
Pennsylvania Department of Education



COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION
333 MARKET STREET
HARRISBURG, PA 17126-0333

Professional Education Plan

August 4, 2006

Entity: Brandywine Heights Area SD

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Professional Education Coordinator

Currently, district Professional Education and Act 48 responsibilities are addressed through the office of the Assistant to the Superintendent. Annual staff Needs Assessments are conducted and the Professional Development Calendar is developed in collaboration with the Superintendent and the building principals.

Professional Education Planning Committee

Name	Affiliation	Membership Category	Appointed By
Anne Wenninger	Brandywine Heights High School	Building Principal	Administrators
Bernita Reed	Community	Community Representative	Self
Carol Emrick	Community	Community Representative	Self
Cynthia Rissmiller	Rockland Elementary	Elementary School Teacher	Teachers
Dr. Teresa Sychterz	Kutztown University	Community Representative	Self
Ellen Grossman	Brandywine Heights Middle School	Parent	Self
Joan Junge	Brandywine Heights Middle School	Parent	Self
Kathy Johnson	Brandywine Heights Middle School	Building Principal	Administrators
Mandi Kercher	Brandywine Heights Middle School	Middle School Teacher	Teachers
Margaret Kennedy	Brandywine Heights Middle School	Middle School Teacher	Teachers
Margaret Reighn	District-Topton Elementary	Parent	Self
Tina Becker	Community	Community Representative	Self

Needs Assessment

Needs Assessment – Professional Development

In the initial stages of developing the Brandywine Heights Area School District (BHASD) Strategic Plan, each sub committee surveyed stakeholders both formally and informally to determine the current needs and priorities of the district. Surveys were also distributed and tallied from professional respondents relative to their self identified context, process and content needs for professional development. Training in the use of technology applied to programming in general as well as programming to enhance data informed decision making and in-service to further develop knowledge of research-based instructional strategies were identified as priorities by professional respondents.

Just as effective instruction follows best practice as supported by research, so to, an effective professional education plan should comply with the tenets of educational research. Of the many characteristics that have been examined, the ones most commonly supported by educational experts as improving the quality and effectiveness of professional development include:

- Enhances teachers' content knowledge and pedagogical knowledge
- Based on the best available research evidence
- Incorporates principles of adult learners
- Relevant and focused (i.e., results-driven)
- Standards-based
- Ongoing and continuous
- Embedded in day-to-day responsibilities
- Aligned with school-wide improvement goals
- Collaborative and collegial
- Provides opportunities for discussion, reflection, and follow-up

Brandywine Heights Area School district Professional Education plan is designed to offer a wide variety of professional development opportunities for teachers and administrators that follows these criteria. Our design for implementing professional development is one that integrates district-wide and site-based experiences. Our overall professional education plan consists of a thoughtful combination of large-scale (district) and context-specific (school) experiences in order to optimize the benefits of each as we endeavor to improve the efficiency and effectiveness of professional development. Our Professional Education Plan also combines a mix of opportunities for both formal professional development experiences such as: classes, workshops, conferences, and school visitations, as well informal experiences such as; regular collaboration with other teachers (e.g., study groups, interdisciplinary teams), peer coaching, and independent as well as collaborative practice and application of student data analysis.

Education Options

Education Options

The professional education needs/goals that will be met by completion of each continuing professional education option and how each relates to areas of assignment and certification or potential administrative certification. The options may include but shall not be limited to:

- a. Collegiate studies;
- b. Continuing professional education courses taken for credit;
- c. Other programs, activities or learning experiences taken for credit or hourly

A. Professional Education Criteria

The following professional education experience:

1. Is related to attainment of the Pennsylvania academic standards and high-quality instruction.
2. Is planned to address the needs of a school entity and its professional employees.
3. Has clear and concise, written content-and skill-based competencies.
4. Includes content and instructional methods that are appropriate for the intended competencies to be mastered.
5. Is planned and conducted by personnel who have an academic degree or other education and experience appropriate to the subject matter being taught.
6. Is research-based, data-driven and contributes to measurable increases in student achievement.
7. Provides sufficient support and resources to enable individuals to master new skills.
8. Contributes to building learning communities and continuous improvement.
9. Requires that participants demonstrate attainment of the competencies.
10. Is evaluated by the participants.
11. Only time-on-task may be counted as a continuing professional education learning experience for hours applicable toward 180 hours.

The following activities may not be counted as time-on-task:

- Unassigned or unsupervised time for study, reading or other activities outside the scope of the learning experience, classroom or meeting schedule;
- Meeting time devoted to announcements, welcoming speeches or organizational reports not related to the content of the learning experience;
- Time allocated for social activities, refreshment breaks, luncheons, receptions, dinners, etc.

B. Professional Certification Criteria

Each option must be completed, relate to areas of assignment, meet the previous Professional Education Requirements and certification or potential certification.

The options include:

- a. Collegiate studies;
- b. Continuing professional education courses taken for credit;
- c. Other programs, activities or learning experience approved by the Brandywine Heights Area School District Board of Directors and taken for credit or hours to include:
 - o Supervised curriculum development and other program activities at the school or grade level;
 - o Participation in professional conferences or workshops;

- o Education in the workplace, where the work is related to the professional educator's area of assignment;
- o Review, redesign and restructuring of school programs, organizations and functions as determined by the district;
- o In-service programs that comply with the professional education criteria;
- o Early childhood and child development activities for professional educators whose area of assignment includes kindergarten through third grade;
- o Special education activities for professional educators whose area of assignment includes students with special needs; or
- o Supervised and structured programs that target implementation of state and local initiatives for "Wellness and Fitness"
- o Other continuing professional education courses, programs, activities or learning experiences sponsored by the Department of Education.

Limited English/ESL

Provision in Brandywine Heights Area School District Strategic plan for the Professional Education of teachers working with Limited English Proficiency students is embedded in Section IV Professional Education Providers: Section B (approved programs and activities) number 13. It is also listed here for clarity that this requirement is included in the District's Strategic Plan.

Limited English Proficiency (LEP) - Professional education will be made available to all professional staff member and support staff persons to assist them in enabling students with Limited English Proficiency (LEP) and/or students who are English Language Learners (ELL), to meet the academic standards and succeed in school.

CPR Training

Provision in Brandywine Heights Area School District Strategic plan for offering CPR training is embedded in Part IV Professional Education Providers: Section B (approved programs and activities) number 14. It is also listed here for clarity that this requirement is included in the District's Strategic Plan.

Cardiopulmonary resuscitation training (CPR) – Courses offered at the Brandywine Heights Area School District or through other appropriate organizations such as the American Red Cross at least once every three years

Gifted Education Training

Provision in Brandywine Heights Area School District Strategic plan for providing in-service training to staff responsible for gifted education is embedded in Part IV Professional Education Providers: Section B (approved programs and activities) number 15. It is also listed here for clarity that this requirement is included in the District's Strategic Plan.

Gifted Education – The Brandywine Heights Area School District will provide in-service training for gifted and regular teachers, principals, administrators, and support staff persons responsible for gifted education. Whether offered in-house or in collaboration with the Berks County Intermediate Unit #14 or other appropriate educational institutions.

