
Pennsylvania Department of Education



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

Academic Standards and Assessment Report

Thursday, May 07, 2009

(Last approved Wednesday, March 11, 2009)

Entity: Avon Grove SD

Address: 375 S Jennersville Road
West Grove, PA 19390-8401

Educational Community

Avon Grove School District Profile

The Avon Grove School District is located in Southern Chester County. The district serves students and families in Avondale Borough and West Grove Borough. The five townships that comprise the district include Franklin, London Britain, London Grove, New London, and Penn. Avon Grove School District serves approximately 5,460 students in grades K-12 in the following schools:

- Penn London Elementary (K-2)
- Avon Grove Intermediate School (3-6)
- Fred S. Engle Middle School (7-8)
- Avon Grove High School (9-12)

The district is within easy driving distance of the metropolitan areas of Philadelphia, Baltimore, and Washington, DC.

The Community

The community surrounding the Avon Grove School District offers a wide variety of recreational facilities and learning opportunities. The Jennersville YMCA, the Avon Grove Library, local and regional universities, day camps, and sports camps provide opportunities for community members to be active and involved. Through a partnership with social service agencies, businesses, and community members, the Avon Grove School District seeks to provide each child with a safe environment and an education to meet the many challenges of an ever changing global society.

Mission

Through a collaborative effort with students, parents and the community, students are provided with a safe learning environment where they are individually challenged to acquire the knowledge, skills and experiences to personally succeed and become responsible citizens in our global society.

Vision

All students achieve individual excellence.

Shared Values

Expectations for student learning...

- Every student will learn.
- Everyone is responsible for every student's learning. Every student is entitled to engage in high quality learning and opportunities for individualized success every day.
- Students will respond positively to student centered expectations for high achievement in scholarship and citizenship.

Expectations for professional practices...

- Teachers will engage students in high-quality student-centered teaching and learning.
- Teachers are inventors, mentors, and role models who positively affect students.
- District leadership will empower and support staff so they can provide high quality educational opportunities.

Relationship among stakeholders...

- Respect, trust, and collaboration characterize how we interact with one another.
- Parents and the community are responsible to assist the school in providing students the support needed to succeed.

Goals

The Avon Grove School District Strategic Planning Steering Committee conducted a thorough review of district achievement data, demographic data, and perceptual data. As a result of this data review process, the committee identified specific goals for the Strategic Plan. The Strategic Plan Goals include:

Goal 1: Academic Achievement

English/Language Arts
Mathematics
Science
Social Studies
Intervention/Support Programs
21st Century Learners

Goal 2: Training & Development of All Employees

Goal 3: Effective Student, Parent, Community and School Collaboration

Goal 4: Deliver High Quality Support for Schools

Under each goal, specific action plans have been developed that include strategies, activities, milestones, timelines, and professional development; all of which are designed to support attainment of the established goal.

Goal: 1.1 Academic Achievement - English/Language Arts

Description: By the year 2013, 95% of all students will be proficient in reading and writing as measured annually by the PSSA.

Goal: 1.2 Academic Achievement - Mathematics

Description: By the year 2013, 95% of all students will be proficient in Mathematics as measured annually by the PSSA.

Goal: 1.3 Academic Achievement - Science

Description: By the year 2010, the district science curriculum will be fully aligned to the standards as evidenced by curriculum documents (i.e., Planned Course Outlines, Unit Guides). Upon

availability from PDE, baseline PSSA data will be used to determine appropriate proficiency goal projections for 2013.

Goal: 1.4 Academic Achievement - Social Studies

Description: By the year 2010, the District social studies curriculum will be fully aligned to the standards as evidenced by curriculum documents (i.e. Planned Course Outlines, Unit Guides).

Goal: 1.5 Academic Achievement - Intervention/Support Programs

Description: Provide effective academic intervention and support programs for identified student populations (ELL, IEP, ED, Hispanic) to ensure proficiency in reading and mathematics by decreasing the percent of students performing below basic or basic on the annual PSSA by 10%.

Goal: 1.6 Academic Achievement - 21st Century Learners

Description: Provide a high quality education with increased opportunities for all students that will prepare them for the world of work and post secondary experiences and increase the percentage of children attending a post secondary school from 79% to 89% as measured by the annual District Post Secondary Survey.

Goal: 2. Training & Development of All Employees

Description: The Avon Grove School District will provide training and professional development for employees aligned to the district needs and goals specific to the responsibilities of the position. Goal attainment will be measured by compilation of professional development sessions held annually, evaluation of each professional development activity, and a professional development survey conducted in the spring of each year.

Goal: 3. Effective Student, Parent, Community and School Collaboration

Description: Energize families, communities, civic and business leaders to engage in the success of education. Measurement of goal attainment will occur through the use of customer satisfaction surveys and climate surveys.

Goal: 4. Deliver High Quality Support for Schools

Description: Continually enhance school performance and improved academic achievement through delivery of high quality District management, operational support and customer service. Measurement of goal attainment will include (1) overall academic achievement, (2) customer satisfaction surveys, and (3) annually established goals and metrics for each department.

Academic Standards

The academic standards describe the knowledge and skills that students will be expected to demonstrate. The District shall provide for attainment of the academic standards as per Chapter 4, Section 4.12 of 22 Pa. Code. The PA Academic Standards shall guide the educational programs in the District in the following areas:

- Arts & Humanities
- Career Education & Work
- English Language Arts - Reading, Writing, Speaking & Listening

- Family & Consumer Science
- Health, Safety & Physical Education
- Science & the Environment & Ecology
- Science & Technology
- Social Studies - Civics, Economics, Geography & History
- World Language

The District has been in the process of reviewing the curriculum for each of the core content area to ensure for full alignment. The District Leadership Teams for Literacy and Mathematics have developed a standards aligned curriculum in English Language Arts and Mathematics. The District is in the process of developing a standards aligned curriculum in Social Studies and Science. Components of the curriculum include: (1) Planned Course Outlines grounded in the content standards, (2) Pacing Guides/Unit Guides, (3) Formative/Summative Assessments, and (3) Intervention/Enrichment. The *Understanding by Design* curriculum framework has served as the foundation of the development of *Big Ideas*, *Enduring Understandings*, and *Essential Questions* for each content area.

Graduation Requirements

Graduation from Avon Grove High School shall be based upon each student's successful completion of the academic requirements as per section 4.24 of Chapter 4. The graduation requirements were revised for the incoming freshman class, graduating class of 2012.

Graduation Requirements for the Classes of 2009, 2010, and 2011

Course Title	Units of Credit
English	4.0
Mathematics	3.0
Science	3.0
Social Studies	3.0
Health	0.5
Physical Education	2.0
Career Choices/ Enrichment Electives	8.5
Total Credit Requirements	24.0
Graduation Project: One graduation project is to be completed during grades 9-12.	

Graduation Requirements for Classes of 2012 and Beyond

Course Title	Units of Credit
English	4.0
Mathematics	4.0
Science	3.0

Social Studies	3.0
Health	0.5
Physical Education	2.0
Career Choices/ Enrichment Electives	8.5
Total Credit Requirements	25.0
Graduation Project: One graduation project is to be completed during grades 9-12.	

In addition to obtaining the required credits for graduation, students must demonstrate proficiency in reading and mathematics in order to graduate. Proficiency is measured through performance on PSSA taken during the junior year or through an accumulation of points on a graduation matrix.

Graduation Project

Students must complete a project in one or more areas of concentrated study sometime during their high school career, prior to March of their graduating year. The purpose of the project is to give students the opportunity to apply, analyze, synthesize, and evaluate knowledge and to demonstrate knowledge in a project. The list of possible graduation projects is published in a *Graduation Project Handbook* developed by Avon Grove High School. Additional information and required forms for the completion of the project are found in the handbook as well as in the guidance office. This information is disseminated to high schools students and their parents.

Grade Requirements

The Secondary Leadership Council revised the grade scale for both the middle school and the high school during the 2007-2008 school. The Council opted to continue to maintain a ten point grade scale and to include the weighting of Honors courses in addition to the Advanced Placement courses. Students are required to achieve a passing grade of D- in each of the required courses that total the 25 credits necessary to graduate. The high school grade structure is outlined below.

Grade	Rank Value	Honors Weighted Value	AP Weighted Value	% Equivalent
A+	4.5	5.0	5.5	98-100
A	4.0	4.5	5.0	94-97
A-	3.8	4.3	4.8	91-93
B+	3.5	4.0	4.5	88-90
B	3.0	3.5	4.0	84-87
B-	2.8	3.3	3.8	81-83
C+	2.5	3.0	3.5	78-80
C	2.0	2.5	3.0	74-77
C-	1.8	2.3	2.8	71-73
D+	1.5			68-70

D	1.0	64-67
D-	0.8	60-63
F	0.0	Below 60

Strategic Planning Process

The Avon Grove School District Strategic Plan was developed in accordance with the Regulations of the State Board of Education. Educators, parents, students and community members contributed to this effort. The intent of the plan is to enhance the capacity of the school district to encourage, support and sustain continuous improvement in the quality of education provided to students. Our focus throughout the process was to improve our present educational program and set high expectations for achievement for *all* students.

