the community coordination with the following before or after school programs and services for all grade levels, including pre-kindergarten, if offered, through grade 12.

1. Child care
2. After school programs
3. Youth workforce development programs
4. Tutoring

The district collaborates with community operated infant, toddler, and preschool programs in various ways. The district works closely with OCDEL through the Pre-K Counts program. The local Head Start provider collaborates with the district Pre-K program during the enrollment process for both programs and open lines of communication are maintained throughout the school year. There is an existing Memorandum of Understanding (MOU) for these transition services between the head start provider and the district. The elementary principal works with the local Head Start provider to coordinate a series of transition activities, including a kindergarten visit. The district has an established Birth-Grade 12 Literacy Team. Members of this literacy team include Pre-K Counts representatives, representation from local child care agencies, and representation from the high school early childhood program. The district annually updates and publishes a brochure listing all community pre-school providers and provides this to families who inquire about pre-school programs within our district boundaries. The district provides space for the School Age Child Care (SACC) program that provides before and after school child care as well as summer child care. In addition, the Intermediate Unit operates a pre-school program within our Pre-Primary school building as well. Community service and work experience opportunities are provided at the high school level.

Preschool Agency Coordination

Explain how the LEA coordinates with agencies that serve preschool age children with disabilities.

1. Address coordination activities designed to identify and serve children with disabilities and the supports and accommodations available to ensure both physical and programmatic access.
2. Address pre-kindergarten programs operated directly by the LEA and those operated by community agencies under contract from the LEA.
3. Describe how the LEA provides for a smooth transition from the home setting and any early childhood care or educational setting the students attend, to the school setting.

The district communicates extensively with Early Intervention Services from Appalachia Intermediate Unit 8 to ensure that students with disabilities are identified and provided with

necessary supports and accommodations. In addition to transition activities planned for all kindergarten students, individual transition meetings are held every year to plan for smooth transition for each individual child receiving Early Intervention services entering kindergarten. The IU operates a pre-school classroom on-site at the PC Pre-Primary building which facilitates future transition as the children become school-age.

The district operates a Pre-K Counts program and coordinates services during the school day to allow for early intervention services to be provided within the classroom. In addition, the program screens all students using the Ages and Stages screener and refers parents to Early Intervention Services as appropriate. Transition services for Pre-K Counts include open houses, classroom visits, and communications with the classroom teacher before school begins.

Core Foundations

Professional Education

Characteristics

District's Professional Education Characteristics	EEP	EEl	ML	HS
Enhances the educator's content knowledge in the area of the educator's certification or assignment.	X	X	X	X
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for struggling students.	X	X	X	X
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for gifted students.	X	X	X	X
Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision making.	X	X	X	X
Empowers educators to work effectively with parents and community partners.	X	X	X	X

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

Provide brief explanation of your process for ensuring these selected characteristics.

The district professional development committee meets at least twice per year to review both in-house professional development activities and professional development provided by other sources (ex: coursework, meetings, workshops, etc.). Graduate coursework in content

knowledge and/or education is encouraged through communication of opportunities to all staff members and in many cases, support financially through the collective bargaining agreement is provided.

Content specific professional education is provided, as possible, using in-house experts, professional presenters, faculty from higher education, Appalachia Intermediate Unit 8, and other resources. Collaboration and cooperation between content teachers across local districts is encouraged to be able to provide greater content specific professional education opportunities.

An emphasis on engagement, critical thinking, problem solving, and differentiating instruction provides teachers with professional education related to interventions for both struggling students and for gifted students. The mandated Student Learning Outcomes (SLO) process has led to professional education efforts specifically focused on improving classroom assessments and an increase in professional education related to using data for instructional decision making.

Recent events across the nation have highlighted the importance of health, safety, and wellness in our schools. Professional development related to these topics is also important to ensure a safe and supportive school environment for all.

Resources from the Parent Information and Resource Center (PIRC) and the PA State Parent Advisory Council (SPAC) along with resources provided by Title 1 are used to enhance professional education related to working with parents and the community.

Teaching skills, increasing student engagement, the use of effective instructional strategies, the use of interventions, assessment skills, and data analysis are all priority areas of focus during district provided in-service hours. In addition, free professional development opportunities provided by PDE through the SAS web portal are shared as well as other online opportunities that meet criteria above. Also shared are low-cost professional development opportunities aligned to the characteristics above provided by Appalachia Intermediate Unit 8.