Professional Education Providers

IV. A list of providers, courses, programs and activities approved by the professional education committee to provide the continuing professional education options listed in the plan.

A. Continuous Education Credit Hours Program and Activities

As mandated by Act 48 of 1999, all certified educators must complete six college credits, six credits of continuing professional education course, 180 clock hours of continuing professional education, or any combination of collegiate studies, continuing professional education courses or learning experiences equivalent to 180 hours every five years. For the purpose of calculating hours and credits, one credit of collegiate studies or professional education equal 30 hours. The following programs and activities will provide the professional educator with options to maintain active certification as described in Act 48 Professional Education Plan Guidelines. Each activity is research based and meets the State standards for Professional Education Criteria.

In order to receive Continuous Education Credit, the provider is obligated to provide PDE with the number of credit hours for the professional educator, including assessment and record keeping.

Teachers attending Activities and Programs sponsored by Brandywine Heights Area School District are required to complete an assessment of the activity, i.e., form PDE-3527, Continuing Professional Education Learning Experience Evaluation (attachment), and submit a record of attendance Continuing Professional Education Activity Completion, i.e., form PDE-4005 (attachment).

Parameters will be followed that are included in the Collective Bargaining Agreement between the Brandywine Heights Area School District and the Brandywine Heights Education Association, and any Board approved policies on Professional Development. Note: For Group B-1 options 4-12, continuous education credit hours will be determined by actual "time on task".

B. Continuous Education Credit Hours: Group B-1

1. Programs /Activities Collegiate Studies – A formal program or course of study at an institution of higher education approved by the Pennsylvania Department of Education. This may be done as part of a degree program or for credits required for maintaining certification with reimbursement of credits as per the district professional staff contract.
2. PDE Approved Inservice Courses – Courses approved for credit by the Pennsylvania Department of Education as initiated by a local area inservice council or intermediate unit.
3. Instructor for Collegiate Studies or PDE Approved Inservice Courses – A formal program of study at an institution of higher education or a course approved for credit by the Pennsylvania Department of Education as initiated by a local area inservice council or intermediate unit will qualify for calculating hours and credits (Act 48 of 1999) for the instructor, one credit of collegiate studies or continuing professional education courses is equivalent to 30 hours of continuing professional education.
4. Non-credit Workshops – The Berks County Intermediate Unit, Brandywine Heights professional associations and private agencies offer workshops on topics related to instructional, curricular, and professional needs. Faculty members may seek approval to attend these workshops which do not carry credit.
5. District Inservice Days – Presentations offered on topics related to areas of Professional development and the strategic plan.
6. Conferences, Seminars – This option includes educationally related meetings, seminars, or workshops which may be sponsored by companies, professional organizations, institutions of higher learning, or similar agencies. All attendance subject to conditions of the Association Contract will continue. In addition, all other attendance is granted by building principals/supervisors based on the available budget or in conjunction with the district's Staff Development, Act 48, initiatives.
7. Out-of-District Visitations – Visits to other districts, schools, or industry that are aligned with district goals to observe programs, collect data and report back are encouraged. It is also an option that is included in the induction program for new teachers.
8. Teacher Induction Plan – Newly appointed faculty must complete the Brandywine Heights New Teacher Induction Program which assists new staff members in their professional development with: 1) orientation to the district, building, and assignment, and 2) skill building in the areas of curriculum and instructional delivery. Each inductee is assigned an experienced teacher as a mentor to assist in this transition. Time-on-task will be counted

when it is part of the scheduled summer mentor/inductee program and/or any other scheduled meetings.

9. Teacher Mentor Plan – Master teachers who serve as mentors in a collaborative partnership for new teachers will attend programs to assist staff members in their professional development: 1) orientation to the district, building, and assignment, and 2) skill building in the areas of curriculum and instructional delivery. Each protégé is assigned to an experienced teacher who will serve as a mentor. Time-on-task will be counted when it is part of the scheduled summer mentor/inductee program and/or any other scheduled meetings.

10. Act 80 Days – Activities may improve the educational program of the school district, conducted during the scheduled pupil year at the request of the local board. These may include inservice program dealing with new subjects or activities, curriculum planning, parent-teacher conferences, and strategic planning.

11. Summer Flex and Trade Off Option – Brandywine Heights in partnership with Berks County Intermediate Unit and other providers offer summer workshops for professional educators that meet the goals of the district and are pedagogical sound.

12. District Approved Programs – Research-based classroom and building level programs designed with extensive staff development for students to learn and assume, respect, responsibility, and acceptance for their learning and behavior within the social context of schools. Examples could include, but are not limited to, program such as Responsive Classroom, the Olweus Bully Prevention Program, and Social Justice.

Checklist #4

13. Limited English Proficiency (LEP) - Professional education will be made available to all professional staff member and support staff persons to assist them in enabling students with Limited English proficiency (LEP) and/or students who are English Language Learners (ELL), to meet the academic standards and succeed in school.

Checklist #5

14. Cardiopulmonary resuscitation training (CPR) – Courses offered at the Brandywine Heights Area School District or through other appropriate organizations such as the American Red Cross at least once every three years.

Checklist #6

15. Gifted Education – The Brandywine Heights Area School District will provide in-service training for gifted and regular teachers, principals, administrators, and support staff persons responsible for gifted education. Whether offered in-house or in collaboration with the Berks County Intermediate Unit #14 or other appropriate educational institutions.

16. Cooperating Teacher Program – Certified staff members who serve as hosts for teacher candidates (student teachers or interns) may earn a maximum of 15 “logged” hours for each teacher candidate (student teacher or intern) to a maximum of 30 Act 48 hours per school year, not to exceed 60 Act 48 hours in each 5 year Act 48 cycle.

C. Continuous Education Credit Hours: Group C-1

In order for the following programs and activities to qualify for Continuous Education Credit Hours, the professional educator must submit a proposal to the building level administrator and superintendent for approval. Once approved the professional educator is guaranteed Continuous Education Credits providing: 1) participants demonstrate attainment of competencies stated in the need statement, and, 2) competencies are related to student achievement. The Board has final approval for the number of Continuous Education Credits as it applies to completion of the project.

Proposal format:

Program: Select from Program/Activities: Group C-1

Need Statement: Based on the needs of the professional educator (a rubric may be developed) and linked to district goals or state standards.

Purpose: The purpose will be related to a baseline of where students are and how the knowledge learned will contribute to improve student achievement.

Resources Required: The resources required may include, but are

not limited to, videos, texts, conference attendance, team training, etc. The cost to Brandywine Heights Area School District must be included in all proposals

Method of evaluation: Evaluation can be related to student success on standardized scores, alternative assessment tools (as appropriate) to monitor student progress, or observation of teachers implementing new knowledge and/or skills. Documentation for completion of all requirements is required at the completion of the activity.

Programs/Activities

1. Study Groups

Description: Six to fifteen educators research a particular program, innovation, or concept for several months to a year. Research entails reviewing and discussing the literature, hearing from experts and practitioners, visiting schools, brainstorming applications and anticipating problems in local context. It also includes conversing with participants from other schools considering similar changes in practice. Study groups report periodically to the whole staff to share information related to the school's goals. Parents and community representatives often are members of study groups.