The development of the District Strategic Plan began in the Spring of 2007. The work plan was developed in three phases.

Phase I - Spring 2007

Form steering committee
 Draft Mission/Shared Values/Vision
 Engage in data review/analysis
 Establish goals

Phase II - Fall 2007/Winter 2008

Establish planning teams
 Establish objectives
 Develop action plans

Phase III - Spring 2008

Assemble plans
 Gather feedback
 Revise plans
 Complete approval process

A steering committee was formed in the spring of 2008 and included teachers, administrators, parents, students and community members from across the district. The steering committee was charged with serving as a visioning committee. Their tasks included establishing a mission, vision and shared values for the district, data review and analysis, goal setting, and plan reviewer. The steering committee met four times prior to the end of the 2006-2007 school year and then reconvene in January 2008.

Beginning in January 2008, the following subcommittees were formed:

Academic Standards & Assessment Plan Committee
Professional Education Plan Committee
New Teacher Induction Plan Committee

Educational Technology Plan Committee
Special Education Plan Committee
Student Services Plan Committee

Each committee chair invited constituents to participate in the various plan committees. These committees met from January 2008 through April 2008 to develop the various plans. In April 2008, components of the Strategic Plan were posted on the District Web site for review by community members and staff. A feedback system was included on the District Web page to allow for community members and employees to provide comments and recommendations. The Strategic Plan Steering Committee provided an update to the Avon Grove Board of Education on June 26, 2008 and again on August 14, 2008. The Strategic Plan was placed in the district libraries, the district office, and on the district Web site for public review and comment for a period of thirty days. The Avon Grove Board of Education approved the Strategic Plan on September 25, 2008.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Augustus Massaro	Avon Grove School District	Administrator	Board of Education
Bonnie McCloskey	Avon Grove High School	Secondary School Teacher	Assistant Superintendent
Bruce Griffin	Chester County YMCA	Business Representative	Board of Directors
Carol Bove	Avon Grove Intermediate School	Administrator	Superintendent
Chris Grove	Fred S. Engle Middle School	Parent	FSEMS Principal
Cindy Hoover	Avon Grove School District	Administrator	Superintendent
Dawn Atkinson	Penn London Elementary	Parent	PLE Principal
Deborah L'Heurex	Avon Grove School District	Board Member	Board of Education
Dianna Trainor	Avon Grove Intermediate School	Elementary School Teacher	Assistant Superintendent
Gail Peck	Penn London Elementary School	Administrator	Superintendent
George Allen	Fred S. Engle Middle School	Regular Education Teacher	FSEMS Principal
Holly Bergin	Fred S. Engle Middle School	Middle School Teacher	Assistant Superintendent
Janet Donegan	Fred S. Engle Middle School	Middle School Teacher	Assistant Superintendent
Jeanne Moore	Penn London Elementary School	Elementary School Teacher	PLE Principal
Jude Heiger	Avon Grove Intermediate School	Parent	AGIS Principal

Kathleen Boyle	Avon Grove Intermediate School	Elementary School Teacher	Assistant Superintendent
Kathy Gorman	Avon Grove High School	Parent	AGHS Principal
Linda Simasek	Avon Grove School District	Administrator	Superintendent
Margaret O'Grady	Avon Grove School District	Administrator	Superintendent
Margaret Sharp	Avon Grove School District	Administrator	Superintendent
Mary Teresa Maule Alft	Penn London Elementary School	Elementary School Teacher	Assistant Superintendent
Melissa McPartland	Avon Grove High School	Other	AGHS Principal
Michael Snopkowski	Avon Grove High School	Administrator	Superintendent
Nicholas Roberts	Avon Grove High School	Secondary School Teacher	AGHS Principal
Robert Fraser	Fred S. Engle Middle School	Administrator	Superintendent
Sean Murray	Avon Grove Intermediate School	Elementary School Teacher	AGI Principal
Stefan Szanto	Avon Grove High School	Other	AGHS Principal
Tim Parkinson	Avon Grove School District	Secondary School Teacher	Superintendent
Wendi Lee Foltz	Avon Grove School District	Administrator	Superintendent

Goals, Strategies and Activities

Goal: 1.1 Academic Achievement - English/Language Arts

Description: By the year 2013, 95% of all students will be proficient in reading and writing as measured annually by the PSSA.

Strategy: A. Written Curriculum

Description: Examine written curriculum to ensure a standards aligned English/Language Arts program across all grade levels and achievement levels.

Activity: 1. ELA Curriculum Review

Description: Analyze data, identify strengths and weaknesses, determine explanations/root causes, examine written curriculum.

Person Responsible	Timeline for Implementation	Resources
Margaret Sharp	Start: 9/1/2008	\$10,800.00

Finish: 6/14/2012

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	4	20
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Avon Grove School District	<ul style="list-style-type: none"> School Entity 	Not approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
<p>Participants will enhance their knowledge of data analysis of student performance by identifying strengths/weaknesses and determining explanations/root causes within the written curriculum.</p>		<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making. Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.

Educator Groups Which Will Participate in this Activity

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

Follow-up Activities

Evaluation Methods

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

Date	Comment
3/6/2008	We are making progress

Activity: 2. ELA Planned Course Outline Revisions

Description: Annual revisions will be made to the PCO's based upon the Curriculum Review

Person Responsible	Timeline for Implementation	Resources
Margaret Sharp	Start: 10/6/2008 Finish: 12/13/2012	\$60,000.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School	Estimated Number of Participants Per Year
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	Year	
7.00	1	20
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Avon Grove School District	<ul style="list-style-type: none"> School Entity 	Not approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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Participants will their knowledge of the ELA standards and curriculum.

For classroom teachers, school counselors and education specialists:

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

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

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

Educator Groups Which Will Participate in this Activity

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

Follow-up Activities**Evaluation Methods**

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

Status: In Progress — Upcoming

Activity: 3. ELA Pacing Guide Revisions

Description: Annual revisions to pacing guides and teacher notebooks/resources to reflect changes in written curriculum based upon Curriculum Review.

Person Responsible Timeline for Implementation Resources

Margaret Sharp	Start: 1/1/2009 Finish: Ongoing	\$19,000.00
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Status: Not Started — Overdue

Activity: 4. ELA Map for Differentiation of Instruction Development

Description: Develop comprehensive ELA Plan that provides for differentiated instruction including interventions, enrichment, assessments, entry/exit criteria, instructional strategies and resources.

Person Responsible	Timeline for Implementation	Resources
Margaret Sharp	Start: 11/13/2008	\$14,000.00

Finish: 5/14/2009

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
7.00	6	20
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Avon Grove School District	<ul style="list-style-type: none">School Entity	Not approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Participants will enhance their knowledge of differentiated instruction. Specific skill development will include (1) data analysis for identification of student needs, (2) structures/models for differentiated instruction, (3) instructional materials/resources for differentiated instruction, and (4) assessment criteria and tools.		<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none">Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making.Empowers educators to work effectively with <u>parents and community partners</u>. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none">Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education,

teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.

- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

Educator Groups Which Will Participate in this Activity

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

Follow-up Activities

Evaluation Methods

- | | |
|---|--|
| <ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussions • Lesson modeling with mentoring • Journaling and reflecting | <ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Standardized student assessment data other than the PSSA • Classroom student assessment data • Review of written reports summarizing instructional activity |
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Status: Not Started — Overdue

Activity: 5. ELA Instructional Materials/Resources

Description: Review materials/resources, identify needs, purchase materials/resources as needed.

Person Responsible Timeline for Implementation Resources

Margaret Sharp	Start: 4/6/2009	\$100,000.00
	Finish: 12/6/2010	

Status: Not Started — Overdue

Strategy: B. Assessment System

Description: Develop and implement a comprehensive English/Language Arts assessment system that includes both formative and summative assessments.

Activity: 1. PSSA

Description: Utilize the annual PSSA reading and writing assessments as a measure of student progress and attainment of the academic standards.

Person Responsible Timeline for Implementation Resources

Margaret Sharp	Start: 8/20/2008	-
	Finish: 8/20/2013	

Status: Not Started — Overdue

Activity: 2. Measures of Academic Progress (MAP)

Description: Expand the implementation of Measures of Academic Progress (MAP) reading assessment across grades K-11.

Person Responsible Timeline for Implementation Resources

Margaret Sharp	Start: 9/1/2008	\$309,000.00
	Finish: 9/1/2008	

Status: Not Started — Overdue

Activity: 3. Utilize reading MAP data as a measure of student progress and growth.

Description: Use MAP data to provide a measure of annual student progress and growth from one year to the next.

Person Responsible Timeline for Implementation Resources

Margaret Sharp	Start: 1/1/2009	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: 4. Utilize reading MAP data as a tool to determine instructional needs.