Building administrators participate in Act 45 approved course work and the Pennsylvania Inspired Leadership program. In addition, administrators participate in leadership activities and resources (including collaborative meetings and data analysis sessions) provided by Appalachia Intermediate Unit 8 and the Rural Education Alliance for Leadership (REAL Institute) through St. Francis University.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

N/A

Professional Development

Penn Cambria SD Professional Development

Title:	Non-Violent Crisis Intervention (CPI)
Description	Non-Violent Crisis Intervention training provided by IU8 or other certified

	trainers to provide school staff with strategies to safely manage and prevent difficult behaviors.
Person Responsible	Director of Special Education
Start Date:	7/22/2019
End Date:	6/9/2023
Proposed Cost/Funding:	Start Year End Year Cost Funding Source
Program Area(s):	Professional Education, Special Education
Hours Per Session	3.0
# of Sessions:	4
# of Participants Per Session:	25
Provider:	IU8
Provider Type:	IU
PDE Approved:	No
Knowledge Gain:	CPI Crisis Development Model, Nonverbal, paraverbal, and verbal communication, precipitating factors, rational detachment, staff fear and anxiety, decision making, physical interventions, and postvention.
Research & Best Practices Base:	Empirical evidence to support CPI's Nonviolent Crisis Intervention Training can be found here: https://www.crisisprevention.com/CPI/media/Media/Resources/research/14-CPI-INT-003_empirical.pdf
For classroom teachers, school counselors and education specialists:	<ul style="list-style-type: none"> Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
For school or LEA administrators, and other educators seeking leadership roles:	<ul style="list-style-type: none"> Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
Training Format:	<ul style="list-style-type: none"> LEA Whole Group Presentation
Participant Roles:	<ul style="list-style-type: none"> Classroom teachers Principals / Asst. Principals

	<ul style="list-style-type: none">• School counselors• Paraprofessional• Other educational specialists
Grade Levels:	<ul style="list-style-type: none">• Elementary - Primary (preK - grade 1)• Elementary - Intermediate (grades 2-5)• Middle (grades 6-8)• High (grades 9-12)
Follow-up Activities:	<ul style="list-style-type: none">• Peer-to-peer practice and review
Evaluation Methods:	<ul style="list-style-type: none">• Anecdotal records

**Penn Cambria SD
Professional Development**

Title:	CPR/First Aid/AED
Description	American Red Cross CPR/First Aid/ AED certification training
Person Responsible	Director of Curriculum
Start Date:	7/22/2019
End Date:	6/9/2023
Proposed Cost/Funding:	Start Year End Year Cost Funding Source
Program Area(s):	Professional Education, Student Services
Hours Per Session	4.5
# of Sessions:	6
# of Participants Per Session:	12
Provider:	Certified American Red Cross Trainers (PCSD employees)
Provider Type:	Association
PDE Approved:	No
Knowledge Gain:	Basic First Aid, CPR and operational knowledge of AED procedures for use in emergency situations.
Research & Best Practices Base:	The American Red Cross is recognized by OSHA and other national organizations as a leading provider of CPR and First Aid training.
For classroom teachers, school counselors and education specialists:	<ul style="list-style-type: none"> • Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
For school or LEA administrators, and other educators seeking leadership roles:	<ul style="list-style-type: none"> • Instructs the leader in managing resources for effective results.
Training Format:	<ul style="list-style-type: none"> • Series of Workshops • Online-Asynchronous
Participant Roles:	<ul style="list-style-type: none"> • Classroom teachers • Principals / Asst. Principals

	<ul style="list-style-type: none">• Supt / Ast Supts / CEO / Ex Dir• School counselors• Paraprofessional• Classified Personnel• New Staff• Other educational specialists• Related Service Personnel
Grade Levels:	<ul style="list-style-type: none">• Elementary - Primary (preK - grade 1)• Elementary - Intermediate (grades 2-5)• Middle (grades 6-8)• High (grades 9-12)
Follow-up Activities:	<ul style="list-style-type: none">• Recertification as needed every two years
Evaluation Methods:	<ul style="list-style-type: none">• Participant survey

**Penn Cambria SD
Professional Development**

Title:	Holocaust Education
Description	Professional development focused on the Holocaust, genocide, and human rights violations as per Act 70 of 2014.
Person Responsible	Director of Curriculum
Start Date:	11/1/2019
End Date:	6/30/2023
Proposed Cost/Funding:	Start Year End Year Cost Funding Source
Program Area(s):	Professional Education
Hours Per Session	1
# of Sessions:	2
# of Participants Per Session:	15
Provider:	Penn Cambria School District (using federal and state provided resources)
Provider Type:	School Entity
PDE Approved:	No
Knowledge Gain:	Importance of appropriate and respectful instruction related to the topics of the Holocaust, genocide, and human rights violations.
Research & Best Practices Base:	Act 70 of 2014 calls for this professional development to be provided for those charged with teaching these topics.
For classroom teachers, school counselors and education specialists:	<ul style="list-style-type: none"> • Enhances the educator's content knowledge in the area of the educator's certification or assignment.
For school or LEA administrators, and other educators seeking leadership roles:	<ul style="list-style-type: none"> • 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:	<ul style="list-style-type: none"> • Series of Workshops

	<ul style="list-style-type: none">• Department Focused Presentation
Participant Roles:	<ul style="list-style-type: none">• Classroom teachers
Grade Levels:	<ul style="list-style-type: none">• Middle (grades 6-8)• High (grades 9-12)
Follow-up Activities:	<ul style="list-style-type: none">• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
Evaluation Methods:	<ul style="list-style-type: none">• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