Guidelines

Minimum of 6, maximum 15 professionals;
 Minimum of four after/before school meetings a year, approximately two hours per meeting;
 Minimum of 1 (or equivalent) inservice day per year;
 Leader per meeting to receive 2 additional credit hours; and
 Submit proposal to the building level principal by September 30 of school year, include timeline, topic(s) of study, leaders, expectations, sharing to whole staff.

2. Peer Coaching

Description: Teachers attend staff development programs in groups of two to four for 1 to 2 years. In peer coaching, teachers receive support, feedback, and assistance from fellow teachers. Research has identified many benefits of peer coaching for teachers, among them is a reduced sense of isolation, an ability to implement new teaching strategies effectively, a positive school climate, and a revitalized faculty.

Guidelines

Minimum of 2, maximum 4 professionals;
 Minimum 5 cohort observations, reports per year;
 Minimum of 1 (equivalent) inservice day per year;
 Minimum 5 years teaching experience; and
 Submit proposal to the building level principal prior to the end of the school year in preparation for implementation the coming school year. Include timeline, plans for data collection, conferencing, self-reflection, sharing and developing lesson objectives, video taping, mutually agreed upon staff development training opportunities.

3. Course Development/Curriculum Writing – Creation of new courses designed to comply with the strategic plan. Definition of scope and sequence of instructional content. This may be done for one course, a group of courses, across grade level, or one subject and must include approval of the Assistant to the Superintendent.

Guidelines

Adhere to the process of course proposal; or
 Adhere to the process for writing curriculum;
 Minimum of 1 inservice day per year; and
 Submit proposal to the building principal prior to the end of the school year in preparation for implementation the coming school year. Include timeline, plans for data collection, choosing standards within the K-12 articulation, designing assessment, selecting appropriate content, and developing lesson activities.

4. Trainer-of-Trainers – Recognize that Professional Educators develop areas of expertise and encourage skilled staff members to train other staff members. Educators who train other educators can accumulate Continuous Education credit hours.

Number of continuous credit hours: dependent upon the time in delivery plus one hour preparation time for every 2 hours of instructional time.

Guidelines

Train other staff members during an inservice day; or

Submit a proposal to the building level principal, Director of Special Education or Assistant to the Superintendent for training other staff members; and

Include recommended credit hours based on Professional Education Requirements and proposal format.

5. Locally Developed Options – Members of the staff attend workshops and meetings designed to improve instructional and curricular skills as well as serve on problem-solving task forces or committees. Summer options, after school mini workshops or released time is provided for these workshops and task force meetings; consultants are retained as needed. Specially designed subject areas and/or grade level meetings for professional growth based on the curriculum and program expectations are also included in this option during the school year or in the summer schedule. Administrative proposals as well as staff proposals are additional options.

Guidelines

Develop a proposal to include recommended credit hours based on Professional Education Requirements and Proposal Format;

Develop a performance based reporting model, i.e., a PowerPoint slide presentation to the Assistant to the Superintendent and Administrative Team.

Submit proposal to the building level administrator

Examples of Locally Developed Options are listed below:

Independent Professional Education Plan – Individual pursuit of information on a job-related topic may be done as a specific job target to improve instruction under supervision. Special area teachers, i.e., school psychologist may develop a proposal that includes a three-year plan for professional education.

Grant Writing – Design and plan an innovative project requiring special funding through a grant or foundation endowment. Building level administration should be discussed and may entitle the grant recipient to receive matching funding from the district for grants awarded.

Business and Industrial and Partnerships – A variety of business opportunities are available to promote staff development initiatives.

Program Planning Committees – Representatives from elementary, middle, and high school focus on program improvement as outlined in the district Strategic Plan.

Task Forces and Committees – Representatives from elementary, middle, and high school attend meetings to plan inservice days, monitor the district induction program, or serve on problem-solving task forces or committees.

Berks Educator Internship Program – An innovative program based on the need for teachers to acquire current information and a clear understanding of the world of work. This summer program includes a paid stipend to teachers and three graduate credits from West Chester University.

Lehigh Valley Writing Project Fellows Program – A nationally recognized staff development program, where staff attain “Fellows” status for use as a teacher “trainer of trainer” model. The program is six graduate credits through Berks-Lehigh Penn State College.

Providers

Brandywine Heights Area School District

Pennsylvania Association of Intermediate Units (including Berks Intermediate Unit 14)

Pennsylvania Department of Education approved workshops, conferences, and inservice credits

Accredited colleges and universities

Specialized Institutions for the target program, such as the American Red Cross for CPR training.

Any individual, organizations, professional associations or entity, hired, contracted, paid, or retained by the Brandywine Heights Area School District to provide continuing education activities for members of the professional staff through workshops, seminars, conferences, inservices or similar educational experiences.

Professional Education Action Plan

Goal: Best Practices

Description: Further implement best research and practices, along with state standards and anchors, to improve curricula, instruction, assessment, and resources on a district-wide basis to improve student motivation and learning.

Strategy: Assessment

Description: Implement active professional learning experiences targeting increasing the skills and knowledge necessary to assess student work and accurately analyze and evaluate data.

Educational Practices: Continuous Learning Ethic, Quality Teaching

Activity	Description	Evaluation Procedure	
BCIU	Use of Berks County Intermediate Unit professionals as trainers	Implementation of training into instructional practice	
Person Responsible	Timeline for Implementation		Resources
Kathy Johnson	Start 9/1/2006	Finish 5/3/2007	\$0.00

Activity	Description	Evaluation Procedure	
Curricular Based Assesments	Continue developing and using Curricular Based Assessments (CBA's) aligned with specific learning outcomes	Alignment of CBA's with PSSA results; instructional changes to meet student needs based on data	
Person Responsible	Timeline for Implementation		Resources
Kathy Johnson	Start n/a	Finish n/a	\$0.00

Activity	Description	Evaluation Procedure	
Data Analysis Skills	Train teachers in data analysis skills and instruct them how to review PSSA data for baseline information to plan instruction	Accurate assessment of student ability; instructional changes to meet student needs based on data; alignment of curriculum based assessments with PSSA results	
Person Responsible	Timeline for Implementation		Resources
Kathy Johnson	Start n/a	Finish n/a	\$0.00

Activity	Description	Evaluation Procedure	
Data Driven Decision Making	Provide in-service training in data decision making	Existence of building-based and District trainers; use of data driven decision making in creating assessments and compiling results	
Person Responsible	Timeline for Implementation		Resources
Kathy Johnson	Start 6/2/2006	Finish n/a	\$0.00

Activity	Description	Evaluation Procedure	
Data Evaluation	Engage staff in the evaluation process of data annually.	Accurate assessment of student ability; changes results in staff needs assessment; alignment of curriculum based assessments with PSSA results	
Person Responsible	Timeline for Implementation		Resources
Kathy Johnson	Start n/a	Finish n/a	\$0.00