Description: Utilize reading MAP data to assist with determining instructional needs and providing differentiated instruction.

Person Responsible Timeline for Implementation Resources

Margaret Sharp	Start: 1/1/2009	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: 5. Creating a Culture for Common Assessments Workshop Series

Description: Conduct three workshops that will focus on understanding both formative and summative assessments to assist with the development of a district assessment philosophy and plan. An emphasis will be placed on the parameters and criteria for constructing and administering common assessments.

Person Responsible	Timeline for Implementation	Resources
Margaret Sharp	Start: 4/14/2008 Finish: 11/4/2008	\$2,500.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	7	30

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Performance Pathways	<ul style="list-style-type: none"> Company 	Not approved

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

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

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> Classroom teachers Principals / asst. principals 	<ul style="list-style-type: none"> Early childhood (preK-grade 3) Middle (grades 	<ul style="list-style-type: none"> Reading, Writing, Speaking & Listening Kindergarten Early Learning

- Superintendent / asst. superintendents
 - Other educational specialists
- 6-8)
 - Elementary (grades 2-5)
 - High school (grades 9-12)
- Standards

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

Status: Not Started — Overdue

Activity: 6. Common Assessments - Formative & Summative

Description: Create common formative and summative assessments that are aligned to the curriculum and incorporated into the pacing guides.

Person Responsible	Timeline for Implementation	Resources
Margaret Sharp	Start: 3/6/2008 Finish: 12/31/9999	\$49,900.00

Professional Development Activity Information

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

Status: Not Started — Overdue

Activity: 7. Classroom Assessment Tools

Description: Utilize a variety of on-going classroom assessment tools to monitor and promote student learning.

Person Responsible Timeline for Implementation Resources

Margaret Sharp	Start: 1/1/2009	-
	Finish: Ongoing	

Status: Not Started — Overdue

Strategy: C. Literacy Coaching

Description: Continue to implement the Literacy Coaching Program as a method for providing ongoing and comprehensive professional development and support for teachers and administrators across all four schools in the District.

Activity: 1. Literacy Coaching

Description: Provide one Literacy Coach for each school annually.

Person Responsible Timeline for Implementation Resources

Margaret Sharp	Start: 1/1/2009	\$1,337,000.00
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: 2. Chester County Literacy Consortium

Description: The Chester County Literacy Consortium will provide participating districts with a series of professional development opportunities featuring nationally recognized experts in the area of literacy. Additionally, participation in the Consortium will provide opportunities for collaboration with other literacy teams from surrounding districts in Chester County.

Person Responsible Timeline for Implementation Resources

Margaret Sharp	Start: 1/1/2009	\$2,500.00
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: 3. ELA & Coaching Professional Development

Description: Participate in professional development activities related to Literacy and Coaching.

Person Responsible Timeline for Implementation Resources

Margaret Sharp	Start: 1/1/2009 Finish: Ongoing	\$68,000.00
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Status: Not Started — Overdue

Activity: 4. Monthly Coaching Workshops

Description: Conduct monthly coaching workshops across the district

Person Responsible	Timeline for Implementation	Resources
Margaret Sharp	Start: 8/18/2008 Finish: 6/4/2009	\$1,000.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
7.00	10	4
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Avon Grove School District	• School Entity	Not approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Participants will increase their knowledge and skills in ELA and coaching.		<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling

- students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
- Empowers educators to work effectively with parents and community partners.

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

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

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Superintendent / asst. superintendents • Other educational specialists 	<ul style="list-style-type: none"> • Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades 9-12) 	<ul style="list-style-type: none"> • Reading, Writing, Speaking & Listening • Kindergarten Early Learning Standards

Follow-up Activities

- Team development and sharing of content-area

Evaluation Methods

- Classroom observation focusing on factors such as planning and preparation, knowledge of content,

- | | |
|--|---|
| <p>lesson implementation outcomes, with involvement of administrator and/or peers</p> <ul style="list-style-type: none"> • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussions • Lesson modeling with mentoring • Journaling and reflecting | <p>pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <ul style="list-style-type: none"> • Student PSSA data • Standardized student assessment data other than the PSSA • Classroom student assessment data • Review of written reports summarizing instructional activity • Event Log (Outlook calendars) |
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Status: Not Started — Overdue

Activity: 5. Provide professional development and support in ELA

Description: Literacy coaches will provide a variety of PD and support services for teachers and administrators which will include (1) collaborative resource management, (2) literacy content presentations, (3) focused classroom visits, (4) coplanning, (5) study groups, (6) demonstration lessons, (7) peer coaching, and (8) coteaching.

Person Responsible	Timeline for Implementation	Resources
Margaret Sharp	Start: 3/7/2008 Finish: 12/31/9999	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
0.00	0	0

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Avon Grove School District	<ul style="list-style-type: none"> • School Entity 	Not approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Teachers and administrators will enhance their knowledge of current research and practices in literacy.		<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> • Enhances the educator's

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

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

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

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

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • Superintendent / asst. superintendents 	<ul style="list-style-type: none"> • Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary 	<ul style="list-style-type: none"> • Reading, Writing, Speaking & Listening • Kindergarten Early Learning Standards

- School counselors (grades 2-5)
- Other educational specialists
- High school (grades 9-12)

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

Status: Not Started — Overdue

Strategy: D. Reading Professional Development Plan

Description: Develop and implement a long range professional development plan to bridge and monitor the written curriculum and the taught curriculum.

Activity: 1. Identify reading professional development needs

Description: Identify professional development needs based upon student achievement data, curriculum review, learning walks and surveys.

Person Responsible Timeline for Implementation Resources

Margaret Sharp	Start: 1/1/2009 Finish: Ongoing	-
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Status: Not Started — Overdue

Activity: 2. Reading Comprehension Strategies In-service

Description: Professional Development focused on delivery of comprehension strategies across core content areas as well as in reading classes for all teachers of grades K-12.

Person Responsible	Timeline for Implementation	Resources
Margaret Sharp	Start: 8/27/2008 Finish: 2/27/2009	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2.00	4	325

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Avon Grove School District	• School Entity	Not approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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Participants will increase their knowledge of comprehension strategies across all content areas.

For classroom teachers, school counselors and education specialists:

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

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

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

learning, with an emphasis on learning.

Educator Groups Which Will Participate in this Activity

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

Follow-up Activities

Evaluation Methods

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

Status: Not Started — Overdue

Activity: 3. Reading Study Groups

Description: Provide opportunities for voluntary participation in after school study groups focused on reading comprehension.

Person Responsible	Timeline for Implementation	Resources
Margaret Sharp	Start: 12/4/2008 Finish: 3/5/2009	\$3,260.00

Professional Development Activity Information

Number of Hours Per	Total Number of	Estimated Number of Participants
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Session	Sessions Per School Year	Per Year
2.00	2	30
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Avon Grove School District	• School Entity	Not approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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Participants will increase their knowledge of specific reading comprehension strategies.

For classroom teachers, school counselors and education specialists:

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

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

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

Educator Groups Which Will Participate in this Activity

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

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

- mentoring
- Journaling and reflecting

Status: Not Started — Overdue

Activity: 4. Ongoing training in reading comprehension strategy instruction

Description: Continued opportunities for development of specific comprehension strategies will occur during collaborative planning periods in each school as well as through coaching and mentoring sessions.

Person Responsible Timeline for Implementation Resources

Margaret Sharp	Start: 1/1/2009	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: 5. District & Building Level Learning Walks

Description: Learning Walks focused on monitoring reading instruction will be conducted at the district and building level throughout the school year.

Person Responsible	Timeline for Implementation	Resources
Margaret Sharp	Start: 8/4/2008 Finish: 12/31/9999	-

Professional Development Activity Information

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

Status: Not Started — Overdue

Strategy: E. Writing Professional Development Plan

Description: Develop and implement a long range professional development plan to bridge and monitor the written and taught curriculum.

Activity: 1. Identify writing Professional Development Needs

Description: Conduct a survey of teachers and administrators to determine professional development needs in the area of writing instruction.

Person Responsible Timeline for Implementation Resources

Margaret Sharp	Start: 1/1/2009	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: 2. Kid Writing

Description: Further support the consistent implementation of Kid Writing in kindergarten through ongoing curricular workshops, collaboration and coaching.

Person Responsible	Timeline for Implementation	Resources
Margaret Sharp	Start: 3/7/2008 Finish: 12/31/9999	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
0.00	0	0

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Avon Grove School District	<ul style="list-style-type: none"> School Entity 	Not approved

Knowledge and Skills	Research and Best Practices Designed to Accomplish
Teachers and administrators will increase their knowledge and delivery of Kid Writing as a technique for writing instruction.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.