**Penn Cambria SD
Professional Development**

Title:	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 including those outlined on the SAS website, in the PA Comprehensive Literacy Plan, and those provided by What Works Clearinghouse practice guides. An emphasis on the effective use of literacy-based strategies across all classrooms will be provided.
Person Responsible	Director of Curriculum
Start Date:	11/1/2019
End Date:	6/30/2023
Proposed Cost/Funding:	Start Year End Year Cost Funding Source
Program Area(s):	Professional Education, Teacher Induction
Hours Per Session	2.0
# of Sessions:	15
# of Participants Per Session:	20
Provider:	Penn Cambria School District
Provider Type:	School Entity
PDE Approved:	No
Knowledge Gain:	Research-based instructional practices
Research & Best Practices Base:	Classroom Instruction That Works by Robert Marzano The Framework for Teaching by Charlotte Danielson Penn Literacy Network PA Institute for Instructional Coaching PDE's Standards Aligned System What Works Clearinghouse Practice Guides (https://ies.ed.gov/ncee/wwc/practiceguides) PA Comprehensive Literacy Plan
For classroom teachers, school counselors and education specialists:	<ul style="list-style-type: none"> • Enhances the educator's content knowledge in the area of the educator's certification or assignment. • Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. • Provides educators with a variety of classroom-based assessment

	skills and the skills needed to analyze and use data in instructional decision-making.
For school or LEA administrators, and other educators seeking leadership roles:	<ul style="list-style-type: none"> • 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.
Training Format:	<ul style="list-style-type: none"> • Series of Workshops • Department Focused Presentation • Professional Learning Communities
Participant Roles:	<ul style="list-style-type: none"> • Classroom teachers • Principals / Asst. Principals • New Staff
Grade Levels:	<ul style="list-style-type: none"> • Elementary - Primary (preK - grade 1) • Elementary - Intermediate (grades 2-5) • Middle (grades 6-8) • High (grades 9-12)
Follow-up Activities:	<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles
Evaluation Methods:	

	<ul style="list-style-type: none">• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.• Review of participant lesson plans
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**Penn Cambria SD
Professional Development**

Title:	Instructional Coaching
Description	Instructional coaches provide on-going professional development and support for educators through a series of workshops and by utilizing the gradual release of responsibility model (I do, we do, you do) to help teachers implement effective strategies in the classroom.
Person Responsible	Director of Curriculum
Start Date:	11/1/2019
End Date:	6/30/2023
Proposed Cost/Funding:	Start Year End Year Cost Funding Source
Program Area(s):	Professional Education
Hours Per Session	1.0
# of Sessions:	20
# of Participants Per Session:	10
Provider:	Penn Cambria School District
Provider Type:	School Entity
PDE Approved:	No
Knowledge Gain:	Re-focus lesson planning and instructional time, use of evidence-based best practices in the classroom
Research & Best Practices Base:	<p>The PA Institute for Instructional Coaching shows evidence that instructional coaching has a positive impact on student achievement. http://piic.pacoaching.org/index.php/research-and-evaluation</p> <p>Instructional coaching as a 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, peer coaching, and collegial support are provided as opposed to only theory presentations.</p>
For classroom teachers, school counselors and education specialists:	<ul style="list-style-type: none"> • 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 or LEA administrators, and other educators seeking leadership roles:	<ul style="list-style-type: none"> • 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.
Training Format:	<ul style="list-style-type: none"> • Series of Workshops • Professional Learning Communities
Participant Roles:	<ul style="list-style-type: none"> • Classroom teachers
Grade Levels:	<ul style="list-style-type: none"> • Elementary - Primary (preK - grade 1) • Elementary - Intermediate (grades 2-5)
Follow-up Activities:	<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Lesson modeling with mentoring
Evaluation Methods:	<ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Classroom student assessment data

	<ul style="list-style-type: none">• Review of participant lesson plans
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**Penn Cambria SD
Professional Development**

Title:	Literacy Based Instructional Strategies Across Content Areas
Description	Professional development focused on the use of literacy-based instructional strategies across content-area classrooms will be provided. According to the PA 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 student learning in their classrooms. The use of literacy-based strategies should specifically focus on improving instruction and student learning directly related to curriculum and content, not as an add-on or supplemental activity.
Person Responsible	Director of Curriculum
Start Date:	11/1/2019
End Date:	6/30/2023
Proposed Cost/Funding:	Start Year End Year Cost Funding Source
Program Area(s):	Professional Education, Teacher Induction
Hours Per Session	1.0
# of Sessions:	20
# of Participants Per Session:	15
Provider:	Penn Cambria School District
Provider Type:	School Entity
PDE Approved:	No
Knowledge Gain:	Teachers will demonstrate the use of effective literacy-based strategies across classrooms and content areas.
Research & Best Practices Base:	Penn Literacy Network PA Comprehensive Literacy Plan PDE's Standards Aligned System (SAS)
For classroom teachers, school counselors and education specialists:	<ul style="list-style-type: none"> • 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 or LEA administrators, and other educators seeking leadership roles:	<ul style="list-style-type: none"> • 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.
Training Format:	<ul style="list-style-type: none"> • Series of Workshops • School Whole Group Presentation • Department Focused Presentation • Professional Learning Communities
Participant Roles:	<ul style="list-style-type: none"> • Classroom teachers • Principals / Asst. Principals • New Staff
Grade Levels:	<ul style="list-style-type: none"> • Elementary - Primary (preK - grade 1) • Elementary - Intermediate (grades 2-5) • Middle (grades 6-8) • High (grades 9-12)
Follow-up Activities:	<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles
Evaluation Methods:	