Activity	Description	Evaluation Procedure
External Validation	Prepare for external validation	Accurate assessment of student

	process of data	ability; utilization of data to support curriculum changes based on student needs		
Person Responsible	Timeline for Implementation			Resources
Kathy Johnson	Start	n/a	Finish	n/a
				\$0.00

Activity	Description	Evaluation Procedure		
Identify Data	Identify data used for instructional and programmatic improvement	Instructional changes to meet student needs based on data		
Person Responsible	Timeline for Implementation			Resources
Kathy Johnson	Start	n/a	Finish	n/a
				\$0.00

Activity	Description	Evaluation Procedure		
Menu Option	Include training and ongoing practice in assessment as a menu option for scheduled professional in-service and Act 80 days			
Person Responsible	Timeline for Implementation			Resources
Kathy Johnson	Start	8/21/2006	Finish	5/4/2007
				\$0.00

Activity	Description	Evaluation Procedure		
Needs Assessment	Conduct needs assessment of teachers at each level and at varying levels of experience	Results of needs assessment		
Person Responsible	Timeline for Implementation			Resources
Kathy Johnson	Start	n/a	Finish	n/a
				\$0.00

Activity	Description	Evaluation Procedure		
Quarterly Assessments	Teacher engagement in quarterly assessments of student work and growth	Alignment of CBA's with PSSA results; instructional changes to meet student needs based on data; accurate assessment of student ability		
Person Responsible	Timeline for Implementation			Resources
Kathy Johnson	Start	n/a	Finish	n/a
				\$0.00

Activity	Description	Evaluation Procedure		
Staff Development Trainers	Develop trainers for district and building-based staff development	Existence of building-based and District trainers		
Person Responsible	Timeline for Implementation			Resources
Kathy Johnson	Start	n/a	Finish	n/a
				\$0.00

Activity	Description	Evaluation Procedure		
Training for Special Education Staff	Training for special education teachers in progress monitoring and DIBELS assessment	Accurate assessment of student ability		
Person Responsible	Timeline for Implementation			Resources
Kathy Johnson	Start	n/a	Finish	n/a
				\$0.00

Strategy: Curriculum

Description: Employ a cyclical model to update district curricula that insures alignment with state standards and anchors across all instructional areas.

Educational Practices: Artful Use of Infrastructure, Continuous Learning Ethic, Quality Teaching

Activity	Description	Evaluation Procedure		
Curriculum Analysis	Ongoing curriculum analysis and comparison to State Standards	All curricula is appropriately aligned with state standards and anchors		
Person Responsible	Timeline for Implementation			Resources
Kathy Johnson	Start	n/a	Finish	n/a
				\$0.00

Activity	Description	Evaluation Procedure		
Eligible Content	Eligible content incorporated into curricula scope and sequence	All curricula is appropriately aligned with state standards and anchors		
Person Responsible	Timeline for Implementation			Resources
Kathy Johnson	Start	n/a	Finish	n/a
				\$0.00

Activity	Description	Evaluation Procedure		
Menu Option	Include opportunities for curricular development and training as a menu option for professional In-Service and Act 80 Days			
Person Responsible	Timeline for Implementation			Resources
Kathy Johnson	Start	n/a	Finish	n/a
				\$0.00

Activity	Description	Evaluation Procedure		
Revision Cycle	Teacher involvement in curricular revision and implementation	Development and implementation of Curricular Cycle		
Person Responsible	Timeline for Implementation			Resources
Kathy Johnson	Start	n/a	Finish	n/a
				\$0.00

Activity	Description	Evaluation Procedure		
Selection Process	Selection of resources that are aligned with standards	All curricula is appropriately aligned with state standards and anchors		
Person Responsible	Timeline for Implementation			Resources
Kathy Johnson	Start	11/17/2006	Finish	1/26/2007
				\$0.00

Activity	Description	Evaluation Procedure		
Standards and Anchors	Standards and Anchors embedded in curriculum documents; grade level benchmarks aligned with grade level program of studies; and integration and articulation of standards across all curricula areas	All curricula is appropriately aligned with state standards and anchors		
Person Responsible	Timeline for Implementation			Resources
Kathy Johnson	Start	n/a	Finish	n/a
				\$0.00

Strategy: Instructional Practice

Description: Provide a comprehensive system of high quality instruction, high and consistent expectations, and effective interventions so that all students can achieve at their maximum level.

Educational Practices: Artful Use of Infrastructure, Continuous Learning Ethic, Quality Leadership, Quality Teaching

Activity	Description	Evaluation Procedure		
In-Service	In-service the appropriate staff for successful implementation of newly adopted curricular resources and	Best practice identified in lesson plans; implementation of best practice in classroom instruction		

	programs; and ongoing cycle of in-service training focused on evolving research such as: learning styles, brain research, student developmental needs	
Person Responsible	Timeline for Implementation	
Kathy Johnson	Start n/a	Finish n/a
		Resources \$0.00

Activity	Description	Evaluation Procedure
Menu Option	Provide opportunities for training in research-based best practice in all areas of teaching as a meny option for professional in-servoce and Act 80 days.	
Person Responsible	Timeline for Implementation	
Kathy Johnson	Start n/a	Finish n/a
		Resources \$0.00

Activity	Description	Evaluation Procedure
Professional Development for Changing Needs	Provide ongoing professional development opportunities to address the needs of changing student populations or needs such as English as a Second Language learners and new special education students.	Learning and behavioral needs for all students are addressed through appropriate instructional practice; improved student learning
Person Responsible	Timeline for Implementation	
Kathy Johnson	Start n/a	Finish n/a
		Resources \$0.00

Activity	Description	Evaluation Procedure
Special Education Staff Development	Ongoing staff development to address the needs of all students in areas such as: behavior support plans, functional behavior assessments, manifestation determination, gifted education, adaptive learning strategies, Autism, learning disabilities, and response to intervention	Learning and behavioral needs for all students are addressed through appropriate instructional practice; improved student learning
Person Responsible	Timeline for Implementation	
Kathy Johnson	Start n/a	Finish n/a
		Resources \$0.00

Activity	Description	Evaluation Procedure
Training	Training in differentiated instruction to address the needs of all students and in effective classroom management as needed by professionals	Improved student learning; implementation of best practice in classroom instruction
Person Responsible	Timeline for Implementation	
Kathy Johnson	Start n/a	Finish n/a
		Resources \$0.00

Strategy: Professional Cycle

Description: Acknowledge the diversity of need and provide ongoing professional development to address the needs of all stages of professional growth from novice to veteran, as well as the multiple curricular areas and job assignments.