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

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

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

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • Superintendent / asst. superintendents • Other educational specialists 	<ul style="list-style-type: none"> • Early childhood (preK-grade 3) 	<ul style="list-style-type: none"> • Reading, Writing, Speaking & Listening • Kindergarten Early Learning Standards

Follow-up Activities

Evaluation Methods

- | | |
|--|---|
| <ul style="list-style-type: none"> • Team development and sharing of content-area | <ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, |
|--|---|

- lesson implementation outcomes, with involvement of administrator and/or peers
 - Analysis of student work, with administrator and/or peers
 - Creating lessons to meet varied student learning styles
 - Peer-to-peer lesson discussions
 - Lesson modeling with mentoring
 - Journaling and reflecting
- pedagogy and standards, classroom environment, instructional delivery and professionalism.
 - Classroom student assessment data
 - Review of participant lesson plans
 - Portfolio

Status: Not Started — Overdue

Activity: 3. Research current writing instructional practices

Description: The District Literacy Leadership Team will research and study current writing instructional practices to assist with the selection and adoption of a District Philosophy and Model for Writing instruction, grades 1-12.

Person Responsible	Timeline for Implementation	Resources
Margaret Sharp	Start: 11/25/2008 Finish: 5/12/2009	\$4,000.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2.00	3	15
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Avon Grove School District	• School Entity	Not approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Literacy Coaches, reading specialists and administrators will develop an increased understanding of current research and practices in writing instruction		<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> • Enhances the educator's

with a focus on the development of a district philosophy and model of writing instruction.

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.

Educator Groups Which Will Participate in this Activity

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

Follow-up Activities

Evaluation Methods

- | | |
|---|--|
| <ul style="list-style-type: none"> • Journaling and reflecting | <ul style="list-style-type: none"> • Blog (The participants will collaborate and exchange |
|---|--|

- Writing Blog/Wiki (ideas through the use of a blog.)

Status: Not Started — Overdue

Activity: 4. Adopt a District Philosophy and Model for Writing Instruction, Grades K-12

Description: The Literacy Leadership Team will develop a District Philosophy for writing instruction. The Literacy Team will adopt a Model for writing instruction for implementation in grades 1-12.

Person Responsible	Timeline for Implementation	Resources
Margaret Sharp	Start: 5/19/2009 Finish: 5/19/2009	\$2,500.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
7.00	1	25
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Avon Grove School District	• School Entity	Not approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
The participants will develop an understanding of the group's research on writing instructional programs and practices.		<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> • Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. • Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.

For school and district administrators, and other

educators seeking leadership roles:

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

Educator Groups Which Will Participate in this Activity

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

Follow-up Activities

Evaluation Methods

- | | |
|--|--|
| <ul style="list-style-type: none"> • Philosophy/Model | <ul style="list-style-type: none"> • Philosophy/Model (The District Philosophy and Writing Model will be determined as a result of this professional development activity.) |
|--|--|

Status: Not Started — Upcoming

Activity: 5. Provide professional Development in District Writing Program

Description: Based upon the development of a district writing philosophy and the selection of a writing instructional model by spring of 2009, a long range professional development plan for writing will be developed for implementation beginning in the school year 2009-2010.

Person Responsible Timeline for Implementation Resources

Margaret Sharp	Start: 1/1/2009 Finish: Ongoing	-
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Status: Not Started — Overdue

Activity: 6. Implement the District Writing Program

Description: The Districtwide Writing Program will be implemented beginning in the 2009-2010 school year.

Person Responsible Timeline for Implementation Resources

Margaret Sharp	Start: 1/1/2009	-
	Finish: Ongoing	

Status: Not Started — Overdue

Goal: 1.2 Academic Achievement - Mathematics

Description: By the year 2013, 95% of all students will be proficient in Mathematics as measured annually by the PSSA.

Strategy: A. Written Curriculum

Description: Examine written curriculum to ensure for a standards aligned mathematics program across all grade levels and achievement levels.

Activity: 1. Math Curriculum Review

Description: Analyze data, identify strengths and weaknesses, determine explanations/root causes, examine written curriculum

Person Responsible	Timeline for Implementation	Resources
Margaret Sharp	Start: 9/16/2008 Finish: 9/16/2008	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
7.00	1	20
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Avon Grove School District	• School Entity	Not approved
Knowledge and Skills	Research and Best	Designed to Accomplish

Practices

Participants will enhance their knowledge of data analysis of student performance by identifying strengths/weaknesses and determining explanations/root causes within the written curriculum.

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.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • Superintendent / asst. superintendents 	<ul style="list-style-type: none"> • Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary 	<ul style="list-style-type: none"> • Kindergarten Early Learning Standards • Mathematics

- Other educational specialists (grades 2-5)
- High school (grades 9-12)

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

Status: Not Started — Overdue

Activity: 2. Math Planned Course Outline Revisions

Description: Annual revisions will be made to the PCO's based upon the Curriculum Review

Person Responsible	Timeline for Implementation	Resources
Margaret Sharp	Start: 10/21/2008 Finish: 10/21/2008	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	1	16
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Avon Grove School District	<ul style="list-style-type: none"> • School Entity 	Not approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Participants will enhance their knowledge of the math standards and curriculum.		<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> • Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.

- 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.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • Superintendent / asst. superintendents • Other educational specialists 	<ul style="list-style-type: none"> • Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades 9-12) 	<ul style="list-style-type: none"> • Kindergarten Early Learning Standards • Mathematics

Follow-up Activities

Evaluation Methods

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

- peers
- Analysis of student work, with administrator and/or peers
- Journaling and reflecting
- PSSA
- Classroom student assessment data
- Review of written reports summarizing instructional activity

Status: Not Started — Overdue

Activity: 3. Math Pacing Guide Revisions

Description: Annual revisions to pacing guides and resources to reflect changes in written curriculum based upon Curriculum Review.

Person Responsible	Timeline for Implementation	Resources
Margaret Sharp	Start: 3/10/2008 Finish: 12/31/9999	-

Professional Development Activity Information

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

Status: Not Started — Overdue

Activity: 4. Mathematics Map for Differentiation of Instruction Development

Description: Develop Comprehensive Mathematics Plan that provides for differentiated instruction including interventions, enrichment, assessments, entry/exit criteria, instructional strategies and resources.

Person Responsible	Timeline for Implementation	Resources
Margaret Sharp	Start: 11/18/2008 Finish: 5/19/2009	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
7.00	6	20
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Avon Grove School District	<ul style="list-style-type: none"> School Entity 	Not approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
<p>Participants will enhance their knowledge of differentiated instruction. Specific skill development will include (1) data analysis for identification of student needs, (2) structures/models for differentiated instruction, (3) instructional materials/resources for differentiated instruction, and (4) assessment criteria and tools.</p>		<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. Empowers educators to work effectively with <u>parents and community partners</u>. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are

aligned to each other as well as to Pennsylvania's academic standards.

- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • Superintendent / asst. superintendents • Other educational specialists 	<ul style="list-style-type: none"> • Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades 9-12) 	<ul style="list-style-type: none"> • Kindergarten Early Learning Standards • Mathematics

Follow-up Activities

Evaluation Methods

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|---|--|
| <ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussions • Lesson modeling with mentoring • Journaling and reflecting | <ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Standardized student assessment data other than the PSSA • Classroom student assessment data • Review of written reports summarizing instructional activity |
|---|--|

Status: Not Started — Overdue

Activity: 5. Math Instructional Materials/Resources

Description: Review materials/resources, identify needs, purchase materials/resources as needed.

Person Responsible Timeline for Implementation Resources

Margaret Sharp	Start: 4/7/2009	-
	Finish: 12/7/2010	

Status: Not Started — Overdue

Strategy: B. Assessment System

Description: Develop and implement a comprehensive mathematics assessment system that includes both formative and summative assessments.

Activity: 1. PSSA

Description: Utilize the annual PSSA mathematics assessment as a measure of student progress on attainment of the standards.

Person Responsible Timeline for Implementation Resources

Margaret Sharp	Start: 8/20/2008	-
	Finish: 8/20/2013	

Status: Not Started — Overdue

Activity: 2. Measures of Academic Progress (MAP)

Description: Expand the implementation of MAP across grades K-11.

Person Responsible Timeline for Implementation Resources

Margaret Sharp	Start: 9/8/2008	\$150,000.00
	Finish: 5/11/2009	

Status: Not Started — Overdue

Activity: 3. MAP Data Growth Model

Description: Utilize MAP data as an annual measure of student progress and growth from year to year.

Person Responsible Timeline for Implementation Resources

Margaret Sharp Start: 1/1/2009 -
 Finish: Ongoing

Status: Not Started — Overdue

Activity: 4. Utilize MAP data as a tool to determine instructional needs

Description: Utilize MAP data as a tool to determine instructional needs and a plan for differentiated instruction.

Person Responsible Timeline for Implementation Resources

Margaret Sharp Start: 1/1/2009 -
 Finish: Ongoing

Status: Not Started — Overdue

Activity: 5. Creating a Culture for Common Assessments Workshop

Description: Conduct three workshops that will focus on understanding both formative and summative assessments to assist with the development of a district assessment philosophy. An emphasis will be placed on the parameters and criteria for constructing and administering common assessments.