	<ul style="list-style-type: none">• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.• Student PSSA data• Classroom student assessment data• Review of participant lesson plans
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**Penn Cambria SD
Professional Development**

Title:	Safety, Health, and Wellness Professional Development
Description	Staff members will participate in a variety of professional development sessions focused on promoting safety, responding to emergencies, dealing with health needs in a variety of roles, and promoting mental and physical wellness for students. This will also include suicide awareness, mandated reporting of child abuse, Educator Ethics, human trafficking, and social and emotional learning topics.
Person Responsible	Director of Curriculum
Start Date:	11/1/2019
End Date:	6/30/2023
Proposed Cost/Funding:	Start Year End Year Cost Funding Source
Program Area(s):	Professional Education, Student Services
Hours Per Session	2.0
# of Sessions:	10
# of Participants Per Session:	20
Provider:	Penn Cambria School District
Provider Type:	School Entity
PDE Approved:	No
Knowledge Gain:	Emergency operations procedures, promotion of wellness for students, general safety procedures, suicide awareness, mandated reporting of child abuse, human trafficking and educator ethics.
Research & Best Practices Base:	PDE's Standards Aligned System: Safe and Supportive Schools PA Department of Education Office of Safe Schools
For classroom teachers, school counselors and education specialists:	<ul style="list-style-type: none"> • 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 or LEA administrators, and other educators seeking leadership roles:	<ul style="list-style-type: none"> • Instructs the leader in managing resources for effective results.

Training Format:	<ul style="list-style-type: none"> • LEA Whole Group Presentation • School Whole Group Presentation • Online-Asynchronous
Participant Roles:	<ul style="list-style-type: none"> • Classroom teachers • Principals / Asst. Principals • Supt / Ast Supts / CEO / Ex Dir • School counselors • Paraprofessional • Classified Personnel • New Staff • Other educational specialists • Related Service Personnel
Grade Levels:	<ul style="list-style-type: none"> • Elementary - Primary (preK - grade 1) • Elementary - Intermediate (grades 2-5) • Middle (grades 6-8) • High (grades 9-12)
Follow-up Activities:	<ul style="list-style-type: none"> • Practice as needed
Evaluation Methods:	<ul style="list-style-type: none"> • Participant survey

**Penn Cambria SD
Professional Development**

Title:	Teaching Diverse Learners in an Inclusive Setting
Description	Ongoing professional development focused on meeting the needs of diverse learners in the classroom will be provided. Continued support, additional strategies, and more practical guidance in order to effectively differentiate for students, including those that might need remediation and those that need enrichment will be provided. This will include a focus on practical classroom guidance, instructional strategies, and using data to differentiate.
Person Responsible	Director of Curriculum & Director of Special Education
Start Date:	11/1/2019
End Date:	6/30/2023
Proposed Cost/Funding:	Start Year End Year Cost Funding Source
Program Area(s):	Professional Education, Gifted Education
Hours Per Session	2.0
# of Sessions:	10
# of Participants Per Session:	20
Provider:	Penn Cambria School District
Provider Type:	School Entity
PDE Approved:	No
Knowledge Gain:	Knowledge of working with students with a wide range of abilities, students with special needs, English Learners, and gifted students.
Research & Best Practices Base:	Learning Styles: Concepts and Evidence https://www.ncbi.nlm.nih.gov/pubmed/26162104 Differentiated Instruction: Effective Classroom Practices Report www.cast.org/udlcourse/DifferInstruct.doc
For classroom teachers, school counselors and	<ul style="list-style-type: none"> Increases the educator's teaching skills based on research on

education specialists:	<p>effective practice, with attention given to interventions for struggling students.</p> <ul style="list-style-type: none"> • 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 or LEA administrators, and other educators seeking leadership roles:	<ul style="list-style-type: none"> • 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.
Training Format:	<ul style="list-style-type: none"> • Series of Workshops • Department Focused Presentation • Professional Learning Communities
Participant Roles:	<ul style="list-style-type: none"> • Classroom teachers • Principals / Asst. Principals
Grade Levels:	<ul style="list-style-type: none"> • Elementary - Primary (preK - grade 1) • Elementary - Intermediate (grades 2-5) • Middle (grades 6-8) • High (grades 9-12)
Follow-up Activities:	<ul style="list-style-type: none"> • Creating lessons to meet varied student learning styles • Lesson modeling with mentoring