Educational Practices: Artful Use of Infrastructure, Continuous Learning Ethic, Quality Leadership, Quality Teaching

Activity	Description	Evaluation Procedure			
Employ Varieties	Employ the use of a variety of venues to provide professional education to meet the needs of adult learners	Professional education opportunities are offered through a variety of venues			
Person Responsible	Timeline for Implementation		Resources		
Kathy Johnson	Start	n/a	Finish	n/a	\$0.00

Activity	Description	Evaluation Procedure			
Establish Models	Establish models to facilitate ongoing and targeted professional development such as train the trainer, teacher leadership and mentor model	The use of many professional education models			
Person Responsible	Timeline for Implementation		Resources		
Kathy Johnson	Start	n/a	Finish	n/a	\$0.00

Activity	Description	Evaluation Procedure			
Menu Model	Establish a Menu Model listing various options for scheduled in-service and Act 80 days	The use of many professional education models			
Person Responsible	Timeline for Implementation		Resources		
Kathy Johnson	Start	n/a	Finish	n/a	\$0.00

Activity	Description	Evaluation Procedure			
Menu Option	Provide a diverse array of menu options for professional development on in-service and Act 80 days to address the professional needs of each staff member.				
Person Responsible	Timeline for Implementation		Resources		
Kathy Johnson	Start	n/a	Finish	n/a	\$0.00

Activity	Description	Evaluation Procedure			
Professional Development Opportunities	Provide a variety of professional development opportunities	Professional development needs of individuals, buildings, and the District are addressed			
Person Responsible	Timeline for Implementation		Resources		
Kathy Johnson	Start	n/a	Finish	n/a	\$0.00

Strategy: Professional Development

Description: Expand our professional development programs to: 1) focus on student development needs (differentiated instruction); 2) emphasize meeting the needs of all students in the classroom; and 3) establish a faculty wellness program that encompasses professional and personal growth and development.

Educational Practices: Continuous Learning Ethic, Quality Leadership, Quality Teaching

Activity	Description	Evaluation Procedure	
Teacher In-service			
Person Responsible	Timeline for Implementation		Resources

Kathy Johnson	Start	n/a	Finish	n/a	\$0.00
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Strategy: Resources

Description: Provide ongoing awareness to all school personnel regarding available resources to advance their knowledge and/or skills in the performance of their jobs.

Educational Practices: Artful Use of Infrastructure, Continuous Learning Ethic, Quality Teaching

Activity	Description	Evaluation Procedure			
BCIU Opportunities	Distribution of Berks County Intermediate Unit #14 professional development opportunities to staff	Increasing use of independent and targeted means to address individual, building and District professional needs; number of staff utilizing opportunities offered at the BCIU			
Person Responsible	Timeline for Implementation			Resources	
Kathy Johnson	Start	n/a	Finish	n/a	\$0.00

Activity	Description	Evaluation Procedure			
Catalog	Create a catalog of resources available in the office of Curriculum and Instruction	Continuing growth in use of Library resources for professional development; use of catalog by professionals in the District			
Person Responsible	Timeline for Implementation			Resources	
Kathy Johnson	Start	n/a	Finish	n/a	\$0.00

Activity	Description	Evaluation Procedure			
Menu Option					
Person Responsible	Timeline for Implementation			Resources	
Kathy Johnson	Start	n/a	Finish	n/a	\$0.00

Activity	Description	Evaluation Procedure			
Menu Option	Provide ongoing staff training and awareness of professional resources available to teachers as a menu option on in-service and Act 80 days				
Person Responsible	Timeline for Implementation			Resources	
Kathy Johnson	Start	n/a	Finish	n/a	\$0.00

Activity	Description	Evaluation Procedure			
Professional Library	Maintain our professional library resources on electronic card catalog	Continuing growth in use of Library resources for professional development			
Person Responsible	Timeline for Implementation			Resources	
Kathy Johnson	Start	n/a	Finish	n/a	\$0.00

Activity	Description	Evaluation Procedure			
Video Programs	Independent use of District professional growth video programs by individuals and teams of teachers	Increasing use of independent and targeted means to address individual, building and District professional needs			
Person Responsible	Timeline for Implementation			Resources	
Kathy Johnson	Start	n/a	Finish	n/a	\$0.00

Activity	Description	Evaluation Procedure			
Web Based Opportunities	Encourage use of web based professional development opportunities sponsored by professional educational organizations	Continuing growth in use of Library resources for professional development; increasing use of independent and targeted means to address individual, building and District professional needs			
Person Responsible	Timeline for Implementation				Resources
Kathy Johnson	Start	n/a	Finish	n/a	\$0.00

Goal: MATHEMATICS

Description: At least 46% of all students will be proficient in Mathematics, as measured by the annual state-wide PSSA assessments, by 2006. This percentage will increase to 62% by 2009; to 78% by 2012; and will continue to increase during 2011, the last year of this Strategic Plan.

Strategy: Curricular Alignment

Description: Continuously increase the proportion of students who meet and exceed state standards in mathematics.

Educational Practices: Artful Use of Infrastructure, Continuous Learning Ethic, Quality Teaching

Activity	Description	Evaluation Procedure			
Benchmarks	Grade level math benchmarks coordinated throughout the grade level program of studies	Instructional practice aligns with lesson planning and standards			
Person Responsible	Timeline for Implementation				Resources
Kathy Johnson	Start	n/a	Finish	n/a	\$0.00

Activity	Description	Evaluation Procedure			
Eligible Content	Eligible content incorporated into math instruction	Math strategies are infused appropriately in across curricular areas.			
Person Responsible	Timeline for Implementation				Resources
Kathy Johnson	Start	n/a	Finish	n/a	\$0.00

Activity	Description	Evaluation Procedure			
Instructional Analysis	Ongoing instructional analysis and alignment to state standards	All curricula is appropriately aligned with state standards and anchors			
Person Responsible	Timeline for Implementation				Resources
Kathy Johnson	Start	n/a	Finish	n/a	\$0.00

Activity	Description	Evaluation Procedure			
Integration	Ongoing integration and articulation of math strategies and standards across all curricula areas	All curricula is appropriately aligned with state standards and anchors			
Person Responsible	Timeline for Implementation				Resources
Kathy Johnson	Start	n/a	Finish	n/a	\$0.00

Activity	Description	Evaluation Procedure			
Menu Option	Provide professional development opportunities to address math curriculum, and alignment as a menu option for in-service and Act				

	80 ays	
Person Responsible	Timeline for Implementation	
Kathy Johnson	Start n/a	Finish n/a
		Resources \$0.00

Activity	Description	Evaluation Procedure
Standards and Anchors	Standards and Anchors embedded in lesson plans and instruction	Instructional practice aligns with lesson planning and standards
Person Responsible	Timeline for Implementation	
Kathy Johnson	Start n/a	Finish n/a
		Resources \$0.00

Activity	Description	Evaluation Procedure
Teacher Involvement	Teacher involvement in curricular revision and alignment to address standards	All curricula is appropriately aligned with state standards and anchors
Person Responsible	Timeline for Implementation	
Kathy Johnson	Start n/a	Finish n/a
		Resources \$0.00

Activity	Description	Evaluation Procedure
Training	Training in the selection and use of resources that are aligned with standards	Math standards are infused appropriately in across curricular areas
Person Responsible	Timeline for Implementation	
Kathy Johnson	Start n/a	Finish n/a
		Resources \$0.00

Strategy: Data Analysis

Description: Professional staff utilizes data to inform curricular design, instructional practice and assessment techniques for Math.