Person Responsible	Timeline for Implementation	Resources
Margaret Sharp	Start: 4/14/2008 Finish: 11/4/2008	\$2,500.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	7	20
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Performance Pathways	• Company	Not approved

Knowledge and Skills**Research and Best 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.
- 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.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • Superintendent / asst. superintendents • Other educational 	<ul style="list-style-type: none"> • Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5) • High school 	<ul style="list-style-type: none"> • Kindergarten Early Learning Standards • Mathematics

specialists

(grades 9-12)

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

Status: Not Started — Overdue

Activity: 6. Common Assessments - Formative & Summative

Description: Create common assessments that are aligned to the curriculum and incorporated in the pacing guides.

Person Responsible	Timeline for Implementation	Resources
Margaret Sharp	Start: 9/16/2008 Finish: 5/19/2009	\$10,400.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
0.00	0	0
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Avon Grove School District		Not approved
Knowledge and Skills	Research and Best 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.
- 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.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • Superintendent / asst. superintendents • Other educational specialists 	<ul style="list-style-type: none"> • Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades 9-12) 	<ul style="list-style-type: none"> • Kindergarten Early Learning Standards • Mathematics

Follow-up Activities

Evaluation Methods

- | | |
|---|--|
| <ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with | <ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. |
|---|--|

- involvement of administrator and/or peers
- Analysis of student work, with administrator and/or peers
- Creating lessons to meet varied student learning styles
- Peer-to-peer lesson discussions
- Lesson modeling with mentoring
- Journaling and reflecting
- Student PSSA data
- Standardized student assessment data other than the PSSA
- Classroom student assessment data

Status: Not Started — Overdue

Activity: 7. Classroom Assessment Tools to monitor and promote student learning

Description: Utilize a variety of classroom assessment tools to monitor and promote student learning.

Person Responsible Timeline for Implementation Resources

Margaret Sharp	Start: 1/1/2009	-
	Finish: Ongoing	

Status: Not Started — Overdue

Strategy: C. Mathematics Coaching

Description: Continue to implement the mathematics coaching program as a method for providing ongoing and comprehensive professional development and support for teachers and administrators across three schools in the District, working toward the addition of a mathematics coach at the primary level.

Activity: 1. Continue to implement the District Mathematics Coaching Program

Description: Continuation of the current district mathematics coaching program by employing three mathematics coaches to serve the four schools. Expand program to include 2 elementary coaches and 2 secondary coaches.

Person Responsible Timeline for Implementation Resources

Margaret Sharp Start: 1/1/2009 -
Finish: Ongoing

Status: Not Started — Overdue

Activity: 2. Professional Development Activities for Instructional Coaches

Description: Participate in professional development activities designed for coaches on mathematics and coaching.

Person Responsible Timeline for Implementation Resources

Margaret Sharp Start: 1/1/2009 -
Finish: Ongoing

Status: Not Started — Overdue

Activity: 3. Monthly Coaching Workshops

Description: Conduct monthly coaching workshops across the district

Person Responsible	Timeline for Implementation	Resources
Margaret Sharp	Start: 8/18/2008 Finish: 6/4/2009	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
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7.00 10 3

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
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Avon Grove School District • School Entity Not approved

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

- Enhances the educator's

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

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

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

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

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none">• Superintendent / asst. superintendents• Other educational specialists	<ul style="list-style-type: none">• Early childhood (preK-grade 3)• Middle (grades 6-8)• Elementary	<ul style="list-style-type: none">• Kindergarten Early Learning Standards• Mathematics

- (grades 2-5)
- High school (grades 9-12)

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

Status: Not Started — Overdue

Activity: 4. Provide professional development and support in mathematics

Description: Mathematics coaches will provide a variety of PD and support services for teachers and administrators which will include (1) collaborative resource management, (2) literacy content presentations, (3) focused classroom visits, (4) coplanning, (5) study groups, (6) demonstration lessons, (7) peer coaching, and (8) coteaching.

Person Responsible	Timeline for Implementation	Resources
Margaret Sharp	Start: 3/7/2008 Finish: 12/31/9999	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
0.00	0	0
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status

Avon Grove School District

• School Entity

Not approved

Knowledge and Skills**Research and Best Practices****Designed to Accomplish**

Teachers and administrators will enhance their knowledge of current research and best practices in mathematics.

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.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none">• Classroom teachers• Principals / asst. principals• Superintendent / asst. superintendents• School counselors• Other educational specialists	<ul style="list-style-type: none">• Early childhood (preK-grade 3)• Middle (grades 6-8)• Elementary (grades 2-5)• High school (grades 9-12)	<ul style="list-style-type: none">• Kindergarten Early Learning Standards• Mathematics

Follow-up Activities

Evaluation Methods

- | | |
|--|--|
| <ul style="list-style-type: none">• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers• Analysis of student work, with administrator and/or peers• Creating lessons to meet varied student learning styles• Peer-to-peer lesson discussions• Lesson modeling with mentoring• Journaling and reflecting | <ul style="list-style-type: none">• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.• Student PSSA data• Standardized student assessment data other than the PSSA• Classroom student assessment data• Participant survey• Review of participant lesson plans• Review of written reports summarizing instructional activity• Portfolio |
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Status: Not Started — Overdue

Strategy: D. Mathematics Professional Development Plan

Description: Develop and implement a long range professional development plan to bridge and monitor the written curriculum and the taught curriculum

Activity: 1. Mathematics professional development needs

Description: Identify professional development needs based upon student achievement data, curriculum review, learning walks, and surveys.

Person Responsible Timeline for Implementation Resources

Margaret Sharp Start: 1/1/2009 -
 Finish: Ongoing

Status: Not Started — Overdue

Activity: 2. Provide professional development during the district professional development days

Description:

Person Responsible Timeline for Implementation Resources

Margaret Sharp Start: 1/1/2009 -
 Finish: Ongoing

Status: Not Started — Overdue

Activity: 3. Mathematics Study Groups

Description: Provide opportunities for voluntary participation in after school study groups focused on best practices in mathematics.

Person Responsible	Timeline for Implementation	Resources
Margaret Sharp	Start: 12/9/2008 Finish: 2/24/2009	\$3,260.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2.00	2	30

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Avon Grove School District	• School Entity	Not approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Participants will increase their knowledge of best practices in mathematics.		<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> • Enhances the educator's

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

- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Empowers educators to work effectively with parents and community partners.

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

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

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none">• Classroom teachers• Principals / asst. principals• Other educational specialists	<ul style="list-style-type: none">• Early childhood (preK-grade 3)• Middle (grades 6-8)• Elementary (grades 2-5)• High school (grades 9-12)	<ul style="list-style-type: none">• Kindergarten Early Learning Standards• Mathematics

Follow-up Activities

- Creating lessons to meet varied student learning styles
- Peer-to-peer lesson discussions
- Lesson modeling with mentoring
- Journaling and reflecting

Evaluation Methods

- Participant survey

Status: Not Started — Overdue

Activity: 4. Ongoing training in best practices in mathematics

Description: Continued opportunities for development in specific mathematics strategies will occur during collaborative planning periods in each school as well as through coaching and mentoring sessions.

Person Responsible Timeline for Implementation Resources

Margaret Sharp	Start: 1/1/2009	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: 5. Learning Walks

Description: Conduct District and school level learning walks focused on mathematics

Person Responsible Timeline for Implementation Resources

Margaret Sharp	Start: 1/1/2009	-
	Finish: Ongoing	

Status: Not Started — Overdue

Goal: 1.3 Academic Achievement - Science

Description: By the year 2010, the district science curriculum will be fully aligned to the standards as evidenced by curriculum documents (i.e.. Planned Course Outlines, Unit Guides). Upon availability from PDE, baseline PSSA data will be used to determine appropriate proficiency goal projections for 2013.

Strategy: A. Written Curriculum

Description: Examine the written curriculum to ensure for a standards aligned science program across all grade levels and achievement levels.

Activity: 1. Develop Science Planned Course Outlines and unit guides

Description: Using the Understanding by Design framework, complete the development of Planned Course Outlines and unit guides

Person Responsible Timeline for Implementation Resources

Margaret Sharp	Start: 3/6/2008	-
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Finish: 12/31/9999

Professional Development Activity Information

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

Status: Not Started — Overdue

Activity: 2. Materials & Resources

Description: Review materials/resources, identify needs, purchase materials/resources as needed

Person Responsible	Timeline for Implementation	Resources
Margaret Sharp	Start: 3/10/2008 Finish: 12/31/9999	-

Professional Development Activity Information

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

Status: Not Started — Overdue

Activity: 3. Annual Curriculum Review

Description: Conduct annual curriculum review upon availability of baseline PSSA science data

Person Responsible	Timeline for Implementation	Resources
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Activity: 3. Common Assessments - Formative & Summative

Description: Create common assessments that are aligned to the curriculum and incorporated into the unit guides.