	<ul style="list-style-type: none">• Joint planning period activities
Evaluation Methods:	<ul style="list-style-type: none">• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.• Student PSSA data• Review of participant lesson plans

**Penn Cambria SD
Professional Development**

Title:	Technology Integration for Student Achievement and Opportunity
Description	Professional development focused on using technology to increase student achievement and to increase learning opportunities for students will be provided. This includes technology tool training, sessions focused on digital citizenship, using technology to engage families, and workshops focused on instructional planning and implementation of technology.
Person Responsible	Director of Curriculum
Start Date:	11/1/2019
End Date:	6/30/2023
Proposed Cost/Funding:	Start Year End Year Cost Funding Source
Program Area(s):	Professional Education, Educational Technology
Hours Per Session	1
# of Sessions:	10
# of Participants Per Session:	20
Provider:	Penn Cambria School District
Provider Type:	School Entity
PDE Approved:	No
Knowledge Gain:	Digital citizenship, instructional strategies, technology tool use, communications technology
Research & Best Practices Base:	21st Century Skills and Digital Age Best Practices
For classroom teachers, school counselors and education specialists:	<ul style="list-style-type: none"> • 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 or LEA administrators, and other educators seeking leadership roles:	<ul style="list-style-type: none"> • 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.

	<ul style="list-style-type: none"> • Instructs the leader in managing resources for effective results.
Training Format:	<ul style="list-style-type: none"> • Series of Workshops • Online-Asynchronous
Participant Roles:	<ul style="list-style-type: none"> • Classroom teachers • Principals / Asst. Principals • School counselors • Other educational specialists
Grade Levels:	<ul style="list-style-type: none"> • Elementary - Primary (preK - grade 1) • Elementary - Intermediate (grades 2-5) • Middle (grades 6-8) • High (grades 9-12)
Follow-up Activities:	<ul style="list-style-type: none"> • Creating lessons to meet varied student learning styles • Joint planning period activities
Evaluation Methods:	<ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Participant survey

**Penn Cambria SD
Professional Development**

Title:	Assessment Literacy
Description	Faculty will engage in professional learning focused on assessment literacy. This includes assessment validity, assessment reliability, depth of knowledge level of questions, analyzing data from assessments, communicating assessment results and grading practices tied to assessments.
Person Responsible	Director of Curriculum
Start Date:	11/1/2019
End Date:	6/30/2023
Proposed Cost/Funding:	Start Year End Year Cost Funding Source
Program Area(s):	Professional Education
Hours Per Session	2
# of Sessions:	10
# of Participants Per Session:	20
Provider:	Penn Cambria School District
Provider Type:	School Entity
PDE Approved:	No
Knowledge Gain:	<ul style="list-style-type: none"> * 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 applicable stakeholders. * Analyze assessment data. * Analyze current grading practices to determine if the practices reflect student learning and achievement related to curriculum.
Research & Best Practices Base:	<p>K. Chenoweth (2009) noted that in schools that achieve remarkable success, teachers work in collaborative teams to build common formative assessments.</p> <p>According to D. Reeves (2004), review 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.</p> <p>Gottheiner and Siegel (2012) state that familiarity with a variety of</p>

	assessment tools helps teachers select the most powerful and relevant assessment measures for particular learning goals.
For classroom teachers, school counselors and education specialists:	<ul style="list-style-type: none"> • 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 or LEA administrators, and other educators seeking leadership roles:	<ul style="list-style-type: none"> • 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.
Training Format:	<ul style="list-style-type: none"> • Series of Workshops • School Whole Group Presentation • Department Focused Presentation • Professional Learning Communities
Participant Roles:	<ul style="list-style-type: none"> • Classroom teachers • Principals / Asst. Principals
Grade Levels:	<ul style="list-style-type: none"> • Elementary - Primary (preK - grade 1) • Elementary - Intermediate (grades 2-5) • Middle (grades 6-8) • High (grades 9-12)
Follow-up Activities:	<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator

	<p>and/or peers</p> <ul style="list-style-type: none">• Analysis of student work, with administrator and/or peers• Creation of common assessments
Evaluation Methods:	<ul style="list-style-type: none">• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.• Classroom student assessment data

