Appendix: Professional Development Implementation Step Details

LEA Goals Addressed:	Maximize the district's 21st Century learning culture for personalized learning for all students with a focus on language and literacy acquisition for all learners in an inclusionary environment. Provide a 21st century culture for customized learning Maintain a balanced and consistent assessment system	Strategy #1: Provide access to a standards-based, 21st century educational programs for all students

Start	End	Title	Description
9/1/2018	6/30/2021	Continue to implement, monitor and evaluate all curriculum through the district curriculum renew cycle assuring for 21st Century and standards aligned curricula.	All content curriculum will be aligned to core standards, reviewed on a 6 year cycle, and updated annually if required. For the 2017-2018 school year, World Language, STEM (K-4),Science (5-12) and Social Studies (5-12) will be completed. For the 2018-2019 school year, AP curriculum will be introduced for World Language.

Person Responsible	SH	S	EP	Provider	Type	App.
Assistant Superintendent of Curriculum and Instruction, Director of STEM, Director of Humanities	6.0	3	18	UMAEA and Curriculum and Instruction Department	School Entity	Yes

Knowledge

Cohorts of content area teachers will work together to review and update current curriculum under the guidance of the Director of C & I: Humanities and the Director of C & I: STEM.

Supportive Research	Professional development is data and research based as well as job embedded.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. Empowers educators to work effectively with parents and community partners.
For school and district administrators, and other educators seeking leadership roles:	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Provides leaders with the ability to access and use appropriate data to inform decision-making. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. Instructs the leader in managing resources for effective results.

Training Format	LEA Whole Group Presentation Series of Workshops School Whole Group Presentation Department Focused Presentation Professional Learning Communities

Participant Roles	Classroom teachers Principals / Asst. Principals	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5)

	Supt / Ast Supts / CEO / Ex Dir Paraprofessional New Staff Other educational specialists		Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Lesson modeling with mentoring Joint planning period activities Journaling and reflecting	**Evaluation Methods**	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data Review of participant lesson plans

LEA Goals Addressed:	**Maximize the district's 21st Century learning culture for personalized learning for all students with a focus on language and literacy acquisition for all learners in an**	**Strategy #1: Provide access to a standards-based, 21st century educational programs for all students**

inclusionary environment.

Start	End	Title	Description
9/1/2017	6/30/2021	Integration of STEM and Literacy	Adopt, implement, and monitor the STEM project-based learning and integration of STEM and ELA in grades K-12.

Person Responsible	SH	S	EP	Provider	Type	App.
Assistant Superintendent of Curriculum and Instruction, Director of C & I: STEM, Director of C & I: Humanities	6.0	4	6	UMASD	IU	Yes

Knowledge

STEM workshops and job-embedded PD

ELA Workshops and job-embedded PD

Supportive Research

Professional development is based on student need and is research based

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

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

Empowers educators to work effectively with parents and community partners.

For school and district administrators, and other educators seeking leadership roles:	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Provides leaders with the ability to access and use appropriate data to inform decision-making. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. Instructs the leader in managing resources for effective results.
Training Format	LEA Whole Group Presentation Series of Workshops School Whole Group Presentation Live Webinar Department Focused Presentation Professional Learning Communities Offsite Conferences

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Participant Roles	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir Paraprofessional Other educational specialists	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with	**Evaluation Methods**	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and

	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 Joint planning period activities	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

LEA Goals Addressed:	**Maximize the district's 21st Century learning culture for personalized learning for all students with a focus on language and literacy acquisition for all learners in an inclusionary environment.** **Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.** **Provide professional learning that is focused, job-embedded, and results in a 21st century culture of learning for all students** **Provide a 21st century culture for customized learning**	**Strategy #1: Provide access to a standards-based, 21st century educational programs for all students**

Start	End	Title	Description
9/1/2017	6/30/2021	Extend opportunities for learning through technology	Expand use of on-line resources; expand use of digital technology for classroom instruction and learning including but not limited to iPads and Apple TV, wikispaces, iMovies, podcasts; ; develop blended learning opportunities. Committee created to

for next steps in technology integration such as one-to one at the elementary levels. Implement elementary technology integration.

Person Responsible	SH	S	EP	Provider	Type	App.
Director of Technology, Assistant Superintendent of Curriculum and Instruction	6.0	3	10	UMASD	Apple Trainer	Yes

Knowledge Use of technology for teaching and learning for K-12

Supportive Research Professional development will be data and research based

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

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

Empowers educators to work effectively with parents and community partners.

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

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

Provides leaders with the ability to access and use appropriate data to inform decision-making.

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

Instructs the leader in managing resources for effective results.

Training Format	Series of Workshops School Whole Group Presentation Professional Learning Communities

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Participant Roles	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir School counselors Paraprofessional New Staff Other educational specialists Parents	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	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 Lesson modeling with mentoring Joint planning period	**Evaluation Methods**	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Classroom student assessment data Review of participant lesson plans

activities

LEA Goals Addressed:	Maximize the district's 21st Century learning culture for personalized learning for all students with a focus on language and literacy acquisition for all learners in an inclusionary environment.	Strategy #1: Provide access to a standards-based, 21st century educational programs for all students

Start	End	Title	Description
9/3/2017	6/30/2021	Prepare students to be career and, or college ready	21st Century skills will be reflected in lesson planning; based upon the Partnership for 21st Century Schools and the P21 Common Core Toolbox. Enhance STEAM (Science, Technology, Engineering, Art, Math) opportunities for all students through Technology Education and Family and Consumer Science. Further develop relationships with colleges to provide opportunities for dual enrollment, summer courses, programs for at-risk students, and course articulation. Partner with local artists to provide mentoring/internship programs for high school art students. Use Naviance to support the college process for students and families. Monitoring of attendance for post-secondary will be on-going.

Person Responsible	SH	S	EP	Provider	Type	App.
Superintendent, Assistant Superintendent of Curriculum and Instruction, Supervisor of Student Services, Building Principals	3.0	6	30	Multiple Providers	School Entity	Yes

Knowledge	Participants will develop knowlege and be able to teach using 21st century skills and integrated concepts. Participants will understand and develop articulations across schools, both district schools and post-secondary

schools.

Supportive Research

Professional development will be research based.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

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

Empowers educators to work effectively with parents and community partners.

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

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

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

Instructs the leader in managing resources for effective results.

Training Format

Series of Workshops
Online-Synchronous
Online-Asynchronous
Professional Learning Communities

Participant Roles

Classroom teachers
Principals / Asst. Principals
Supt / Ast Supts / CEO / Ex

Grade Levels

Middle (grades 6-8)
High (grades 9-12)

	Dir School counselors New Staff Other educational specialists		
Follow-up Activities	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 Peer-to-peer lesson discussion Lesson modeling with mentoring Joint planning period activities	**Evaluation Methods**	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Standardized student assessment data other than the PSSA Classroom student assessment data Participant survey

LEA Goals Addressed:	**Maximize the district's 21st Century learning culture for personalized learning for all students with a focus on language and literacy acquisition for all learners in an inclusionary environment.** **Provide professional learning that is focused, job-embedded, and results in a 21st century culture of learning for all students**	**Strategy #1: Provide access to a standards-based, 21st century educational programs for all students** **Strategy #2: Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing** **Strategy #3: Seek to eliminate gaps in opportunity, access, and outcomes that are**

	Maintain a balanced and consistent assessment system **Smooth transitions that support all students as they move from grade to grade, building to building, district to district, and high school to post-secondary plans**	**highly predictable by students' race, ethnicity, socioeconomic status, and location, while simultaneously improving outcomes for each and every student.**

Start	**End**	**Title**	**Description**
9/1/2016	6/30/2021	District-wide focus on literacy leadership and learning across all content areas	Formation of a UMAEA literacy committee with K-12 representation. This committee will attend multiple meetings to best understand the balanced literacy approach and literacy across all content. This committee will become building leaders to assist in the training of all staff in these strategies. Year 1 includes training for committee members with professional development for all staff facilitated by district administrators. Year 2 includes embedding these strategies into all content areas to best maximinze literacy for all students including ELLs, Special Ed., Gifted, and our Economicaly disadvantaged. Year 3 includes monitoring implementation of effective instructional literacy practices with a focus on writing.

Person Responsible	**SH**	**S**	**EP**	**Provider**	**Type**	**App.**
Director of C & I: Humanities, Director of STEM, Assistant Superintendent	3.0	4	18	District	IU	Yes

Knowledge An understanding of the balanced literacy approach

Supportive Research Instructional practices are research-based (Fountas & Pinnell) & WestEd Reading Apprenticeship

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

	Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. Empowers educators to work effectively with parents and community partners.
For school and district administrators, and other educators seeking leadership roles:	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Provides leaders with the ability to access and use appropriate data to inform decision-making. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. Instructs the leader in managing resources for effective results.