Educational Practices: Artful Use of Infrastructure, Continuous Learning Ethic, Quality Teaching

Activity	Description	Evaluation Procedure
Data Usage	Provide opportunities to practice and develop skills in using data to make instructional decisions and adjustments to enhance student learning	Instructional decisions and adjustments are based on data gathered from students
Person Responsible	Timeline for Implementation	
Kathy Johnson	Start n/a	Finish n/a
		Resources \$0.00

Activity	Description	Evaluation Procedure
Formative Assessments	Train teachers to develop and use curricular based data for ongoing formative assessments.	Instructional decisions and adjustments are based on data gathered from students
Person Responsible	Timeline for Implementation	
Kathy Johnson	Start n/a	Finish n/a
		Resources \$0.00

Activity	Description	Evaluation Procedure
Menu Option	Provide opportunities for teachers to understand and use data to inform their instructional and assessment in math as a menu option of in-service and Act 80 days.	
Person Responsible	Timeline for Implementation	
		Resources

Kathy Johnson	Start	n/a	Finish	n/a	\$0.00
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Activity	Description	Evaluation Procedure			
Professional Development	Provide professional development in data mining, analysis and evaluation	Use of curricular based assessments drive ongoing instructional practice			
Person Responsible	Timeline for Implementation			Resources	
Kathy Johnson	Start	n/a	Finish	n/a	\$0.00

Activity	Description	Evaluation Procedure			
Quarterly Assessments	Quarterly assessments used to inform instruction and lesson planning	Data is routinely mined, analyzed and evaluated; instructional decisions and adjustments are based on data gathered from students			
Person Responsible	Timeline for Implementation			Resources	
Kathy Johnson	Start	n/a	Finish	n/a	\$0.00

Activity	Description	Evaluation Procedure			
Remedial Needs	Use data to identify needy students and initiate remedial instructional strategies for early interventions	Instructional decisions and adjustments are based on data gathered from students			
Person Responsible	Timeline for Implementation			Resources	
Kathy Johnson	Start	n/a	Finish	n/a	\$0.00

Strategy: Pedagogy

Description: Develop, support and retain highly qualified and effective staff.

Educational Practices: Artful Use of Infrastructure, Continuous Learning Ethic, Quality Leadership, Quality Teaching

Activity	Description	Evaluation Procedure			
Differentiated Instruction	Provide professional development for the artful use of differentiated instruction in reading activities across the curriculum	Improved student learning in math based on curricular and standardized assessments			
Person Responsible	Timeline for Implementation			Resources	
Kathy Johnson	Start	n/a	Finish	n/a	\$0.00

Activity	Description	Evaluation Procedure			
Implementation of Curriculum	Provide training: to implement Saxon math curriculum for all K-6 staff; to implement 7-12 math curriculum; and to special education teachers to implement 7-12 corrective math program to special needs students	Improved student learning in math based on curricular and standardized assessments			
Person Responsible	Timeline for Implementation			Resources	
Kathy Johnson	Start	n/a	Finish	n/a	\$0.00

Activity	Description	Evaluation Procedure		
Instructional Strategies	Provide on going training in instructional strategies to address students' individual math needs	Improved student learning in math based on curricular and standardized assessments		

Person Responsible	Timeline for Implementation				Resources
Kathy Johnson	Start	n/a	Finish	n/a	\$0.00

Activity	Description	Evaluation Procedure			
Menu Option	Provide opportunities for teachers to learn and develop math instructional strategies to address the needs of all learners as a menu option for in-service and Act 80 days.				

Person Responsible	Timeline for Implementation				Resources
Kathy Johnson	Start	n/a	Finish	n/a	\$0.00

Activity	Description	Evaluation Procedure			
New Staff	Provide all new teachers and administrators with two years of intensive coaching and support to improve skills.	Improved student learning in math based on curricular and standardized assessments; continuous increase in teacher instructional knowledge and skill in math pedagogy			

Person Responsible	Timeline for Implementation				Resources
Kathy Johnson	Start	n/a	Finish	n/a	\$0.00

Activity	Description	Evaluation Procedure			
Specifically Designed Remediation	Train teachers to provide specifically designed remediation instruction for students identified as below basic and/or basic in math	Improved student learning in math based on curricular and standardized assessments			

Person Responsible	Timeline for Implementation				Resources
Kathy Johnson	Start	n/a	Finish	n/a	\$0.00

Activity	Description	Evaluation Procedure			
Support	Provide district support for teachers seeking permanent certification and ongoing continuing education credits.	Percent of teachers seeking continuing education credits			

Person Responsible	Timeline for Implementation				Resources
Kathy Johnson	Start	n/a	Finish	n/a	\$0.00

Goal: READING

Description: At least 54% of all students will be proficient in Reading, as measured by the annual state-wide PSSA assessments.

At least 54% of all students will be proficient in Reading, as measured by the annual state-wide PSSA assessments, by 2006. This percentage will increase to 68% by 2009; to 82% by 2012; and will continue to increase during 2011, the last year of this Strategic Plan.

Strategy: Curricular Alignment

Description: Continuously increase the proportion of students who meet and exceed state standards in reading.

Educational Practices: Artful Use of Infrastructure, Continuous Learning Ethic, Quality Leadership, Quality Teaching

Activity	Description	Evaluation Procedure			
Analysis and Alignment	Ongoing instructional analysis and	Instructional practice aligns with			

	alignment to state standards	lesson planning and standards		
Person Responsible	Timeline for Implementation			Resources
Kathy Johnson	Start	n/a	Finish	n/a
				\$0.00

Activity	Description	Evaluation Procedure		
Benchmarks	Grade level reading benchmarks coordinated throughout the grade level program of studies	Reading strategies are infused in instructional practice in all curricular areas		
Person Responsible	Timeline for Implementation			Resources
Kathy Johnson	Start	n/a	Finish	n/a
				\$0.00

Activity	Description	Evaluation Procedure		
Eligible Content	Eligible content incorporated into reading instruction	All reading curricula is appropriately aligned with state standards and anchors		
Person Responsible	Timeline for Implementation			Resources
Kathy Johnson	Start	n/a	Finish	n/a
				\$0.00

Activity	Description	Evaluation Procedure		
Integration	Ongoing integration and articulation of reading strategies and standards across all curriculum areas	Reading strategies are infused in instructional practice in all curricular areas		
Person Responsible	Timeline for Implementation			Resources
Kathy Johnson	Start	n/a	Finish	n/a
				\$0.00

Activity	Description	Evaluation Procedure		
Menu Option	Provide training opportunities for teachers to develop alignment of reading curriculum across all curricular areas as a menu option for in-service and Act 80 days			
Person Responsible	Timeline for Implementation			Resources
Kathy Johnson	Start	n/a	Finish	n/a
				\$0.00

Activity	Description	Evaluation Procedure		
Selection and Utilization	Training in the selection and use of resources that are aligned with reading standards	Instructional practice aligns with lesson planning and standards		
Person Responsible	Timeline for Implementation			Resources
Kathy Johnson	Start	n/a	Finish	n/a
				\$0.00

Activity	Description	Evaluation Procedure		
Standards and Anchors	Standards and anchors embedded in lesson plans and instruction	Instructional practice aligns with lesson planning and standards		
Person Responsible	Timeline for Implementation			Resources
Kathy Johnson	Start	n/a	Finish	n/a
				\$0.00

Activity	Description	Evaluation Procedure		
Teacher Involvement	Teacher involvement in curricular revision and alignment to address standards	All reading curricula is appropriately aligned with state standards and anchors; reading strategies are infused in		

		instructional practice in all curricular areas			
Person Responsible	Timeline for Implementation				Resources
Kathy Johnson	Start	n/a	Finish	n/a	\$0.00

Strategy: Data Analysis

Description: Professional staff uses data to inform curricular design, instructional practice and assessment techniques for reading.