**Penn Cambria SD
Professional Development**

Title:	Content-Specific Professional Development
Description	In addition to pedagogy, a strong command of content and content-specific strategies are both important for continuous improvement of teacher practice. Professional development sessions focused on content specific knowledge and/or content specific strategies will be provided through workshops, trainings provided by outside organizations, and trainings provided by IU8.
Person Responsible	Director of Curriculum
Start Date:	11/1/2019
End Date:	6/30/2023
Proposed Cost/Funding:	Start Year End Year Cost Funding Source
Program Area(s):	Professional Education
Hours Per Session	2.0
# of Sessions:	10
# of Participants Per Session:	20
Provider:	Various
Provider Type:	Various
PDE Approved:	No
Knowledge Gain:	Content specific knowledge to deepen understanding, provide new information in the field of study, or to expand strategies for specific content areas
Research & Best Practices Base:	To teach all students, teachers need to develop and maintain a deep and flexible understanding of the content they are teaching. John Hattie (2011) discussed the importance of using content knowledge more effectively in order to develop deeper understanding for students.
For classroom teachers, school counselors and education specialists:	<ul style="list-style-type: none"> • Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.
For school or LEA administrators, and other educators seeking leadership roles:	<ul style="list-style-type: none"> • 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:	<ul style="list-style-type: none"> • Series of Workshops • Department Focused Presentation • Online-Asynchronous • Professional Learning Communities • Offsite Conferences
Participant Roles:	<ul style="list-style-type: none"> • Classroom teachers • School counselors
Grade Levels:	<ul style="list-style-type: none"> • Elementary - Primary (preK - grade 1) • Elementary - Intermediate (grades 2-5) • Middle (grades 6-8) • High (grades 9-12)
Follow-up Activities:	<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Creating lessons to meet varied student learning styles
Evaluation Methods:	<ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Standardized student assessment data other than the PSSA • Classroom student assessment data • Review of participant lesson plans

Educator Discipline Act 126, 71

Provides educators with mandated reporter training, totaling 3 hours, every 5 years as outlined in Act 126.

Questions
The LEA has conducted the required training on:
10/8/2018 Professional Ethics and Educator Discipline Act through PDESAS
7/2/2018 All employees individually complete PA Child Welfare Resource Center online training for child abuse and human trafficking based on individual 5 year cycle.
The LEA plans to conduct the required training on approximately:
11/1/2019 Ongoing: All employees individually complete PA Child Welfare Resource Center online training for child abuse and human trafficking based on individual 5 year cycle.
10/6/2023 Professional Ethics and Educator Discipline Act through PDESAS

Provides educators with four (4) hours of professional development in youth suicide awareness and prevention every five (5) years for professional educators in grades six through twelve as outlined in Act 71.

Questions
The LEA has conducted the training on:
11/10/2015 Act on Facts - 2 hour online training
8/21/2017 More than Sad - 2 hour in-house training facilitated by school psychologist
The LEA plans to conduct the training on approximately:
11/10/2020 Online Act on Facts Suicide Prevention Training
11/10/2022 Potential for use of time for Suicide Prevention professional education provided by approved outside agency if available.

Provides educators with four (4) hours of professional development every five (5) years for professional educators that are teaching the curriculum in which the Child Exploitation Awareness Education program is incorporated as outlined in Act 71.

Questions
Not Applicable for our school entity

Strategies Ensuring Fidelity

Checked answers

- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target instructional areas that need strengthening.
- Using disaggregated student data to determine educators' learning priorities.

- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target curricular areas that need further alignment.
- Professional Development activities are developed that support implementation of strategies identified in your action plan.
- Clear expectations in terms of teacher practice are identified for staff implementation.
- The LEA has a systemic process that is used to validate whether or not providers have the capacity to present quality professional development.
- Administrators participate fully in all professional development sessions targeted for their faculties.
- Every Professional development initiative includes components that provide ongoing support to teachers regarding implementation.
- The LEA has an ongoing monitoring system in place (i.e. walkthroughs, classroom observations).
- Professional Education is evaluated to show its impact on teaching practices and student learning.

Unchecked answers

- An implementation evaluation is created, based upon specific expectations related to changes in teacher practice, which is used to validate the overall effectiveness of the professional development initiative.

Provide brief explanation of your process for ensuring these selected characteristics.

An annual needs assessment is conducted regarding professional education. This needs assessment includes a survey allowing for teacher input into professional development decisions. This needs assessment also includes a review of student achievement data and multiple sources of data from principals (ex: perceptual data, observation and evaluation data, etc) as well as parent perceptual data. The Professional Development Committee reviews teacher feedback, student data, and change in professional practice at bi-annual meetings to gauge the need for additional supports.

Student achievement and growth data is used to help prioritize professional development efforts. For example, writing and metacognition in math has been an area for professional development based on data from state assessments.

The district continues to implement a differentiated approach to professional development whenever possible. We strive to avoid the auditorium "one-size fits all" professional development model. Instead, we have been concentrating on specific building level and department needs. However, this means that the strategies for ensuring fidelity often vary from session to session based upon the session objectives and expected outcomes. For example, some sessions lend themselves to classroom observation "look-fors" while other sessions do not.

Building principals fully and actively participate in professional learning within the district alongside the faculty. They provide welcome guidance and leadership within the sessions as well as important follow-up and accountability for implementing new professional learnings. An elementary level instructional coach provides ongoing support to teachers during implementation.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

The district has been more clearly communicating expectations for implementing new learnings in the classroom and is beginning to evaluate implementation efforts. However, these practices are in their infancy and are not yet wide-spread or systemic; therefore, they are not selected above.