Training Format	Series of Workshops Professional Learning Communities

Participant Roles	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir Other educational specialists	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with	**Evaluation Methods**	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and

involvement of administrator and/or peers Creating lessons to meet varied student learning styles Lesson modeling with mentoring Turn around training for staff during in-service days, team meetings, and faculty meetings	standards, classroom environment, instructional delivery and professionalism. Student PSSA data Classroom student assessment data Participant survey	

LEA Goals Addressed:	Maximize the district's 21st Century learning culture for personalized learning for all students with a focus on language and literacy acquisition for all learners in an inclusionary environment.	Strategy #1: Provide access to a standards-based, 21st century educational programs for all students

Start	End	Title	Description
9/1/2016	6/30/2021	Positive Behavior Interventions and Supports (PBIS)	The Distinct will develop a district Positive Behavior Interventions and Supports (PBIS) committee to create a strong PBIS model as identified by state; professional development will be provided to district staff; All four elementary schools will implement this program by 2019-2020 school year. This program will help to ensure academic achievement for all students by creating a positive school culture. Positive behavior support is an application of a behaviorally-based systems approach to enhance the capacity of schools, families, and communities to design effective environments that improve the link between research-validated practices and the environments in which teaching and learning occurs. Attention is focused on creating and sustaining Tier 1 supports (universal), Tier 2 supports (targeted group), and Tier 3

supports (individual) systems of support that improve lifestyle results (personal, health, social, family, work, recreation) for all children and youth by making targeted behaviors less effective, efficient, and relevant, and desired behavior more functional. https://www.pbis.org/school

Person Responsible	SH	S	EP	Provider	Type	App.
Superintendent, Assistant Superintendent, & Director of Student Services	6.0	4	50	PBIS Trainer	IU	Yes

Knowledge Staff will gain knowledge in the framework of PBIS, the language, and the strategies used for implementation

Supportive Research PBIS is a research-based practice

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

Empowers educators to work effectively with parents and community partners.

For school and district administrators, and other educators seeking leadership roles:	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Provides leaders with the ability to access and use appropriate data to inform decision-making. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
Training Format	Series of Workshops Professional Learning Communities

Participant Roles	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir School counselors Paraprofessional New Staff Other educational specialists Parents	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5)
Follow-up Activities	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**	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

	Lesson modeling with mentoring	Participant survey

LEA Goals Addressed:	**Maximize the district's 21st Century learning culture for personalized learning for all students with a focus on language and literacy acquisition for all learners in an inclusionary environment.**	**Strategy #1: Provide access to a standards-based, 21st century educational programs for all students** **Strategy #2: Co-teaching and Collaboration Strategies for Teaching All Students in an Inclusive Setting** **Strategy #3: Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing** **Strategy #4: Seek to eliminate gaps in opportunity, access, and outcomes that are highly predictable by students' race, ethnicity, socioeconomic status, and location, while simultaneously improving outcomes for each and every student.**

Start	End	Title	Description
9/1/2016	6/28/2021	Co-teaching and Collaboration Strategies for Teaching ELLs Implementation	Year 1 (2016-2017) Implement co-teaching pilot in two classrooms at one elementary school with one ESL teacher, a 1st grade teacher, and a 3rd grade teacher. Provide training and on-sight monitoring through partnership with Dr. Honigsfled. Anaylze perception and student learning data. Principal and adminstrator training in these strategies as well. Year 2 (2017 - 2018) Expand model to other elementary schools. Continue training and on-sight monitoring. Identify strengths and needs of strategy.

Year 3 (2018-2019) Expand model to middle school and high school.

Year 4 and beyond - contunie to support co-teaching

Person Responsible	SH	S	EP	Provider	Type	App.
Superintendent, Assistant Superintendent, & Director of Student Services	6.0	4	30	Curriculum and Instruction Department	College or University	Yes

Knowledge

Understanding teacher collaboration, collaborative team teaching, and co-teaching in the context of ESL

Understanding of best practices for teaching ESL within the general education classroom

Supportive Research

Researched-based strategies

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

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

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

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	Series of Workshops School Whole Group Presentation Professional Learning Communities		
Participant Roles	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Lesson modeling with mentoring	**Evaluation Methods**	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data Participant survey

LEA Goals Addressed: **Maximize the district's 21st Century learning** **Strategy #1: Data Analysis Procedures,**

	culture for personalized learning for all students with a focus on language and literacy acquisition for all learners in an inclusionary environment. **Maintain a balanced and consistent assessment system**	**Data-Informed Instruction, Data Teams & Data Warehousing** **Strategy #2: Seek to eliminate gaps in opportunity, access, and outcomes that are highly predictable by students' race, ethnicity, socioeconomic status, and location, while simultaneously improving outcomes for each and every student.**

Start	End	Title	Description
10/3/2016	6/30/2021	Implementation of NWEA MAP ELA testing in grades K-8	Year 1 (2016-2017) Students were assessed using the NWEA MAP assessment in English/Language Arts for grades K-4. The Fall administration of this assessmernt provided a benchmark and aide in differentiation for small groups in a balanced literacy approach. In addition, placement in MTSS was supported by the data gleamed from this assessment such as lexile scores and RIT ranges. Subsequent testing (Winter & Spring) identified growth and help to adjust instruction. Year 2 (2017-2018) Expand to grades 5-8 Year 3 and on - use data to drive instructional decisions and practices

Person Responsible	SH	S	EP	Provider	Type	App.
Assistant Superintendent of Curriculum and Instruction and Building Principals	6.0	2	150	UMAEA and Curriculum and Instruction Department	NWEA	Yes

Knowledge	Understanding on how to administer assessment. Understanding on how to analyze the data for instructional purposes
Supportive Research	Research-based computerized assessment

Designed to Accomplish

For classroom teachers, school counselors and education specialists:	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
For school and district administrators, and other educators seeking leadership roles:	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. Instructs the leader in managing resources for effective results.

Training Format

Series of Workshops
School Whole Group Presentation
Live Webinar

Participant Roles

Classroom teachers
Principals / Asst. Principals
Supt / Ast Supts / CEO / Ex Dir
Other educational specialists

Grade Levels

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

Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Peer-to-peer lesson discussion Joint planning period activities	**Evaluation Methods**	Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data

LEA Goals Addressed:	**Maximize the district's 21st Century learning culture for personalized learning for all students with a focus on language and literacy acquisition for all learners in an inclusionary environment.** **Provide a 21st century culture for customized learning** **Smooth transitions that support all students as they move from grade to grade, building to building, district to district, and high school to post-secondary plans**	**Strategy #1: Seek to eliminate gaps in opportunity, access, and outcomes that are highly predictable by students' race, ethnicity, socioeconomic status, and location, while simultaneously improving outcomes for each and every student.** **Strategy #2: Focus on Diversity, Equity, and Social Justice**

Start	**End**	**Title**	**Description**
10/12/2017	6/30/2021	Diversity, Equity and Social Justice Training	Three year initiative to train all stake-holders. The Hackman Consulting Group LLC will provide professional development for leadership, staff, school board members, parents, and community on diversity and equity.

Person Responsible	SH	S	EP	Provider	Type	App.
Assistant Superintendent of Curriculum and Instruction	8	8	30	The Hackman Consulting Group LLC	For Profit Company	Yes

Knowledge

Trainings will provide the foundation for our equity work. We need to learn about equity and how to apply what we learn to our everyday work with students, families, community, and co-workers.

Supportive Research

The Hackman Consulting Group LLC is a broad-based group of trainers, teachers and experts from multiple disciplines capable of addressing all of your organization's needs regarding deep diversity, equity and social justice issues.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:	Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Empowers educators to work effectively with parents and community partners.
For school and district administrators, and other educators seeking leadership roles:	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Provides leaders with the ability to access and use appropriate data to inform decision-making. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Training Format Series of Workshops

	Online-Asynchronous Professional Learning Communities		
Participant Roles	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir School counselors Paraprofessional New Staff Related Service Personnel Parents	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Peer-to-peer lesson discussion Joint planning period activities Journaling and reflecting	**Evaluation Methods**	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Participant survey

LEA Goals Addressed:	**Maximize the district's 21st Century learning culture for personalized learning for all students with a focus on language and literacy acquisition for all learners in an inclusionary environment.** **Maintain a balanced and consistent assessment system**	**Strategy #1: Provide access to a standards-based, 21st century educational programs for all students** **Strategy #2: Co-teaching and Collaboration Strategies for Teaching All Students in an Inclusive Setting** **Strategy #3: Data Analysis Procedures,**

Data-Informed Instruction, Data Teams & Data Warehousing

Strategy #4: Seek to eliminate gaps in opportunity, access, and outcomes that are highly predictable by students' race, ethnicity, socioeconomic status, and location, while simultaneously improving outcomes for each and every student.