Educational Practices: Artful Use of Infrastructure, Continuous Learning Ethic, Quality Teaching

Activity	Description	Evaluation Procedure			
Data Usage	Provide opportunities to practice and develop skills in using data to make instructional decisions and adjustments to enhance student learning	Instructional decisions and adjustments are based on data gathered from students; data is routinely mined, analyzed and evaluated			
Person Responsible	Timeline for Implementation				Resources
Kathy Johnson	Start	n/a	Finish	n/a	\$0.00

Activity	Description	Evaluation Procedure			
Formative Assessments	Train teachers to develop and use curricular based data for ongoing formative assessments.	Use of curricular based assessments drive ongoing instructional practice			
Person Responsible	Timeline for Implementation				Resources
Kathy Johnson	Start	n/a	Finish	n/a	\$0.00

Activity	Description	Evaluation Procedure			
Menu Option	Provide opportunities in professional development in the use of data to inform curricular alignment, instructional practice and student assessment as a menu option for in-service and Act 80 Days.				
Person Responsible	Timeline for Implementation				Resources
Kathy Johnson	Start	n/a	Finish	n/a	\$0.00

Activity	Description	Evaluation Procedure			
Professional Development	Provide professional development in data mining, analysis and evaluation	Data is routinely mined, analyzed and evaluated			
Person Responsible	Timeline for Implementation				Resources
Kathy Johnson	Start	n/a	Finish	n/a	\$0.00

Activity	Description	Evaluation Procedure			
Quarterly Assessments	Quarterly assessments used to inform instruction and lesson planning	Use of curricular based assessments drive ongoing instructional practice; data is routinely mined, analyzed and evaluated			
Person Responsible	Timeline for Implementation				Resources
Kathy Johnson	Start	n/a	Finish	n/a	\$0.00

Activity	Description	Evaluation Procedure			
Remedial Needs	Use data to identify needy students and initiate remedial instructional strategies for early interventions	Instructional decisions and adjustments are based on data gathered from students			
Person Responsible	Timeline for Implementation		Resources		
Kathy Johnson	Start	n/a	Finish	n/a	\$0.00

Strategy: Pedagogy

Description: Develop, support and retain highly qualified and effective staff.

Educational Practices: Artful Use of Infrastructure, Continuous Learning Ethic, Quality Leadership, Quality Teaching

Activity	Description	Evaluation Procedure			
Differentiated Instruction	Provide professional development for the artful use of differentiated instruction in reading activities across the curriculum	Improved student learning in reading based on curricular and standardized assessments; continuous increase in teacher instructional knowledge and skill in reading pedagogy			
Person Responsible	Timeline for Implementation		Resources		
Kathy Johnson	Start	n/a	Finish	n/a	\$0.00

Activity	Description	Evaluation Procedure			
Implementation of Curriculum	Provide training to: implement reading strategies across all content curricular areas; and to special education teachers to implement K-12 corrective reading program to special needs students	Continuous increase in teacher instructional knowledge and skill in reading pedagogy			
Person Responsible	Timeline for Implementation		Resources		
Kathy Johnson	Start	n/a	Finish	n/a	\$0.00

Activity	Description	Evaluation Procedure			
Instructional Strategies	Provide on going training in instructional strategies to address students' individual reading styles	Continuous increase in teacher instructional knowledge and skill in reading pedagogy; improved student learning in reading based on curricular and standardized assessments			
Person Responsible	Timeline for Implementation		Resources		
Kathy Johnson	Start	n/a	Finish	n/a	\$0.00

Activity	Description	Evaluation Procedure			
Menu Option	Provide opportunities for training all teachers in best practices in reading as a menu option for in-service and Act 80 days.				
Person Responsible	Timeline for Implementation		Resources		
Kathy Johnson	Start	n/a	Finish	n/a	\$0.00

Activity	Description	Evaluation Procedure
New Staff	Provide all new teachers and administrators with two years of	Improved student learning in reading based on curricular and

	intensive coaching and support to improve skills.	standardized assessments
Person Responsible	Timeline for Implementation	
Kathy Johnson	Start n/a	Finish n/a
		Resources \$0.00

Activity	Description	Evaluation Procedure
Specifically Designed Remediation	Train teachers to provide specifically designed remediation instruction for students identified as below basic or basic in reading	Improved student learning in reading based on curricular and standardized assessments
Person Responsible	Timeline for Implementation	
Kathy Johnson	Start n/a	Finish n/a
		Resources \$0.00

Activity	Description	Evaluation Procedure
Support	Provide district support for teachers seeking permanent certification and ongoing continuing education credits.	Percent of teachers seeking continuing education credits
Person Responsible	Timeline for Implementation	
Kathy Johnson	Start n/a	Finish n/a
		Resources \$0.00

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

Description: Student attendance will meet a 90% threshold and/or show growth.

Strategy: School Climate

Description: To create a positive school learning environment that is nurturing and supportive of the developmental needs of students.

Educational Practices: Artful Use of Infrastructure, Continuous Learning Ethic, Quality Leadership

Activity	Description	Evaluation Procedure
Bully Prevention Programs	Provide ongoing training and in-service for all staff to expand bully prevention programs.	Reduced incidents of bullying
Person Responsible	Timeline for Implementation	
Kathy Johnson	Start n/a	Finish n/a
		Resources \$0.00

Activity	Description	Evaluation Procedure
Character Education Programs	Investigate character education programs for appropriateness of adoption at each level.	Adoption of developmentally appropriate character education programs
Person Responsible	Timeline for Implementation	
Kathy Johnson	Start n/a	Finish n/a
		Resources \$0.00

Activity	Description	Evaluation Procedure
Elementary Level	Provide teacher training to broaden the responsive classroom program at the elementary level.	Full implementation of the responsive classroom program
Person Responsible	Timeline for Implementation	
Kathy Johnson	Start n/a	Finish n/a
		Resources \$0.00

Activity	Description	Evaluation Procedure
High School Level	Provide teacher training to implement an advisor program at	Expanded advisory programs at the middle school and high school

	the high school level.	level
Person Responsible	Timeline for Implementation	
Kathy Johnson	Start n/a	Finish n/a
		Resources \$0.00

Activity	Description	Evaluation Procedure
Menu Option	To provide a menu of options for inservice and Act 80 days that addresses the District professional development needs for creating school environments that are nurturing and supportive of the developmental needs of students.	
Person Responsible	Timeline for Implementation	
Kathy Johnson	Start n/a	Finish n/a
		Resources \$0.00

Activity	Description	Evaluation Procedure
Middle Level	Provide teacher training to expand student advisory opportunities at the middle level.	Expanded advisory programs at the middle school and high school level
Person Responsible	Timeline for Implementation	
Kathy Johnson	Start n/a	Finish n/a
		Resources \$0.00

Goal: TECHNOLOGY INTEGRATION

Description: Further integrate technology into curriculum and instruction, school management, and parent communication.