Person Responsible Timeline for Implementation Resources

Margaret Sharp	Start: 3/10/2008	-
	Finish: 12/31/9999	

Status: Not Started — Overdue

Activity: 4. Classroom Assessment Tools

Description: Utilize a variety of on-going classroom assessment tools to monitor and promote student learning.

Person Responsible Timeline for Implementation Resources

Margaret Sharp	Start: 1/1/2009	-
	Finish: Ongoing	

Status: Not Started — Overdue

Strategy: C. Professional Development Plan

Description: Develop and implement a long range professional development plan to bridge and monitor the written and taught curriculum.

Activity: 1. Professional Development Needs

Description: Identify professional development needs

Person Responsible Timeline for Implementation Resources

Margaret Sharp	Start: 1/1/2009	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: 2. Professional Development Activities

Description: Provide professional development during district professional development days focused on the implementation of inquiry based and hands on science

Person Responsible Timeline for Implementation Resources

Margaret Sharp	Start: 1/1/2009 Finish: Ongoing	-
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Status: Not Started — Overdue

Activity: 3. Provide voluntary after school workshops for teachers designed around specific curriculum needs.

Description: Provide voluntary after school workshops for teachers designed around content and inquiry based and hands on science.

Person Responsible	Timeline for Implementation	Resources
Margaret Sharp	Start: 3/10/2008 Finish: 12/31/9999	-

Professional Development Activity Information

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

Status: Not Started — Overdue

Activity: 4. Integrate Professional Development Activities into the School Day

Description: Integrate professional development activities into building level collaborative sessions throughout the year.

Person Responsible Timeline for Implementation Resources

Margaret Sharp Start: 1/1/2009 -
Finish: Ongoing

Status: Not Started — Overdue

Activity: 5. Learning Walks

Description: Monitor the written and taught curriculum by conducting district and building level learning walks.

Person Responsible Timeline for Implementation Resources

Margaret Sharp Start: 1/1/2009 -
Finish: Ongoing

Status: Not Started — Overdue

Goal: 1.4 Academic Achievement - Social Studies

Description: By the year 2010, the District social studies curriculum will be fully aligned to the standards as evidenced by curriculum documents (i.e. Planned Course Outlines, Unit Guides).

Strategy: A. Written Curriculum

Description: Develop and implement a written Social Studies curriculum that is fully aligned to the state content standards across all grade levels and achievement levels.

Activity: 1. Develop Social Studies Planned Course Outlines and Unit Guides

Description: Using the Understanding by Design curriculum framework, develop social studies PCOs and unit guides

Person Responsible	Timeline for Implementation	Resources
Margaret Sharp	Start: 3/6/2008 Finish: 12/31/9999	-

Professional Development Activity Information

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

Status: Not Started — Overdue

Activity: 2. Instructional Materials/ Resources

Description: Review materials/resources, identify needs, purchase materials/resources as needed.

Person Responsible Timeline for Implementation Resources

Margaret Sharp	Start: 1/1/2009	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: 3. Curriculum Review

Description: Utilizing data from the common assessment, analyze data, identify strengths and weaknesses, determine explanations/root causes, examine written curriculum.

Person Responsible Timeline for Implementation Resources

Margaret Sharp	Start: 1/1/2009	-
	Finish: Ongoing	

Status: Not Started — Overdue

Strategy: B. Assessment System

Description: Develop and implement a comprehensive Social Studies assessment system that includes both formative and summative assessments.

Activity: 1. Create common assessments that are aligned to the curriculum and incorporated into the unit guides

Description: Create common assessments that are aligned to the curriculum and incorporated into the unit guides.

Person Responsible Timeline for Implementation Resources

Margaret Sharp	Start: 1/1/2009	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: 2. Establish baseline proficiency levels from common assessment data.

Description:

Person Responsible Timeline for Implementation Resources

Margaret Sharp	Start: 1/1/2009	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: 3. On-going Classroom Assessments

Description: Utilize a variety of on-going classroom assessment tools to monitor and promote student learning.

Person Responsible Timeline for Implementation Resources

Margaret Sharp	Start: 1/1/2009	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: 4. Classroom Assessment Tools

Description: Utilize a variety of on-going classroom assessment tools to monitor and promote student learning.

Person Responsible Timeline for Implementation Resources

Margaret Sharp Start: 1/1/2009 -
Finish: Ongoing

Status: Not Started — Overdue

Activity: 5. Utilize data from district common assessments

Description: Use data from common assessments to measure student learning and to analyze instructional activities

Person Responsible Timeline for Implementation Resources

Margaret Sharp Start: 1/1/2009 -
Finish: Ongoing

Status: Not Started — Overdue

Activity: 6. Utilize reading and mathematics MAP data as a tool to determine instructional needs.

Description: Use the data from MAP to assist with determining instructional needs and differentiating instruction.

Person Responsible Timeline for Implementation Resources

Margaret Sharp Start: 1/1/2009 -
Finish: Ongoing

Status: Not Started — Overdue

Strategy: C. Professional Development Plan

Description: Develop and implement a long range professional development plan to bridge and monitor the written curriculum and the taught curriculum.

Activity: 1. Professional Development Needs

Description: Identify professional development needs

Person Responsible Timeline for Implementation Resources

Margaret Sharp Start: 1/1/2009 -

Finish: Ongoing

Status: Not Started — Overdue

Activity: 2. Professional Development during district professional development days

Description: Provide professional development during district professional development days on new units of instruction and curriculum materials.

Person Responsible Timeline for Implementation Resources

Margaret Sharp	Start: 1/1/2009	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: 3. After School Workshops

Description: Provide after school workshops for teachers designed around specific curriculum needs.

Person Responsible Timeline for Implementation Resources

Margaret Sharp	Start: 1/1/2009	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: 4. Professional Development during the School Day

Description: Integrate professional development activities into building level collaboration sessions throughout the school year.

Person Responsible Timeline for Implementation Resources

Margaret Sharp	Start: 1/1/2009	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: 5. Learning Walks

Description: Monitor the written and taught curriculum by conducting district and building level Learning Walks.

Person Responsible Timeline for Implementation Resources

Margaret Sharp	Start: 1/1/2009 Finish: Ongoing	-
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Status: Not Started — Overdue

Goal: 1.5 Academic Achievement - Intervention/Support Programs

Description: Provide effective academic intervention and support programs for identified student populations (ELL, IEP, ED, Hispanic) to ensure proficiency in reading and mathematics by decreasing the percent of students performing below basic or basic on the annual PSSA by 10%.

Strategy: A. English Language Learners (ELL) Program

Description: Provide a comprehensive program with a full range of services for ELL students.

Activity: 1. Provide professional development for regular education teachers

Description: Provide annual professional development opportunities for regular education teachers to increase the development of academic vocabulary and academic language in English Lanuage Learners.

Person Responsible	Timeline for Implementation	Resources
Peg O'Grady	Start: 3/20/2008 Finish: 12/31/9999	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
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Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
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Not approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Follow-up Activities	Evaluation Methods	

Status: Not Started — Overdue

Activity: 2. ELL Coaching

Description: Provide an ELL Coach to consult with both regular and ELL teachers in effective instructional strategies and practices for working with ELL students.

Person Responsible	Timeline for Implementation	Resources
Peg O'Grady	Start: 3/20/2008 Finish: 12/31/9999	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
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Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
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Not approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Follow-up Activities	Evaluation Methods	

Status: Not Started — Overdue

Activity: 3. Monthly PD Workshops for ELL teachers

Description: Conduct monthly professional development opportunities for ELL teachers to increase their knowledge of effective instructional strategies for development of academic vocabulary and academic language for ELL students.

Person Responsible	Timeline for Implementation	Resources
Peg O'Grady	Start: 3/20/2008 Finish: 12/31/9999	-

Professional Development Activity Information

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

Status: Not Started — Overdue

Activity: 4. Provide professional development for guidance counselors

Description: Conduct monthly professional development opportunities for guidance counselors so that they may support the individual development of ELL students.

Person Responsible Timeline for Implementation Resources

Peg O'Grady	Start: 1/1/2009 Finish: Ongoing	-
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Status: Not Started — Overdue

Activity: 5. Conduct annual ELL Program Review

Description: Conduct annual ELL Program Review of elementary and secondary ELL programs in the District.

Person Responsible	Timeline for Implementation	Resources
Peg O'Grady	Start: 3/20/2008 Finish: 12/31/9999	-

Professional Development Activity Information

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

Status: Not Started — Overdue

Strategy: B. Special Education Program

Description: Provide a comprehensive program with a full range of services for special education students.