Strategy #5: Focus on Diversity, Equity, and Social Justice

Strategy #6: Multi-Tiered Systems of Support (MTSS-RtII)

Start	End	Title	Description
8/22/2016	6/30/2021	Multi-Tiered System of Supports - RtII & PBIS	Pennsylvania's Multi-Tiered System of Supports (MTSS) is defined as a comprehensive system of supports that in the commonwealth includes standards-aligned, culturally responsive and high quality core instruction, universal screening, data-based decision-making, tiered services and supports, family engagement, central/building level leadership, RtII/SLD determination and professional learning. Simply put, PA-MTSS represents a broad set of evidence-based practices that may be implemented across a system to include Academics AND Behavior within a recursive and systematic problem-solving process. PA-MTSS is relatively synonymous with RtII and is intended to help ALL students meet with continuous academic and behavioral success.

Person Responsible	SH	S	EP	Provider	Type	App.
Assistant Superintendent of Curriculum and Instruction, Director of Student Services	3	30	300	District and MCIU	IU	Yes

and Building
Principals

Knowledge	An understanding of the importance of a system based in social, emotional, behavioral supports as well as academic.
Supportive Research	MTSS Comprehensive System of Supports
Designed to Accomplish	
For classroom teachers, school counselors and education specialists:	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. Empowers educators to work effectively with parents and community partners.
For school and district administrators, and other educators seeking leadership roles:	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Provides leaders with the ability to access and use appropriate data to inform decision-making. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. Instructs the leader in managing resources for effective results.
Training Format	LEA Whole Group Presentation Series of Workshops

Department Focused Presentation
Online-Synchronous
Online-Asynchronous
Professional Learning Communities
Offsite Conferences

Participant Roles	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir School counselors Paraprofessional New Staff	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Lesson modeling with mentoring Joint planning period activities Journaling and reflecting	**Evaluation Methods**	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data Participant survey Portfolio

LEA Goals Addressed:	**Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.** **Smooth transitions that support all students as they move from grade to grade, building to building, district to district, and high school to post-secondary plans**	**Strategy #1: Curriculum, instruction, assessment and instructional materials will be aligned to PA Core Standards, The Danielson Framework for Effective Teaching, and 21st century learning will be ensured for all students** **Strategy #2: Maintain a balanced and standards-aligned district-wide assessment system** **Strategy #3: Differentiated Instruction to support the needs of diverse learners in all settings** **Strategy #4: Instruction - Teacher Effectiveness, Principal Effectiveness and Student Learning Objectives (SLOs)**

Start	**End**	**Title**	**Description**
9/1/2017	6/30/2021	Provide students with personalized instruction through differentiated instruction	Continue to employ a combination of school-based teams (data teams, student assistance teams, child study teams, RtII, MTSS, Child Study Teams) to collect analyze intersecting data and research in order to personalize instruction and create a culturally responsive learning environment. Contnue to support and monitor professional development in differentiation, meeting the needs of all students, and data driven instruction.

Person Responsible	**SH**	**S**	**EP**	**Provider**	**Type**	**App.**
Assistant Superintendent of Curriculum and Instruction, Director of C & I: STEM,	3.0	6	30	UMAEA and Curriculum and Instruction Department	School Entity	Yes

Director of C & I:
Humanities, Building
Principals

Knowledge

Understanding of ways to differentiated in all content using 4 types of data points: demographric data, perceptual data, student learning data, and school process data as defined by Victoria Bernhardt (1999)

Supportive Research

Differentiation practices and multiple measures of data are research-based

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

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

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

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

Provides leaders with the ability to access and use appropriate data to inform decision-making.

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

Instructs the leader in managing resources for effective results.

Training Format	Series of Workshops Online-Synchronous Online-Asynchronous Professional Learning Communities		
Participant Roles	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Lesson modeling with mentoring Joint planning period activities	**Evaluation Methods**	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data Participant survey Portfolio

LEA Goals Addressed:	Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.	Strategy #1: Curriculum, instruction, assessment and instructional materials will be aligned to PA Core Standards, The Danielson Framework for Effective Teaching, and 21st century learning will be ensured for all students Strategy #2: Differentiated Instruction to support the needs of diverse learners in all settings Strategy #3: Instruction - Teacher Effectiveness, Principal Effectiveness and Student Learning Objectives (SLOs)

Start	End	Title	Description
9/1/2017	6/30/2021	Participate in the Delaware Valley Minority Consortium for Equity and Excellence	Staff will attend workshops through the Delaware Valley Minority Consortium for Equity and Excellence for the purposes of understanding culturally responsive instruction.

Person Responsible	SH	S	EP	Provider	Type	App.
Director of C & I: STEM, Superintendent, Assistant Superintendent	6.0	10	30	Delaware Valley Minority Consortium for Equity and Excellence at University of Pennsylvania	College or University	Yes

Knowledge Working with a diverse population and intercultural needs

Supportive Research Research based practices

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

	attention given to interventions for struggling students. Empowers educators to work effectively with parents and community partners.
For school and district administrators, and other educators seeking leadership roles:	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Provides leaders with the ability to access and use appropriate data to inform decision-making. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. Instructs the leader in managing resources for effective results.
Training Format	Series of Workshops

Participant Roles	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir School counselors New Staff Parents	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or	**Evaluation Methods**	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment,

	peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Lesson modeling with mentoring Joint planning period activities	instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Participant survey

LEA Goals Addressed:	**Maximize the district's 21st Century learning culture for personalized learning for all students with a focus on language and literacy acquisition for all learners in an inclusionary environment.** **Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.** **Provide professional learning that is focused, job-embedded, and results in a 21st century culture of learning for all students** **Provide a 21st century culture for customized learning**	**Strategy #1: Provide access for all students to content through multiple uses of technology as a regular part of the learning experience** **Strategy #2: Differentiated Instruction to support the needs of diverse learners in all settings**

Start	End	Title	Description

9/1/2017	6/30/2021	Extend opportunities for learning through technology	Expand use of on-line resources; expand use of digital technology for classroom instruction and learning including but not limited to iPads and Apple TV, wikispaces, iMovies, podcasts; ; develop blended learning opportunities. Committee created to for next steps in technology integration such as one-to one at the elementary levels. Implement elementary technology integration.

Person Responsible	SH	S	EP	Provider	Type	App.
Director of Technology, Assistant Superintendent of Curriculum and Instruction	6.0	3	10	UMASD	Apple Trainer	Yes

Knowledge Use of technology for teaching and learning for K-12

Supportive Research Professional development will be data and research based

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

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

Empowers educators to work effectively with parents and community partners.

For school and district administrators, and other educators seeking leadership

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

roles:	academic standards. Provides leaders with the ability to access and use appropriate data to inform decision-making. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. Instructs the leader in managing resources for effective results.
Training Format	Series of Workshops School Whole Group Presentation Professional Learning Communities

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Participant Roles	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir School counselors Paraprofessional New Staff Other educational specialists Parents	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	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**	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

	Lesson modeling with mentoring Joint planning period activities	Review of participant lesson plans

LEA Goals Addressed:	**Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.**	**Strategy #1: Curriculum, instruction, assessment and instructional materials will be aligned to PA Core Standards, The Danielson Framework for Effective Teaching, and 21st century learning will be ensured for all students** **Strategy #2: Differentiated Instruction to support the needs of diverse learners in all settings** **Strategy #3: Improving Language and Literacy Acquisition for all students across all content areas**

Start	End	Title	Description
9/2/2016	6/30/2021	Integrate science and social studies content with Language Arts at the elementary and middle school levels	The content from social studies, science, and language arts will be integrated in order to deliver thematic instruction and help students to make connections across content areas. **Interdisciplinary Teaching Increases Student Learning** Engaging students and helping them to develop knowledge, insights, problem solving skills, self-confidence, self-efficacy,

and a passion for learning are common goals that educators bring to the classroom, and interdisciplinary instruction and exploration promotes realization of these objectives. Repko (2009) asserts that interdisciplinary instruction fosters advances in cognitive ability and other educational researchers (Kavaloski 1979, Newell 1990, Field et al. 1994, Vess 2009) have identified a number of distinct educational benefits of interdisciplinary learning including gains in the ability to:

Recognize bias

Think critically

Tolerate ambiguity

Acknowledge and appreciate ethical concerns

Person Responsible	SH	S	EP	Provider	Type	App.
Director of Curriculum and Instruction: STEM, Director of Curriculum and Instruction: Humanities and Building Principals	6.0	8	50	UMAEA and Curriculum and Instruction Department	School Entity	Yes

Knowledge Curriculum development of an interdisciplinary program.