Strategy: Competency Standards

Description: To develop professional competency standards for technology to enhance school management and communication systems.

Educational Practices: Artful Use of Infrastructure, Continuous Learning Ethic, Quality Leadership, Quality Teaching

Activity	Description	Evaluation Procedure
Assess Needs	Assess teacher's needs using survey and implement results of the survey over the next three years in professional development sessions.	Technology proficiency of staff
Person Responsible	Timeline for Implementation	
Kathy Johnson	Start n/a	Finish n/a
		Resources \$0.00

Activity	Description	Evaluation Procedure
Develop Standards	Develop competency standards for professional proficiency in basic operational systems.	Technology proficiency of staff
Person Responsible	Timeline for Implementation	
Kathy Johnson	Start n/a	Finish n/a
		Resources \$0.00

Activity	Description	Evaluation Procedure
Professional Development	Professional development for all staff involving: use of Microsoft office package; comprehensive training to implement and use the eSchool Plus program for school	Successful use of eSchool Plus for online parent communication; successful use of eSchool Plus for student assessments and data management; and technology

	management and parent communication; to attain proficiency in competency of standards; and a minimum of 10 hours of technology a year for each staff member	proficiency of staff	
Person Responsible	Timeline for Implementation		Resources
Kathy Johnson	Start n/a	Finish n/a	\$0.00

Strategy: Curricular Integration

Description: To develop a K-12 plan to infuse technology into the curriculum and assessment plans of the district.

Educational Practices: Artful Use of Infrastructure, Continuous Learning Ethic, Quality Leadership, Quality Teaching

Activity	Description	Evaluation Procedure	
Assessment	Investigate the use of technology for student assessment and increase the links between the data obtained from assessments and program improvement / instructional practices.	The use of technology to track and analyze student assessments	
Person Responsible	Timeline for Implementation		Resources
Kathy Johnson	Start n/a	Finish n/a	\$0.00

Activity	Description	Evaluation Procedure	
Curriculum K-12	Re-evaluate and re-align the K-12 technology curriculum for the 21st century student.	Successful infusion of technology in the classroom; more teachers using technology for instruction	
Person Responsible	Timeline for Implementation		Resources
Kathy Johnson	Start n/a	Finish n/a	\$0.00

Activity	Description	Evaluation Procedure	
Menu Option	Provide professional development opportunities for teachers to acquire the skills needed to infuse technology into the curriculum and effectively use technology as a tool for assessment as a menu option for in-service and Act 80 days.		
Person Responsible	Timeline for Implementation		Resources
Kathy Johnson	Start n/a	Finish n/a	\$0.00

Activity	Description	Evaluation Procedure	
Mini Workshops	Provide opportunities for mini workshops on singular technology topics	Successful infusion of technology in the classroom	
Person Responsible	Timeline for Implementation		Resources
Kathy Johnson	Start n/a	Finish n/a	\$0.00

Activity	Description	Evaluation Procedure
Purchase Software	Purchase software designed to provide student tutorial and enrichment opportunities that	Successful infusion of technology in the classroom; more teachers using technology for instruction

	complements the curriculum			
Person Responsible	Timeline for Implementation			Resources
Kathy Johnson	Start	n/a	Finish	n/a
				\$0.00

Activity	Description	Evaluation Procedure
Technology Usage	Provide instruction and training on the use of technology as an instructional strategy so staff learn to review, evaluate, and implement appropriate technology tools and programs into the classroom to enhance student learning for all students	More teachers using technology in the classroom

Person Responsible	Timeline for Implementation			Resources
Kathy Johnson	Start	n/a	Finish	n/a
				\$0.00

Activity	Description	Evaluation Procedure
Training	Provide ongoing training and practice in the use of technology with a minimum of 10 hours per year for each staff member; train staff to use the eSchool Plus data management component for use in ongoing assessment and instructional planning; use a train the trainers model to place a site-based technology "go to person" in each building; and provide training for appropriate staff in the use of necessary assistive technology tools to meet the needs of special education students	Successful infusion of technology in the classroom; more teachers using technology for instruction; and the use of technology to track and analyze student assessments

Person Responsible	Timeline for Implementation			Resources
Kathy Johnson	Start	n/a	Finish	n/a
				\$0.00

Annual Review Process

VI. A description of the process for reviewing and amending the plan annually. The Professional Education Council/Act 48 Committee is responsible for monitoring the progress and amending the professional plan as appropriate. The committee will meet a minimum of two times a year to review and assess the progress of the strategic plan. This committee will also address ongoing needs for professional development based on input from stakeholders. The creation of this committee provides the opportunity to address the current and developing professional development needs for the district thus providing continuous review and monitoring. The committee also serves as a vehicle for proactive future planning.

Criteria and Balance

VII. Evidence that the plan meets the professional education criteria and strikes a balance between content, pedagogy and other skills.

Each activity has a checks and balance system (Act 48 Committee and Approval process) designed to demonstrate that the program/activity adheres to PDE Guidelines. In addition, the programs included are researched based, data driven and include accountability.

It is recommended that every professional establish yearly goals and develop a Professional Portfolio.

Definitions

For purpose of continuing professional education, the terms used in these guidelines are defined as follows:

Approved-provider may be an institution of higher education, school entity, individual, regional professional education organization/agency, corporation, partnership, limited liability company or association approved by the Pennsylvania Department of Education to provide continuing professional education credits, collegiate credits or hours for the purpose of professional educator active certification in accordance with Act 48, and these guidelines.

Collegiate credit shall mean undergraduate or graduate college credit granted by a college or university approved by the Pennsylvania Department of Education, for the successful completion of an approved course in an area of the professional educator's assignment or certification.

Continuing professional education course credit shall mean undergraduate or graduate credit awarded upon the successful completion of an approved continuing professional education course.

Continuing professional education hours shall refer to time-on-task at programs, activities, conferences workshops or learning experience related to an area of the professional educator's assignment or certification, or relating to needs defined by the school entity in its Professional Education Plan that impacts on provisions of quality instruction conducted by providers identified and approved by the Pennsylvania Department of Education.

Date Submitted to PDE _____

School Entity: _____

Address: _____

_____ Zip Code: _____

Chief School Administrator: _____

Contact Person: (typed/printed) _____

Telephone: (____)-_____ E-Mail Address: _____

We affirm that this professional education plan was developed in accordance with the laws, regulations and guidelines regarding professional education plans and that the plan was recommended by the Professional Education Committee and approved by the school board.

Signature Board Secretary	(Date)
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Signature Board President	(Date)
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Signature Chief School Administrator	(Date)
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Signature, Chairperson Professional Education Committee	(Date)
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