Activity: 1. Provide professional development for regular education teachers

Description: Provide professional development opportunities for regular education teachers on instructional strategies to assist students with disabilities in the regular classroom setting

Person Responsible	Timeline for Implementation	Resources
Cindy Hoover	Start: 8/4/2008 Finish: 12/31/9999	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
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Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
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Not approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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Follow-up Activities	Evaluation Methods
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Status: Not Started — Overdue

Activity: 2. Provide professional development workshops for special education teachers

Description: Provide monthly professional development workshops for special education teachers on instructional strategies

Person Responsible	Timeline for Implementation	Resources
Cindy Hoover	Start: 8/4/2008 Finish: 12/31/9999	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
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Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
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Not approved

Knowledge and Skills Research and Best Practices Designed to Accomplish

Follow-up Activities Evaluation Methods

Status: Not Started — Overdue

Activity: 3. Provide professional development for special education staff

Description: Provide training for special education teachers, paraprofessionals and other certificated staff members working with the special education students.

Person Responsible Timeline for Implementation Resources

Cindy Hoover	Start: 1/1/2009	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: 4. Conduct annual Special Education Review

Description: Conduct an annual review of the special education program across the District

Person Responsible Timeline for Implementation Resources

Cindy Hoover	Start: 1/1/2009	-
	Finish: Ongoing	

Status: Not Started — Overdue

Strategy: C. Intervention/Support Programs

Description: Provide intervention and support to students in need of additional assistance in reading and mathematics.

Activity: 1. Instructional Support Program

Description: Provide intervention/support services to students identified as struggling through the Instruction Support Team at each school

Person Responsible Timeline for Implementation Resources

Peg O'Grady	Start: 1/1/2009	-
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Finish: Ongoing

Status: Not Started — Overdue

Activity: 2. Response to Intervention Program (Rtl)

Description: Continue to develop an Rtl Model to provide intervention and support for students struggling in Reading and Mathematics. Pilot models to determine an appropriate and successful Rtl model.

Person Responsible Timeline for Implementation Resources

Peg O'Grady	Start: 1/1/2009	-
	Finish: Ongoing	

Status: Not Started — Overdue

Goal: 1.6 Academic Achievement - 21st Century Learners

Description: Provide a high quality education with increased opportunities for all students that will prepare them for the world of work and post secondary experiences and increase the percentage of children attending a post secondary school from 79% to 89% as measured by the annual District Post Secondary Survey.

Strategy: A. Rigorous Academic Programs

Description: Provide a rigorous academic program for all students across all grades.

Activity: 1. Participation/Completion Rates in Honors & AP Courses

Description: Increase the number of students participating in and successfully completing Honors (earning a grade of C or better) & AP courses (earning a score of 3 or better).

Honors Participation Rate (2007) = 523 seats
Honors Participation Rate (2013) = 650 seats

Honors Completion Rate (2007) =
Honors Completion Goal (2013) = 95%

AP Participation Rate (2007) = 450 seats

AP Participation Goal (2013) = 567 seats

AP Completion Rate (2007) = 80%

AP Completion Rate (2013) = 85%

Person Responsible Timeline for Implementation Resources

Margaret Sharp	Start: 1/1/2009	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: 2. Expand Honors & AP Course Offerings

Description: Continue to expand the number of course offerings of both honors courses and AP courses.

Honors Offerings (2007) = 9

Honors Offerings (2013) = 12

AP Offerings (2007) = 14

AP Offerings (2013) = 17

Person Responsible Timeline for Implementation Resources

Margaret Sharp	Start: 1/1/2009	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: 3. Successful Completion of Algebra II

Description: Continue to increase the number of students successfully completing (earning a C or better) Algebra II annually.

Algebra II Completion Rate (2007) =

Algebra II Completion Rate (2013) = 50%

Person Responsible Timeline for Implementation Resources

Margaret Sharp	Start: 1/1/2009	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: 4. PSAT/SAT

Description: Increase the district average score on the SAT exam annually.

District SAT Average Scores (2008) = Math (525) Reading (513) Writing (495)

District SAT Average Scores (2013) = Math (530) Reading (520) Writing (500)

Person Responsible Timeline for Implementation Resources

Peg O'Grady	Start: 1/1/2009	-
	Finish: Ongoing	

Status: Not Started — Overdue

Strategy: B. International Academic Programs

Description: Explore the feasibility of implementing an internationally recognized program for the secondary level that provides a highly rigorous course of study for students. Examples include: International Baccalaureate (IB), Cambridge.

Activity: 1. International Baccalaureate Program (IB Program)

Description: Research and explore feasibility of implementation of the IB Program in AGSD.

Person Responsible Timeline for Implementation Resources

Margaret Sharp	Start: 1/1/2009	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: 2. Cambridge Program

Description: Research and explore feasibility of implementation of Cambridge Program in AGSD.

Person Responsible Timeline for Implementation Resources

Margaret Sharp	Start: 1/1/2009	-
	Finish: Ongoing	

Status: Not Started — Overdue

Strategy: C. Early Graduation and Dual Enrollment

Description: Establish an early graduation/dual enrollment program designed to provide opportunities for high school students who have met or are close to meeting graduation requirements to participate in college level courses.

Activity: 1. Dual Enrollment Grant

Description: Submit application to PDE for Dual Enrollment Grant for the 2008-2009 school year.

Person Responsible Timeline for Implementation Resources

Margaret Sharp	Start: 3/31/2008	-
	Finish: 8/31/2008	

Status: Not Started — Overdue

Activity: 2. Partnership with Delaware County Community College

Description: Establish and maintain an active partnership with Delaware County Community College.

Person Responsible Timeline for Implementation Resources

Peg O'Grady	Start: 4/30/2008	-
	Finish: 6/30/2013	

Status: Not Started — Overdue

Activity: 3. Procedures for Early Graduation and Dual Enrollment Program

Description: Develop and update annually, procedures and guidelines for the Early Graduation and Dual Enrollment Program.

Person Responsible Timeline for Implementation Resources

Peg O'Grady	Start: 6/1/2008	-
	Finish: 12/6/2010	

Status: Not Started — Overdue

Activity: 4. Implement Dual Enrollment Program

Description: Implement Dual Enrollment Program beginning in the 2008-2009 school year. Monitor and evaluate program success measured by the number of students participating in the program and the number of college course credits earned by students in the program.

Person Responsible Timeline for Implementation Resources

Peg O'Grady	Start: 8/6/2008 Finish: 12/31/9999	-
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Status: Not Started — Overdue

Strategy: D. 21st Century Skills

Description: Develop, train, implement and monitor curricula related to the 21st Century Skills developed by the Metiri Group in partnership with the North Central Regional Educational Laboratory. Categories include: Digital Age Literacy, Inventive Thinking, Interactive Communication, Quality/State of the Art Results.

Activity: 2. Training in the intergration of 21st Century technology skills

Description: Provide professional development for digital literacy, inventive thinking, interactive communication and quality, real-world applications. Teachers will be provided the opportunity to attend classes twice per month to learn ways to design and adapt their instruction to include 21st Century technology skills (i.e. evaluating web resources and information; sift, scan and sort information).

Person Responsible	Timeline for Implementation	Resources
Margaret Sharp	Start: 5/27/2008 Finish: 12/31/9999	-

Professional Development Activity Information

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

Status: Not Started — Overdue

Activity: Professional Development Training Curriculum

Description: 1. Develop a curriculum to instruct teachers in 21st Century technology skills.

Person Responsible Timeline for Implementation Resources

Margaret Sharp	Start: 1/1/2009	-
	Finish: Ongoing	

Status: Not Started — Overdue

Strategy: E. National Educational Technology Standards (NET Standards)

Description: Integrate the NET standards and performance indicators for students/teachers/administrators into local curriculum and daily instruction.

Activity: 1. Training for understanding National Educational Technology Standards for Students

Description: Create website resources providing information about NETS-S for all teachers and administrators. Hold meetings during the school day to discuss and demonstrate NETS-S. Model lessons which integrate NETS-S for teachers in their class rooms.

Person Responsible Timeline for Implementation Resources

Margaret Sharp	Start: 8/6/2008	-
	Finish: 12/31/9999	

Status: In Progress — Upcoming

Date Comment

1/26/2009	This work is underway for the 2008-2009 school year. The Instructional Technology Specialists are working with classroom teachers to model lessons that integrate the NET-S.
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Activity: 2. Curriculum review of Educational Technology K-12

Description: Conduct a curriculum review of the educational technology. Incorporate NETS-S, the plan course outlines and pacing guides for the four core content areas (ELA, Math, Science, Social Studies) as a basis for projects and activities.

Person Responsible Timeline for Implementation Resources

Linda Simasek	Start: 9/2/2009	-
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Finish: 5/31/2010

Professional Development Activity Information

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

Status: Not Started — Upcoming

Activity: 3. Professional Development Curriculum

Description: Instructional Technology Specialists will develop a curriculum to instruct teacher in NETS.

Person Responsible Timeline for Implementation Resources

Margaret Sharp	Start: 9/2/2008 Finish: 5/31/2010	-
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Status: Not Started — Overdue

Activity: 4. Training for National Educational Technology Standards for Teachers

Description: Provide training about NETS-T to develop teachers and administrators understanding and ability to implement. Create website resources providing information about NETS-T for all teachers and administrators. Hold meetings during the school day to discuss and demonstrate NETS-T.