Approach to instruction through interdisciplinary lessons is a research-based practice.

Supportive Research

Repko (2009)

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

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

Empowers educators to work effectively with parents and community partners.

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

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

Provides leaders with the ability to access and use appropriate data to inform decision-making.

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

Instructs the leader in managing resources for effective results.

Training Format

Series of Workshops
Online-Synchronous
Online-Asynchronous
Professional Learning Communities

Participant Roles	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir School counselors New Staff Other educational specialists Parents	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Lesson modeling with mentoring Joint planning period activities Journaling and reflecting	**Evaluation Methods**	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data Participant survey Portfolio

LEA Goals Addressed:	**Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.** **Smooth transitions that support all students as they move from grade to grade, building to building, district to district, and high school to post-secondary plans**	**Strategy #1: Curriculum, instruction, assessment and instructional materials will be aligned to PA Core Standards, The Danielson Framework for Effective Teaching, and 21st century learning will be ensured for all students** **Strategy #2: Maintain a balanced and standards-aligned district-wide assessment system** **Strategy #3: Differentiated Instruction to support the needs of diverse learners in all settings** **Strategy #4: Improving Language and Literacy Acquisition for all students across all content areas** **Strategy #5: Full Day Kindergarten Program** **Strategy #6: Instruction - Teacher Effectiveness, Principal Effectiveness and Student Learning Objectives (SLOs)**

Start	**End**	**Title**	**Description**
9/1/2017	6/30/2020	Develop and Implement Full Day Kindergarten Program	District will develop a full day curriculum program to prepare for the 2018-2019 school year when a fifth elementary school will open. A full-day curriculum and schedule will be created during the 2017-2018 school year.

Person Responsible	**SH**	**S**	**EP**	**Provider**	**Type**	**App.**
Assistant Superintendent of Curriculum and Instruction and Building Principals	6.0	6	15	UMAEA and Curriculum and Instruction Department	School Entity	Yes

Knowledge Curriculum mapping - UDL & Best instructional practices for early childhood.

Supportive Research	Research based curriculum writing P-3 Early Childhood

Designed to Accomplish

For classroom teachers, school counselors and education specialists:	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. Empowers educators to work effectively with parents and community partners.
For school and district administrators, and other educators seeking leadership roles:	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Instructs the leader in managing resources for effective results.

Training Format	Department Focused Presentation Online-Synchronous Online-Asynchronous Professional Learning Communities

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Participant Roles	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5)

	School counselors Other educational specialists		
Follow-up Activities	Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Lesson modeling with mentoring Joint planning period activities	**Evaluation Methods**	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data Participant survey

LEA Goals Addressed:	**Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.** **Maintain a balanced and consistent assessment system**	**Strategy #1: Curriculum, instruction, assessment and instructional materials will be aligned to PA Core Standards, The Danielson Framework for Effective Teaching, and 21st century learning will be ensured for all students** **Strategy #2: Maintain a balanced and standards-aligned district-wide assessment system** **Strategy #3: Differentiated Instruction to support the needs of diverse learners in all settings** **Strategy #4: Instruction - Teacher**

Effectiveness, Principal Effectiveness and Student Learning Objectives (SLOs)

Start	End	Title	Description
8/29/2016	6/30/2021	Differentiated Superivsion	The UMAEA will now have the opportunity to participate in differentiated supervision. **Differentiated Supervision:** The Pennsylvania Department of Education explains differentiated supervision in the following manner: *"Differentiated Supervision recognizes the level of experience, the effectiveness, and professionalism of teachers as well as the intensity and time commitment to Formal Observation.In Differentiated Supervision, professional employees develop an action plan for professional development unique to their needs and interests."* **Goal:** As educators, we believe differentiated instruction to be valuable; therefore, as reflective learners our goal is to examine and engage in varied modes for professional growth to improve our practice and student achievement.

Person Responsible	SH	S	EP	Provider	Type	App.
Superintendent, Assistant Superintendent of Curriculum and Instruction and Building Principals	6.0	2	400	UMAEA and Curriculum and Instruction Department	School Entity	Yes

Knowledge Understanding of the four modes for differentiated supervision

Supportive Research Reasearch-based practices of evaluation

Designed to Accomplish

For classroom teachers, school counselors and education specialists:	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
For school and district administrators, and other educators seeking leadership roles:	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Provides leaders with the ability to access and use appropriate data to inform decision-making. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. Instructs the leader in managing resources for effective results.

Training Format	Series of Workshops School Whole Group Presentation Online-Asynchronous

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Participant Roles	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir School counselors New Staff Other educational specialists	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)

Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Lesson modeling with mentoring Joint planning period activities Journaling and reflecting	**Evaluation Methods**	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data Participant survey Review of participant lesson plans Portfolio

LEA Goals Addressed:	**Maximize the district's 21st Century learning culture for personalized learning for all students with a focus on language and literacy acquisition for all learners in an inclusionary environment.** **Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.** **Provide professional learning that is focused, job-embedded, and results in a 21st**	**Strategy #1: Technology and Student Achievement** **Strategy #2: Maintain Effective Characteristics for High Quality Professional Development** **Strategy #3: Instructional Coaching model to help enhance effective instructional practices**

century culture of learning for all students
Provide a 21st century culture for customized learning

Start	End	Title	Description
9/1/2017	6/30/2021	Extend opportunities for learning through technology	Expand use of on-line resources; expand use of digital technology for classroom instruction and learning including but not limited to iPads and Apple TV, wikispaces, iMovies, podcasts; ; develop blended learning opportunities. Committee created to for next steps in technology integration such as one-to one at the elementary levels. Implement elementary technology integration.

Person Responsible	SH	S	EP	Provider	Type	App.
Director of Technology, Assistant Superintendent of Curriculum and Instruction	6.0	3	10	UMASD	Apple Trainer	Yes

Knowledge Use of technology for teaching and learning for K-12

Supportive Research Professional development will be data and research based

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

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

Empowers educators to work effectively with parents and community partners.

For school and district administrators, and other educators seeking leadership roles:	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Provides leaders with the ability to access and use appropriate data to inform decision-making. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. Instructs the leader in managing resources for effective results.
Training Format	Series of Workshops School Whole Group Presentation Professional Learning Communities

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Participant Roles	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir School counselors Paraprofessional New Staff Other educational specialists Parents	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson	**Evaluation Methods**	Classroom observation focusing on factors such as planning and preparation,

implementation outcomes, with involvement of administrator and/or peers

Creating lessons to meet varied student learning styles

Lesson modeling with mentoring

Joint planning period activities

knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

Student PSSA data

Classroom student assessment data

Review of participant lesson plans

LEA Goals Addressed:	Provide professional learning that is focused, job-embedded, and results in a 21st century culture of learning for all students Provide a 21st century culture for customized learning	Strategy #1: Provide data-driven, research-based professional development designed to improve language and literacy for all students Strategy #2: Maintain Effective Characteristics for High Quality Professional Development Strategy #3: Instructional Coaching model to help enhance effective instructional practices

Start	End	Title	Description
9/4/2017	6/30/2021	Maintain on-going professional development to support new programs as well as existing initiatives.	Professional development will be maintained during the implementation of all new programs. PD will be compliant with Learning Forward Standards for Professional Development.