Induction Program

Checked answers

- Inductees will know, understand and implement instructional practices validated by the LEA as known to improve student achievement.
- Inductees will assign challenging work to diverse student populations.
- Inductees will know the basic details and expectations related to LEA-wide initiatives, practices, policies and procedures.
- Inductees will know the basic details and expectations related to school initiatives, practices and procedures.
- Inductees will be able to access state curriculum frameworks and focus lesson design on leading students to mastery of all state academic standards, assessment anchors and eligible content (where appropriate) identified in the LEA's curricula.
- Inductees will effectively navigate the Standards Aligned System website.
- Inductees will know and apply LEA endorsed classroom management strategies.
- Inductees will know and utilize school/LEA resources that are available to assist students in crisis.
- Inductees will take advantage of opportunities to engage personally with other members of the faculty in order to develop a sense of collegiality and camaraderie.
- Inductees will be able to communicate and collaborate effectively with parents and families.

Unchecked answers

None.

Provide brief explanation of your process for ensuring these selected characteristics.

The district conducts an introductory orientation meeting with all new teachers and mentors focused on the objectives above. In addition, new teachers and mentors participate in on-going monthly discussions focused on topics, professional readings, and resources aligned to the

objectives of the induction program. New teachers will participate in a data module to develop knowledge related to our schools and resources for students in crisis. Throughout the first year, new teachers will participate in a series of workshops (2-3 hours each conducted both online and face to face) to address the following topics: literacy and engagement strategies, working with diverse learners, the PA Standards-Aligned System, classroom environment, and planning and instruction. In addition, a series of short meetings are held throughout the year by the building principal or central office administrator focused on professional topics to include: PA Educator Code of Professional Practice and Conduct, confidentiality, working with families, Instructional II and Act 48 requirements, the PA Educator Effectiveness system, teacher portfolios, SLO's and professional interactions with students and families.

New teachers participate in an intensive observation and evaluation system designed to foster feedback, reflection, professional conversations and continued growth. This system consists of a minimum of 2 cycles of clinical observation, 1 unannounced observation, and 3 classroom walkthroughs annually until they are granted Instructional II status. In addition, new teachers submit teacher portfolios related to the Danielson Framework twice annually and are formally evaluated twice annually.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

Not applicable

Needs of Inductees

Checked answers

- Frequent observations of inductee instructional practice by supervisor to identify needs.
- Regular meetings with mentors or coaches to reflect upon instructional practice to identify needs.
- Student PSSA data.
- Standardized student assessment data other than the PSSA.
- Classroom assessment data (Formative & Summative).
- Inductee survey (local, intermediate units and national level).
- Review of inductee lesson plans.
- Submission of inductee portfolio.
- Knowledge of successful research-based instructional models.
- Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).

- Review of responses to monthly teacher/mentor discussions

Unchecked answers

- Frequent observations of inductee instructional practice by a coach or mentor to identify needs.
- Review of written reports summarizing instructional activity.

Provide brief explanation of your process for ensuring these selected characteristics.

Building principals are required to conduct a minimum of six observations of each new teacher annually. In addition, the Director of Curriculum may also conduct clinical observations/walkthroughs and uses a coaching model with new teachers which includes a heavy emphasis on individual reflection. The inductees complete an "end of year" survey to help identify ways to improve the program for future inductees. Induction meetings and workshop sessions are designed to allow new teachers to meet regularly and to discuss instructional practices, assessment, and curriculum as well as classroom management and other issues.

Provide a brief explanation for strategies not selected and your plan to address their incorporation.

We do not require our new teachers to provide written reports summarizing their instructional activities as this information is available using a combination of the other methods outlined above, including classroom observation, review of lesson plans, and monitoring teacher gradebooks. Peer observations (via mentor or coach) are encouraged but voluntary. To protect the collegial relationship, peer observations do not result in data or information shared with administrators.

Mentor Characteristics

Checked answers

- Pool of possible mentors is comprised of teachers with outstanding work performance.
- Potential mentors have similar certifications and assignments.
- Potential mentors must model continuous learning and reflection.
- Potential mentors must have knowledge of LEA policies, procedures and resources.
- Potential mentors must have demonstrated ability to work effectively with students and other adults.
- Potential mentors must be willing to accept additional responsibility.
- Mentors must complete mentor training or have previous related experience (e.g., purpose of induction program and role of mentor, communication and listening skills, coaching and conferencing skills, problem-solving skills and knowledge of adult learning and development).
- Mentors and inductees must have compatible schedules so that they can meet regularly.

Unchecked answers

None.

Provide brief explanation of your process for ensuring these selected characteristics.