Person Responsible	SH	S	EP	Provider	Type	App.
Assistant Superintendent of Curriculum and Instruction and	6.0	6	16	UMASD and MCIU	IU	Yes

Building Principals

Knowledge	Teachers will gain knowledge of the balanced literacy approach and literacy across all content.
Supportive Research	Professional development is research based, embedded and on-going.
Designed to Accomplish	
For classroom teachers, school counselors and education specialists:	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. Empowers educators to work effectively with parents and community partners.
For school and district administrators, and other educators seeking leadership roles:	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Provides leaders with the ability to access and use appropriate data to inform decision-making. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
Training Format	LEA Whole Group Presentation Series of Workshops School Whole Group Presentation Department Focused Presentation

	Online-Asynchronous Professional Learning Communities Offsite Conferences		
Participant Roles	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir School counselors Paraprofessional New Staff Other educational specialists Parents	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Lesson modeling with mentoring Joint planning period activities	**Evaluation Methods**	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Classroom student assessment data Participant survey Review of participant lesson plans Portfolio

Journaling and reflecting

LEA Goals Addressed:	**Maximize the district's 21st Century learning culture for personalized learning for all students with a focus on language and literacy acquisition for all learners in an inclusionary environment.** **Provide professional learning that is focused, job-embedded, and results in a 21st century culture of learning for all students** **Maintain a balanced and consistent assessment system** **Smooth transitions that support all students as they move from grade to grade, building to building, district to district, and high school to post-secondary plans**	**Strategy #1: Provide data-driven, research-based professional development designed to improve language and literacy for all students** **Strategy #2: Maintain Effective Characteristics for High Quality Professional Development** **Strategy #3: Instructional Coaching model to help enhance effective instructional practices**

Start	End	Title	Description
9/1/2016	6/30/2021	District-wide focus on literacy leadership and learning across all content areas	Formation of a UMAEA literacy committee with K-12 representation. This committee will attend multiple meetings to best understand the balanced literacy approach and literacy across all content. This committee will become building leaders to assist in the training of all staff in these strategies. Year 1 includes training for committee members with professional development for all staff facilitated by district administrators. Year 2 includes embedding these strategies into all content areas to best maximinze literacy for all students including ELLs, Special Ed., Gifted, and our Economicaly disadvantaged. Year 3 includes monitoring implementation of effective instructional literacy practices with a focus on writing.

Person Responsible	SH	S	EP	Provider	Type	App.

Director of C & I: Humanities, Director of STEM, Assistant Superintendent	3.0	4	18	District	IU	Yes

Knowledge An understanding of the balanced literacy approach

Supportive Research Instructional practices are research-based (Fountas & Pinnell) & WestEd Reading Apprenticeship

Designed to Accomplish

For classroom teachers, school counselors and education specialists:	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. Empowers educators to work effectively with parents and community partners.
For school and district administrators, and other educators seeking leadership roles:	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Provides leaders with the ability to access and use appropriate data to inform decision-making. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. Instructs the leader in managing resources for effective results.

Training Format Series of Workshops

Professional Learning Communities

Participant Roles	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir Other educational specialists	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	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 Lesson modeling with mentoring Turn around training for staff during in-service days, team meetings, and faculty meetings	**Evaluation Methods**	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Classroom student assessment data Participant survey

LEA Goals Addressed:	**Provide professional learning that is focused, job-embedded, and results in a 21st century culture of learning for all students**	**Strategy #1: Provide data-driven, research-based professional development designed to improve language and literacy for all students** **Strategy #2: Maintain Effective**

Characteristics for High Quality Professional Development

Strategy #3: Instructional Coaching model to help enhance effective instructional practices

Start	End	Title	Description
8/29/2016	6/30/2020	Instructional Coaching Initiative	1. Greater Pennsylvania Instructional Cohort - particpate in year 3 of GPIC cohort to support instructional coaching (10 teachers) 2. Expand coaching positions from 1 MS Instructional Coach to 1 HS instructional coach and 4 elementary instructional coaches including a elementary technology coach to help support technology at this level. 3. Cabrini University partnership - (1 Principal Cohorts and 1 Future Principals). Combining the best practices and skills found in our Instructional Coaching program will be merged into Principal Professional Learning Communities (PPLCs) and bringing PreK-4 continuum research into the IC coursework and as key examples in the pre-licensure courses. p.p1 {margin: 0.0px 0.0px 0.0px 0.0px; text-align: justify; font: 15.0px Calibri; -webkit-text-stroke: #000000} span.s1 {font-kerning: none}

Person Responsible	SH	S	EP	Provider	Type	App.
Assistant Superintendent of Curriculum and Instruction	6.0	12	10	Eastern University, Cabrini University, UMASD	College or University	Yes

Knowledge Understanding of the componets of effective instructional coaching of peers.

	Research-based
Supportive Research	Aquilar, Elena (2013). The art of coaching: Effective strategies for school transformation. San Franscisco, CA. John Wiley & Sons. Marzano, R. J. & Simms, J.A. (2013). Coaching classroom instruction. Bloomington, IN. Marzano Research Laboratory.
Designed to Accomplish	
For classroom teachers, school counselors and education specialists:	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. Empowers educators to work effectively with parents and community partners.
For school and district administrators, and other educators seeking leadership roles:	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Provides leaders with the ability to access and use appropriate data to inform decision-making. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. Instructs the leader in managing resources for effective results.
Training Format	Series of Workshops School Whole Group Presentation Online-Synchronous

	Online-Asynchronous Professional Learning Communities		
Participant Roles	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Peer-to-peer lesson discussion Lesson modeling with mentoring Joint planning period activities Journaling and reflecting	**Evaluation Methods**	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data Participant survey Review of written reports summarizing instructional activity

LEA Goals Addressed:	**Maximize the district's 21st Century learning culture for personalized learning for all students with a focus on language and literacy acquisition for all learners in an inclusionary environment.** **Provide a 21st century culture for**	**Strategy #1: Curriculum, instruction, assessment and instructional materials will be aligned to PA Core Standards, The Danielson Framework for Effective Teaching, and 21st century learning will be ensured for all students**

	customized learning **Maintain a balanced and consistent assessment system**		**Strategy #2: Differentiated Instruction to support the needs of diverse learners in all settings** **Strategy #3: Improving Language and Literacy Acquisition for all students across all content areas**

Start	**End**	**Title**	**Description**
9/1/2018	6/30/2021	Continue to implement, monitor and evaluate all curriculum through the district curriculum renew cycle assuring for 21st Century and standards aligned curricula.	All content curriculum will be aligned to core standards, reviewed on a 6 year cycle, and updated annually if required. For the 2017-2018 school year, World Language, STEM (K-4),Science (5-12) and Social Studies (5-12) will be completed. For the 2018-2019 school year, AP curriculum will be introduced for World Language.

Person Responsible	**SH**	**S**	**EP**	**Provider**	**Type**	**App.**
Assistant Superintendent of Curriculum and Instruction, Director of STEM, Director of Humanities	6.0	3	18	UMAEA and Curriculum and Instruction Department	School Entity	Yes

Knowledge

Cohorts of content area teachers will work together to review and update current curriculum under the guidance of the Director of C & I: Humanities and the Director of C & I: STEM.

Supportive Research

Professional development is data and research based as well as job embedded.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

Provides educators with a variety of classroom-based assessment skills and the skills

	needed to analyze and use data in instructional decision-making. Empowers educators to work effectively with parents and community partners.
For school and district administrators, and other educators seeking leadership roles:	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Provides leaders with the ability to access and use appropriate data to inform decision-making. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. Instructs the leader in managing resources for effective results.

Training Format	LEA Whole Group Presentation Series of Workshops School Whole Group Presentation Department Focused Presentation Professional Learning Communities

Participant Roles	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir Paraprofessional New Staff Other educational specialists	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)

Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Lesson modeling with mentoring Joint planning period activities Journaling and reflecting	**Evaluation Methods**	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data Review of participant lesson plans

LEA Goals Addressed:	**Maximize the district's 21st Century learning culture for personalized learning for all students with a focus on language and literacy acquisition for all learners in an inclusionary environment.** **Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.** **Provide professional learning that is focused, job-embedded, and results in a 21st century culture of learning for all students**	**Strategy #1: Curriculum, instruction, assessment and instructional materials will be aligned to PA Core Standards, The Danielson Framework for Effective Teaching, and 21st century learning will be ensured for all students** **Strategy #2: Differentiated Instruction to support the needs of diverse learners in all settings** **Strategy #3: Improving Language and Literacy Acquisition for all students across all content areas**

Provide a 21st century culture for customized learning	Strategy #4: Focus on Diversity, Equity, and Social Justice

Start	End	Title	Description
9/1/2017	6/30/2021	Extend opportunities for learning through technology	Expand use of on-line resources; expand use of digital technology for classroom instruction and learning including but not limited to iPads and Apple TV, wikispaces, iMovies, podcasts; ; develop blended learning opportunities. Committee created to for next steps in technology integration such as one-to one at the elementary levels. Implement elementary technology integration.

Person Responsible	SH	S	EP	Provider	Type	App.
Director of Technology, Assistant Superintendent of Curriculum and Instruction	6.0	3	10	UMASD	Apple Trainer	Yes

Knowledge Use of technology for teaching and learning for K-12

Supportive Research Professional development will be data and research based

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

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

Empowers educators to work effectively with parents and community partners.

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

Training Format	Series of Workshops School Whole Group Presentation Professional Learning Communities

Participant Roles	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir School counselors Paraprofessional New Staff Other educational specialists Parents	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson	**Evaluation Methods**	Classroom observation focusing on factors such as planning and preparation,

	implementation outcomes, with involvement of administrator and/or peers Creating lessons to meet varied student learning styles Lesson modeling with mentoring Joint planning period activities	knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Classroom student assessment data Review of participant lesson plans

LEA Goals Addressed:	**Provide professional learning that is focused, job-embedded, and results in a 21st century culture of learning for all students** **Provide a 21st century culture for customized learning**	**Strategy #1: Curriculum, instruction, assessment and instructional materials will be aligned to PA Core Standards, The Danielson Framework for Effective Teaching, and 21st century learning will be ensured for all students** **Strategy #2: Differentiated Instruction to support the needs of diverse learners in all settings** **Strategy #3: Improving Language and Literacy Acquisition for all students across all content areas** **Strategy #4: Focus on Diversity, Equity, and Social Justice**

Start	End	Title	Description
9/4/2017	6/30/2021	Maintain on-going professional development to support new programs as well as existing initiatives.	Professional development will be maintained during the implementation of all new programs. PD will be compliant with Learning Forward Standards for Professional Development.

Person Responsible	SH	S	EP	Provider	Type	App.
Assistant Superintendent of Curriculum and Instruction and Building Principals	6.0	6	16	UMASD and MCIU	IU	Yes

Knowledge Teachers will gain knowledge of the balanced literacy approach and literacy across all content.

Supportive Research Professional development is research based, embedded and on-going.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

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

Empowers educators to work effectively with parents and community partners.

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

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

Provides leaders with the ability to access and use appropriate data to inform decision-making.

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

Training Format LEA Whole Group Presentation

	Series of Workshops School Whole Group Presentation Department Focused Presentation Online-Asynchronous Professional Learning Communities Offsite Conferences		
Participant Roles	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir School counselors Paraprofessional New Staff Other educational specialists Parents	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Lesson modeling with mentoring	**Evaluation Methods**	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Classroom student assessment data Participant survey Review of participant lesson plans Portfolio

Joint planning period activities

Journaling and reflecting

LEA Goals Addressed:	**Provide a 21st century culture for customized learning** **Smooth transitions that support all students as they move from grade to grade, building to building, district to district, and high school to post-secondary plans**	**Strategy #1: Curriculum, instruction, assessment and instructional materials will be aligned to PA Core Standards, The Danielson Framework for Effective Teaching, and 21st century learning will be ensured for all students** **Strategy #2: Differentiated Instruction to support the needs of diverse learners in all settings** **Strategy #3: Improving Language and Literacy Acquisition for all students across all content areas** **Strategy #4: Focus on Diversity, Equity, and Social Justice**

Start	End	Title	Description
9/1/2016	6/30/2021	Implement a district-wide model of PBIS	In order to support transition from 4th grade to 5th grade, two elementary schools will utilize the PBIS model along with Community of Caring in the first year of implementation. Year 2 will bring the implementation to the other 2 elementary schools. By 2019-2020 school year, all beuildings will implement the PBIS model. In addition to supporting transitions, PBIS will enhance school culture and help to address behavior as well as academic needs.

Person Responsible	SH	S	EP	Provider	Type	App.

Director of Student Services and Building Principals	6.0	4	150	Montgomery County Intermediate Unit	IU	No

Knowledge Understanding of the Positive Behavioral Intervention & Supports program for elementary

Supportive Research PBIS is a research-based program

Designed to Accomplish

For classroom teachers, school counselors and education specialists: Empowers educators to work effectively with parents and community partners.

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

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

Training Format

Series of Workshops
School Whole Group Presentation
Professional Learning Communities

Participant Roles

Dir

Classroom teachers
Principals / Asst. Principals
Supt / Ast Supts / CEO / Ex

School counselors
Paraprofessional

Grade Levels

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

	Other educational specialists Parents		
Follow-up Activities	Peer-to-peer lesson discussion Joint planning period activities	**Evaluation Methods**	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Participant survey

LEA Goals Addressed:	**Maximize the district's 21st Century learning culture for personalized learning for all students with a focus on language and literacy acquisition for all learners in an inclusionary environment.** **Provide a 21st century culture for customized learning** **Smooth transitions that support all students as they move from grade to grade, building to building, district to district, and high school to post-secondary plans**	**Strategy #1: Focus on Diversity, Equity, and Social Justice**

Start	End	Title	Description
10/12/2017	6/30/2021	Diversity, Equity and Social Justice Training	Three year initiative to train all stake-holders. The Hackman Consulting Group LLC will provide professional development for leadership, staff, school board members, parents, and community on diversity and equity.

Person Responsible	SH	S	EP	Provider	Type	App.
Assistant Superintendent of Curriculum and Instruction	8	8	30	The Hackman Consulting Group LLC	For Profit Company	Yes

Knowledge

Trainings will provide the foundation for our equity work. We need to learn about equity and how to apply what we learn to our everyday work with students, families, community, and co-workers.

Supportive Research

The Hackman Consulting Group LLC is a broad-based group of trainers, teachers and experts from multiple disciplines capable of addressing all of your organization's needs regarding deep diversity, equity and social justice issues.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:	Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Empowers educators to work effectively with parents and community partners.
For school and district administrators, and other educators seeking leadership roles:	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Provides leaders with the ability to access and use appropriate data to inform decision-making. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Training Format Series of Workshops

	Online-Asynchronous Professional Learning Communities		
Participant Roles	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir School counselors Paraprofessional New Staff Related Service Personnel Parents	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Peer-to-peer lesson discussion Joint planning period activities Journaling and reflecting	**Evaluation Methods**	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Participant survey

LEA Goals Addressed:	**Maximize the district's 21st Century learning culture for personalized learning for all students with a focus on language and literacy acquisition for all learners in an inclusionary environment.** **Provide a 21st century culture for customized learning**	**Strategy #1: Maintain a balanced and standards-aligned district-wide assessment system** **Strategy #2: Differentiated Instruction to support the needs of diverse learners in all settings** **Strategy #3: Improving Language and**

	Maintain a balanced and consistent assessment system	Literacy Acquisition for all students across all content areas Strategy #4: Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing Strategy #5: Seek to eliminate gaps in opportunity, access, and outcomes that are highly predictable by students' race, ethnicity, socioeconomic status, and location, while simultaneously improving outcomes for each and every student.

Start	End	Title	Description
9/1/2018	6/30/2021	Continue to implement, monitor and evaluate all curriculum through the district curriculum renew cycle assuring for 21st Century and standards aligned curricula.	All content curriculum will be aligned to core standards, reviewed on a 6 year cycle, and updated annually if required. For the 2017-2018 school year, World Language, STEM (K-4),Science (5-12) and Social Studies (5-12) will be completed. For the 2018-2019 school year, AP curriculum will be introduced for World Language.

Person Responsible	SH	S	EP	Provider	Type	App.
Assistant Superintendent of Curriculum and Instruction, Director of STEM, Director of Humanities	6.0	3	18	UMAEA and Curriculum and Instruction Department	School Entity	Yes

Knowledge

Cohorts of content area teachers will work together to review and update current curriculum under the guidance of the Director of C & I: Humanities and the Director of C & I: STEM.

Supportive Research

Professional development is data and research based as well as job embedded.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. Empowers educators to work effectively with parents and community partners.
For school and district administrators, and other educators seeking leadership roles:	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Provides leaders with the ability to access and use appropriate data to inform decision-making. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. Instructs the leader in managing resources for effective results.

Training Format	LEA Whole Group Presentation Series of Workshops School Whole Group Presentation Department Focused Presentation Professional Learning Communities

Participant Roles	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir Paraprofessional	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)

	New Staff Other educational specialists		
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Lesson modeling with mentoring Joint planning period activities Journaling and reflecting	**Evaluation Methods**	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data Review of participant lesson plans

LEA Goals Addressed:	**Maximize the district's 21st Century learning culture for personalized learning for all students with a focus on language and literacy acquisition for all learners in an inclusionary environment.** **Provide professional learning that is focused, job-embedded, and results in a 21st**	**Strategy #1: Maintain a balanced and standards-aligned district-wide assessment system** **Strategy #2: Differentiated Instruction to support the needs of diverse learners in all settings** **Strategy #3: Improving Language and**

	century culture of learning for all students **Maintain a balanced and consistent assessment system** **Smooth transitions that support all students as they move from grade to grade, building to building, district to district, and high school to post-secondary plans**	**Literacy Acquisition for all students across all content areas** **Strategy #4: Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing** **Strategy #5: Instruction - Teacher Effectiveness, Principal Effectiveness and Student Learning Objectives (SLOs)** **Strategy #6: Seek to eliminate gaps in opportunity, access, and outcomes that are highly predictable by students' race, ethnicity, socioeconomic status, and location, while simultaneously improving outcomes for each and every student.**

Start	End	Title	Description
9/1/2016	6/30/2021	District-wide focus on literacy leadership and learning across all content areas	Formation of a UMAEA literacy committee with K-12 representation. This committee will attend multiple meetings to best understand the balanced literacy approach and literacy across all content. This committee will become building leaders to assist in the training of all staff in these strategies. Year 1 includes training for committee members with professional development for all staff facilitated by district administrators. Year 2 includes embedding these strategies into all content areas to best maximinze literacy for all students including ELLs, Special Ed., Gifted, and our Economicaly disadvantaged. Year 3 includes monitoring implementation of effective instructional literacy practices with a focus on writing.