After a new teacher is hired, the district administration and building administration collaborate to select the best mentor possible for the new hire. Effective teachers with a proven history of success are asked to be mentors but have the option of declining this "extra-duty" position if they are not able to accept the additional responsibility that comes with mentorship. Our mentor teachers receive a clear outline of expectations for providing on-going support and must participate in the district teacher induction meeting and monthly discussions.

Provide brief explanation for characteristics not selected and how you plan to address their incorporation.

Not applicable

Induction Program Timeline

Topics	A	O	D	F	A	Jun-Jul															
	u	c	e	e	p																
	g	t	c	b	r																
	-	-	-	-	-																
	S	N	J	M	M																
	e	o	a	a	a																
	p	v	n	r	y																
Code of Professional Practice and Conduct for Educators	X	X																			
Assessments			X	X																	
Best Instructional Practices			X	X	X	X															
Safe and Supportive Schools	X	X																			
Standards								X	X												
Curriculum								X		X	X	X	X								
Instruction								X		X	X	X	X								
Accommodations and Adaptations for diverse learners										X		X	X	X	X						
Data informed decision making														X	X						
Materials and Resources for Instruction														X	X	X	X	X	X		

If necessary, provide further explanation.

While the topics remain consistent, the dates for specific workshop sessions, online sessions, mentor meetings, and building meetings vary each year based on need. Below is an outline of areas of focus each month. Many additional topics are specifically included and reinforced in activity agendas throughout the year (ex: professionalism, ethics, confidentiality, and best instructional practices).

September - Focus on safety and emergency plans, school procedures and resources, literacy strategies and student engagement

October - Focus on budget process, SLO's and assessments

November - Focus on family engagement, instructional planning and assessment

December - Focus on homework

January - Focus on working with students with special needs, meeting needs of diverse learners

and PA Standards Aligned System

February - Focus on classroom environment

March - Focus on working with gifted and high achieving students

April - Focus on lesson design

May - Focus on goals and refinements for Year 2

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

The Director of Curriculum serves as the coordinator for the Induction program throughout the school year. Not only is active participation monitored, but also the ongoing need of inductees is monitored with adjustments made as needed based on feedback from the inductees themselves and building administrators. In addition, the induction committee meets twice per year in conjunction with the professional development committee to review progress and provide input. The program is evaluated annually using a combination of building administrator input, mentor feedback, and the results of the new teacher end of year survey.

Recording Process

Identify the recording process for inductee participation and program completion. (Check all that apply) *Checked answers*

- Mentor documents his/her inductee's involvement in the program.
- A designated administrator receives, evaluates and archives all mentor records.
- School/LEA maintains accurate records of program completion and provide a certificate or statement of completion to each inductee who has completed the program.
- LEA administrator receives, tallies, and archives all LEA mentor records.
- Completion is verified by the LEA Chief Executive Officer on the Application for Level 2 Certification.

Unchecked answers

None.

Assurances

Safe and Supportive Schools Assurances

The LEA has verified the following Assurances:

- Implementation of a comprehensive and integrated K-12 program of student services based on the needs of its students. (in compliance with [§ 12.41\(a\)](#))
- Free Education and Attendance (in compliance with [§ 12.1](#))
- School Rules (in compliance with [§ 12.3](#))
- Collection, maintenance and dissemination of student records (in compliance [§ 12.31\(a\)](#) and [§ 12.32](#))
- Discrimination (in compliance with [§ 12.4](#))
- Corporal Punishment (in compliance with [§ 12.5](#))
- Exclusion from School, Classes, Hearings (in compliance with [§ 12.6](#), [§ 12.7](#), [§ 12.8](#))
- Freedom of Expression (in compliance with [§ 12.9](#))
- Flag Salute and Pledge of Allegiance (in compliance with [§ 12.10](#))
- Hair and Dress (in compliance with [§ 12.11](#))
- Confidential Communications (in compliance with [§ 12.12](#))
- Searches (in compliance with [§ 12.14](#))
- Emergency Care and Administration of Medication and Treatment (in compliance with [35 P.S. § 780-101—780-144](#))

- Parents or guardians are informed regarding individual survey student assessments and provided a process for refusal to participate (consistent with [§ 445 of the General Education Provisions Act \(20 U.S.C.A. § 1232h\)](#) and in compliance with [§ 12.41\(d\)](#))
- Persons delivering student services shall be specifically licensed or certified as required by statute or regulation (in compliance with [§ 12.41\(e\)](#))
- Development and Implementation of Local Wellness Program (in compliance with [Public Law 108-265, Section 204](#))
- Early Intervention Services System Act (if applicable) ([11 P.S. § 875-101—875-503](#))
- Establishment and Implementation of Student Assistance Programs at all of levels of the school system (in compliance with [24 PS § 15-1547](#))
- Acceptable Use Policy for Technology Resources
- Providing career information and assessments so that students and parents or guardians might become aware of the world of work and career options available.

District Level Affirmations

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.

No signature has been provided

Board President

No signature has been provided

Superintendent/Chief Executive Officer