Person Responsible	SH	S	EP	Provider	Type	App.
Director of C & I: Humanities, Director of STEM, Assistant Superintendent	3.0	4	18	District	IU	Yes

Knowledge An understanding of the balanced literacy approach

Supportive Research	Instructional practices are research-based (Fountas & Pinnell) & WestEd Reading Apprenticeship
Designed to Accomplish	
For classroom teachers, school counselors and education specialists:	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. Empowers educators to work effectively with parents and community partners.
For school and district administrators, and other educators seeking leadership roles:	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Provides leaders with the ability to access and use appropriate data to inform decision-making. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. Instructs the leader in managing resources for effective results.
Training Format	Series of Workshops Professional Learning Communities

Participant Roles	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8)

	Other educational specialists		High (grades 9-12)
Follow-up Activities	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 Lesson modeling with mentoring Turn around training for staff during in-service days, team meetings, and faculty meetings	**Evaluation Methods**	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Classroom student assessment data Participant survey

LEA Goals Addressed:	**Maximize the district's 21st Century learning culture for personalized learning for all students with a focus on language and literacy acquisition for all learners in an inclusionary environment.** **Maintain a balanced and consistent assessment system**	**Strategy #1: Maintain a balanced and standards-aligned district-wide assessment system**

Start	**End**	**Title**	**Description**
10/3/2016	6/30/2021	Implementation of NWEA MAP ELA testing in grades K-8	Year 1 (2016-2017) Students were assessed using the NWEA MAP assessment in English/Language Arts for grades K-4. The Fall administration of this assessmernt provided a benchmark and aide in differentiation for small groups in a balanced

literacy approach. In addition, placement in MTSS was supported by the data gleamed from this assessment such as lexile scores and RIT ranges. Subsequent testing (Winter & Spring) identified growth and help to adjust instruction.

Year 2 (2017-2018) Expand to grades 5-8

Year 3 and on - use data to drive instructional decisions and practices

Person Responsible	SH	S	EP	Provider	Type	App.
Assistant Superintendent of Curriculum and Instruction and Building Principals	6.0	2	150	UMAEA and Curriculum and Instruction Department	NWEA	Yes

Knowledge

Understanding on how to administer assessment.

Understanding on how to analyze the data for instructional purposes

Supportive Research

Research-based computerized assessment

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

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

For school and district administrators, and other educators seeking leadership

Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and

roles:	interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. Instructs the leader in managing resources for effective results.
Training Format	Series of Workshops School Whole Group Presentation Live Webinar

Participant Roles	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir Other educational specialists	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Peer-to-peer lesson discussion Joint planning period activities	**Evaluation Methods**	Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data

LEA Goals Addressed:	**Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.** **Maintain a balanced and consistent assessment system**	**Strategy #1: Maintain a balanced and standards-aligned district-wide assessment system** **Strategy #2: Differentiated Instruction to support the needs of diverse learners in all settings** **Strategy #3: Improving Language and Literacy Acquisition for all students across all content areas** **Strategy #4: Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing** **Strategy #5: Instruction - Teacher Effectiveness, Principal Effectiveness and Student Learning Objectives (SLOs)** **Strategy #6: Seek to eliminate gaps in opportunity, access, and outcomes that are highly predictable by students' race, ethnicity, socioeconomic status, and location, while simultaneously improving outcomes for each and every student.**

Start	End	Title	Description
8/29/2016	6/30/2021	Differentiated Superivsion	The UMAEA will now have the opportunity to participate in differentiated supervision. **Differentiated Supervision:** The Pennsylvania Department of Education explains differentiated supervision in the following manner: *"Differentiated Supervision recognizes the level of experience, the effectiveness, and*

professionalism of teachers as well as the intensity and time commitment to Formal Observation.In Differentiated Supervision, professional employees develop an action plan for professional development unique to their needs and interests."

Goal: As educators, we believe differentiated instruction to be valuable; therefore, as reflective learners our goal is to examine and engage in varied modes for professional growth to improve our practice and student achievement.

Person Responsible	SH	S	EP	Provider	Type	App.
Superintendent, Assistant Superintendent of Curriculum and Instruction and Building Principals	6.0	2	400	UMAEA and Curriculum and Instruction Department	School Entity	Yes

Knowledge Understanding of the four modes for differentiated supervision

Supportive Research Reasearch-based practices of evaluation

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

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

For school and district administrators, and other

Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and

educators seeking leadership roles:	interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Provides leaders with the ability to access and use appropriate data to inform decision-making. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. Instructs the leader in managing resources for effective results.
Training Format	Series of Workshops School Whole Group Presentation Online-Asynchronous

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Participant Roles	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir School counselors New Staff Other educational specialists	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	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**	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

	Peer-to-peer lesson discussion Lesson modeling with mentoring Joint planning period activities Journaling and reflecting	Classroom student assessment data Participant survey Review of participant lesson plans Portfolio

LEA Goals Addressed:	**Maximize the district's 21st Century learning culture for personalized learning for all students with a focus on language and literacy acquisition for all learners in an inclusionary environment.** **Maintain a balanced and consistent assessment system**	**Strategy #1: Maintain a balanced and standards-aligned district-wide assessment system** **Strategy #2: Differentiated Instruction to support the needs of diverse learners in all settings** **Strategy #3: Improving Language and Literacy Acquisition for all students across all content areas** **Strategy #4: Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing** **Strategy #5: Instruction - Teacher Effectiveness, Principal Effectiveness and Student Learning Objectives (SLOs)** **Strategy #6: Seek to eliminate gaps in opportunity, access, and outcomes that are highly predictable by students' race, ethnicity, socioeconomic status, and location, while simultaneously improving outcomes for each and every student.**

Start	End	Title	Description
8/22/2016	6/30/2021	Multi-Tiered System of Supports - RtII & PBIS	Pennsylvania's Multi-Tiered System of Supports (MTSS) is defined as a comprehensive system of supports that in the commonwealth includes standards-aligned, culturally responsive and high quality core instruction, universal screening, data-based decision-making, tiered services and supports, family engagement, central/building level leadership, RtII/SLD determination and professional learning. Simply put, PA-MTSS represents a broad set of evidence-based practices that may be implemented across a system to include Academics AND Behavior within a recursive and systematic problem-solving process. PA-MTSS is relatively synonymous with RtII and is intended to help ALL students meet with continuous academic and behavioral success.

Person Responsible	SH	S	EP	Provider	Type	App.
Assistant Superintendent of Curriculum and Instruction, Director of Student Services and Building Principals	3	30	300	District and MCIU	IU	Yes

Knowledge

An understanding of the importance of a system based in social, emotional, behavioral supports as well as academic.

Supportive Research

MTSS Comprehensive System of Supports

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

	attention given to interventions for struggling students. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. Empowers educators to work effectively with parents and community partners.
For school and district administrators, and other educators seeking leadership roles:	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Provides leaders with the ability to access and use appropriate data to inform decision-making. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. Instructs the leader in managing resources for effective results.

Training Format	LEA Whole Group Presentation Series of Workshops Department Focused Presentation Online-Synchronous Online-Asynchronous Professional Learning Communities Offsite Conferences

Participant Roles	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir School counselors Paraprofessional	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)

	New Staff		
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Lesson modeling with mentoring Joint planning period activities Journaling and reflecting	**Evaluation Methods**	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data Participant survey Portfolio

LEA Goals Addressed:	**Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.** **Smooth transitions that support all students as they move from grade to grade, building to building, district to district, and high school to post-secondary plans**	**Strategy #1: Full Day Kindergarten Program** **Strategy #2: Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing** **Strategy #3: Seek to eliminate gaps in opportunity, access, and outcomes that are highly predictable by students' race, ethnicity, socioeconomic status, and location, while simultaneously improving**

outcomes for each and every student.

Start	End	Title	Description
9/1/2017	6/30/2021	Provide students with personalized instruction through differentiated instruction	Continue to employ a combination of school-based teams (data teams, student assistance teams, child study teams, RtII, MTSS, Child Study Teams) to collect analyze intersecting data and research in order to personalize instruction and create a culturally responsive learning environment. Contnue to support and monitor professional development in differentiation, meeting the needs of all students, and data driven instruction.

Person Responsible	SH	S	EP	Provider	Type	App.
Assistant Superintendent of Curriculum and Instruction, Director of C & I: STEM, Director of C & I: Humanities, Building Principals	3.0	6	30	UMAEA and Curriculum and Instruction Department	School Entity	Yes

Knowledge

Understanding of ways to differentiated in all content using 4 types of data points: demographric data, perceptual data, student learning data, and school process data as defined by Victoria Bernhardt (1999)

Supportive Research

Differentiation practices and multiple measures of data are research-based

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

	Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
For school and district administrators, and other educators seeking leadership roles:	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Provides leaders with the ability to access and use appropriate data to inform decision-making. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. Instructs the leader in managing resources for effective results.

Training Format	Series of Workshops Online-Synchronous Online-Asynchronous Professional Learning Communities

Participant Roles	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or	**Evaluation Methods**	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment,

	peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Lesson modeling with mentoring Joint planning period activities	instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data Participant survey Portfolio

LEA Goals Addressed:	**Maximize the district's 21st Century learning culture for personalized learning for all students with a focus on language and literacy acquisition for all learners in an inclusionary environment.** **Provide professional learning that is focused, job-embedded, and results in a 21st century culture of learning for all students** **Maintain a balanced and consistent assessment system** **Smooth transitions that support all students as they move from grade to grade, building to building, district to district, and high school to post-secondary plans**	**Strategy #1: Full Day Kindergarten Program** **Strategy #2: Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing** **Strategy #3: Seek to eliminate gaps in opportunity, access, and outcomes that are highly predictable by students' race, ethnicity, socioeconomic status, and location, while simultaneously improving outcomes for each and every student.**

Start	End	Title	Description

9/1/2016	6/30/2021	District-wide focus on literacy leadership and learning across all content areas	Formation of a UMAEA literacy committee with K-12 representation. This committee will attend multiple meetings to best understand the balanced literacy approach and literacy across all content. This committee will become building leaders to assist in the training of all staff in these strategies. Year 1 includes training for committee members with professional development for all staff facilitated by district administrators. Year 2 includes embedding these strategies into all content areas to best maximinze literacy for all students including ELLs, Special Ed., Gifted, and our Economicaly disadvantaged. Year 3 includes monitoring implementation of effective instructional literacy practices with a focus on writing.

Person Responsible	SH	S	EP	Provider	Type	App.
Director of C & I: Humanities, Director of STEM, Assistant Superintendent	3.0	4	18	District	IU	Yes

Knowledge An understanding of the balanced literacy approach

Supportive Research Instructional practices are research-based (Fountas & Pinnell) & WestEd Reading Apprenticeship

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

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

Empowers educators to work effectively with parents and community partners.

For school and district administrators, and other

Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and

educators seeking leadership roles:	interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Provides leaders with the ability to access and use appropriate data to inform decision-making. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. Instructs the leader in managing resources for effective results.
Training Format	Series of Workshops Professional Learning Communities

Participant Roles	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir Other educational specialists	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	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 Lesson modeling with mentoring Turn around training for staff during in-service days, team	**Evaluation Methods**	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Classroom student assessment data Participant survey

meetings, and faculty meetings

LEA Goals Addressed:	Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school. Smooth transitions that support all students as they move from grade to grade, building to building, district to district, and high school to post-secondary plans	Strategy #1: Full Day Kindergarten Program Strategy #2: Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing Strategy #3: Seek to eliminate gaps in opportunity, access, and outcomes that are highly predictable by students' race, ethnicity, socioeconomic status, and location, while simultaneously improving outcomes for each and every student.

Start	End	Title	Description
9/1/2017	6/30/2020	Develop and Implement Full Day Kindergarten Program	District will develop a full day curriculum program to prepare for the 2018-2019 school year when a fifth elementary school will open. A full-day curriculum and schedule will be created during the 2017-2018 school year.

Person Responsible	SH	S	EP	Provider	Type	App.
Assistant Superintendent of Curriculum and Instruction and Building Principals	6.0	6	15	UMAEA and Curriculum and Instruction Department	School Entity	Yes

Knowledge	Curriculum mapping - UDL & Best instructional practices for early childhood.
Supportive Research	Research based curriculum writing P-3 Early Childhood

Designed to Accomplish	
For classroom teachers, school counselors and education specialists:	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. Empowers educators to work effectively with parents and community partners.
For school and district administrators, and other educators seeking leadership roles:	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Instructs the leader in managing resources for effective results.
Training Format	Department Focused Presentation Online-Synchronous Online-Asynchronous Professional Learning Communities

Participant Roles	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir School counselors Other educational specialists	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5)

Follow-up Activities	Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Lesson modeling with mentoring Joint planning period activities	**Evaluation Methods**	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data Participant survey

LEA Goals Addressed:	**Provide a 21st century culture for customized learning** **Smooth transitions that support all students as they move from grade to grade, building to building, district to district, and high school to post-secondary plans**	**Strategy #1: Full Day Kindergarten Program** **Strategy #2: Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing** **Strategy #3: Seek to eliminate gaps in opportunity, access, and outcomes that are highly predictable by students' race, ethnicity, socioeconomic status, and location, while simultaneously improving outcomes for each and every student.**

Start	End	Title	Description
9/1/2016	6/30/2021	Implement a district-wide model of PBIS	In order to support transition from 4th grade to 5th grade, two elementary schools will utilize the PBIS model along with Community of Caring in the first year of implementation. Year 2 will bring the implementation to the other 2 elementary schools. By 2019-2020 school year, all beuildings will implement the PBIS model. In addition to supporting transitions, PBIS will enhance school culture and help to

address behavior as well as academic needs.

Person Responsible	SH	S	EP	Provider	Type	App.
Director of Student Services and Building Principals	6.0	4	150	Montgomery County Intermediate Unit	IU	No

Knowledge Understanding of the Positive Behavioral Intervention & Supports program for elementary

Supportive Research PBIS is a research-based program

Designed to Accomplish

For classroom teachers, school counselors and education specialists: Empowers educators to work effectively with parents and community partners.

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

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

Training Format

Series of Workshops
School Whole Group Presentation
Professional Learning Communities

Participant Roles

Classroom teachers
Principals / Asst. Principals
Supt / Ast Supts / CEO / Ex

Grade Levels

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

	Dir School counselors Paraprofessional Other educational specialists Parents		
Follow-up Activities	Peer-to-peer lesson discussion Joint planning period activities	**Evaluation Methods**	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Participant survey

LEA Goals Addressed:	**Maximize the district's 21st Century learning culture for personalized learning for all students with a focus on language and literacy acquisition for all learners in an inclusionary environment.** **Provide a 21st century culture for customized learning** **Smooth transitions that support all students as they move from grade to grade, building to building, district to district, and high school to post-secondary plans**	**Strategy #1: Full Day Kindergarten Program** **Strategy #2: Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing** **Strategy #3: Seek to eliminate gaps in opportunity, access, and outcomes that are highly predictable by students' race, ethnicity, socioeconomic status, and location, while simultaneously improving outcomes for each and every student.**

Start	**End**	**Title**	**Description**

10/12/2017	6/30/2021	Diversity, Equity and Social Justice Training	Three year initiative to train all stake-holders. The Hackman Consulting Group LLC will provide professional development for leadership, staff, school board members, parents, and community on diversity and equity.

Person Responsible	SH	S	EP	Provider	Type	App.
Assistant Superintendent of Curriculum and Instruction	8	8	30	The Hackman Consulting Group LLC	For Profit Company	Yes

Knowledge

Trainings will provide the foundation for our equity work. We need to learn about equity and how to apply what we learn to our everyday work with students, families, community, and co-workers.

Supportive Research

The Hackman Consulting Group LLC is a broad-based group of trainers, teachers and experts from multiple disciplines capable of addressing all of your organization's needs regarding deep diversity, equity and social justice issues.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:	Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Empowers educators to work effectively with parents and community partners.
For school and district administrators, and other educators seeking leadership roles:	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Provides leaders with the ability to access and use appropriate data to inform decision-making.

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

Training Format	Series of Workshops Online-Asynchronous Professional Learning Communities		
Participant Roles	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir School counselors Paraprofessional New Staff Related Service Personnel Parents	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Peer-to-peer lesson discussion Joint planning period activities Journaling and reflecting	**Evaluation Methods**	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Participant survey