Person Responsible	Timeline for Implementation	Resources
Margaret Sharp	Start: 8/6/2008 Finish: 12/31/9999	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
Organization or	Type of Provider	Provider's Department of

Institution Name		Education Approval Status
		Not approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Follow-up Activities	Evaluation Methods	

Status: Not Started — Overdue

Goal: 2. Training & Development of All Employees

Description: The Avon Grove School District will provide training and professional development for employees aligned to the district needs and goals specific to the responsibilities of the position. Goal attainment will be measured by compilation of professional development sessions held annually, evaluation of each professional development activity, and a professional development survey conducted in the spring of each year.

Strategy: A. New Teacher Induction Program

Description: The Avon Grove School District will implement a New Teacher Induction Program for educators new to the district, with less than two years teaching experience in the district, and with less than three years of teaching experience.

Activity: 1. Mentors for First Year Teachers

Description: Each teacher new to the Avon Grove School District, will be provided with a mentor during their first year of service to the District.

Person Responsible Timeline for Implementation Resources

Margaret Sharp	Start: 8/21/2008	-
	Finish: 12/19/2011	

Status: Not Started — Overdue

Activity: 2. Beginning of School Year Orientation for New Teachers

Description: Provide a two day new teacher orientation training in August for new teachers to the Avon Grove School District

Person Responsible Timeline for Implementation Resources

Margaret Sharp Start: 8/21/2008 -
 Finish: 8/22/2008

Status: Complete

Date Comment

2/8/2008 Beginning of the School Year Orientation for New Teachers will occur prior to the first day of school for all teachers.

Activity: 3. Monthly After-School Workshops for New Teachers

Description: Provide monthly after-school workshops for new teachers focused on specific topics such as: Parent Conferencing, PSSA, Teacher Observation/Evaluation, Certification/Act 48, Technology Resources, etc.

Person Responsible	Timeline for Implementation	Resources
Margaret Sharp	Start: 9/18/2008 Finish: 5/21/2009	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	7	50

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Avon Grove School District	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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New teachers will learn specific information regarding topics. Topics will be identified through the annual New Teacher Survey.

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.

Educator Groups Which Will Participate in this Activity

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

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Peer-to-peer lesson discussions Lesson modeling with mentoring Journaling and reflecting 	<ul style="list-style-type: none"> Participant survey

Status: Not Started — Overdue

Activity: 4. Professional Development Workshops

Description: Provide three half day workshops during the school year for new teachers focused on effective teaching strategies, curriculum/standards, assessment, etc.

Person Responsible	Timeline for Implementation	Resources

Margaret Sharp

Start: 9/19/2008
Finish: 2/5/2009

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Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	3	50
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Avon Grove School District	<ul style="list-style-type: none">School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
New teachers will learn and understand effective teaching strategies, curriculum/standards, assessments, etc. Content of the sessions will be determined by the participant group and a survey of the participants.		<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none">Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making.Empowers educators to work effectively with <u>parents and community partners</u>.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none">Classroom teachersSchool counselorsOther educational specialists	<ul style="list-style-type: none">Early childhood (preK-grade 3)Middle (grades 6-8)Elementary (grades 2-5)High school	<ul style="list-style-type: none">Reading, Writing, Speaking & ListeningScience and TechnologyArts & HumanitiesCivics and GovernmentEnvironment and EcologyHealth, Safety and Physical Education

(grades 9-12)

- World Languages
- Kindergarten Early Learning Standards
- Mathematics
- History
- Career Education and Work
- Economics
- Family and Consumer Sciences
- Geography

Follow-up Activities

Evaluation Methods

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

Status: Not Started — Overdue

Activity: 5. Peer Observations

Description: Each new teacher to the District will be provided with half day of release time for peer observations.

Person Responsible Timeline for Implementation Resources

Margaret Sharp	Start: 1/1/2009	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: 6. Technology Training for the Teacher Induction Program

Description: Instructional Technology Specialists will design and provide training to introduce the new teachers to the Administrative and Basic technology skill sets as determined by the district.

Person Responsible Timeline for Implementation Resources

Margaret Sharp	Start: 1/1/2009 Finish: Ongoing	-
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Status: Not Started — Overdue

Strategy: B. Annual Training Plan for All Employees

Description: The Avon Grove School District will implement professional development modules for all employees that are cyclical to ensure compliance regarding policies, procedures, and systems.

Activity: 1. Develop Training Modules related to Board Policies

Description: Develop training modules for school board policies, procedures, and systems. During the 2008-2009 school year, training modules to be implemented will include Unlawful Sexual Harrassment, Acceptable Use Policy, and Universal Precautions.

Person Responsible	Timeline for Implementation	Resources
Margaret Sharp	Start: 8/27/2008 Finish: 8/28/2008	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2.00	1	500
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Avon Grove School District	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Participants will understand the policies and guidelines of the Unlawful Harrassment Policy, the Acceptable Use Policy, and the Universal Precautions Policy.		<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Empowers educators to work effectively

with parents and community partners.

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

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

Educator Groups Which Will Participate in this Activity

Role	Grade Level
<ul style="list-style-type: none">• Classroom teachers• Principals / asst. principals• Superintendent / asst. superintendents• School counselors• Other educational specialists	<ul style="list-style-type: none">• Early childhood (preK-grade 3)• Middle (grades 6-8)• Elementary (grades 2-5)• High school (grades 9-12)

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none">• video & discussion	<ul style="list-style-type: none">• Participant survey

Status: Not Started — Overdue

Activity: 2. Utilize "My Learning Plan"

Description: Use My Learning Plan as a tool to assist with the following functions related to training and development: advertise training sessions, registration for training sessions, attendance in sessions, collect Act 48 hours, evaluation of trainings, etc.

Person Responsible Timeline for Implementation Resources

Margaret Sharp	Start: 1/1/2009	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: 3. Evaluate effectiveness of training cycles

Description: Develop and use a tool for the evaluation of each training cycle that includes recommendations for improvement.

Person Responsible Timeline for Implementation Resources

Margaret Sharp	Start: 1/1/2009 Finish: Ongoing	-
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Status: Not Started — Overdue

Activity: 4. Develop a tiered system of cross training

Description: Develop a system of cross training which ensures that job functions are covered should that be necessary.

Person Responsible Timeline for Implementation Resources

Margaret Sharp	Start: 1/1/2009 Finish: Ongoing	-
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Status: Not Started — Overdue

Strategy: C. Technology Services Training & Professional Development

Description: Provide training and development for all employees as it relates to district technologies.

Activity: 1. Instructional Technology Specialist Support Program

Description: Maintain current numbers of Instructional Technology Specialists positions.

Person Responsible	Timeline for Implementation	Resources
Margaret Sharp	Start: 4/1/2008 Finish: 12/7/2009	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status

Not approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Follow-up Activities	Evaluation Methods	

Status: Not Started — Overdue

Activity: 2. Instructional Technology Program Expansion

Description: Further development of the Instructional Technology Support Program in alignment with the Instructional Coaching Model as a mechanism for increasing services/support to teacher.

Person Responsible Timeline for Implementation Resources

Margaret Sharp	Start: 1/1/2009 Finish: Ongoing	-
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Status: Not Started — Overdue

Activity: 3. Consultant Services

Description: Continue to utilize consultative services to provide training and professional development for teachers and administrators as it relates to instruction.

Person Responsible	Timeline for Implementation	Resources
Margaret Sharp	Start: 1/1/2009 Finish: Ongoing	\$59,000.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
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Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
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Not approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Follow-up Activities	Evaluation Methods	

Status: Not Started — Overdue

Activity: 4. State and National Level Professional Development

Description: Participate in local, state and national professional development activities

Person Responsible Timeline for Implementation Resources

Margaret Sharp	Start: 1/1/2009 Finish: Ongoing	\$31,000.00
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Status: Not Started — Overdue

Activity: 5. Memberships in Professional Organizations

Description: Maintain memberships in professional organizations, attend (in person or online) local, state and national conferences, as well as peer meetings, workshops and vendor training opportunities for designated employees.

Person Responsible Timeline for Implementation Resources

Margaret Sharp	Start: 1/1/2009 Finish: Ongoing	\$9,500.00
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Status: Not Started — Overdue

Activity: 6. Training on New/Developing Technologies

Description: Provide training for staff on the Curricular Enhancement and Advanced Technologies skill sets.

Person Responsible Timeline for Implementation Resources

Margaret Sharp	Start: 1/1/2009 Finish: Ongoing	-
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Status: Not Started — Overdue

Goal: 3. Effective Student, Parent, Community and School Collaboration

Description: Energize families, communities, civic and business leaders to engage in the

success of education. Measurement of goal attainment will occur through the use of customer satisfaction surveys and climate surveys.

Strategy: A. Communication Plan

Description: Provide continuous and effective communication with all internal and external stakeholders.

Activity: 1. District & School Web sites

Description: Maintain and update District and School Web sites as a mechanism for communication with the school community.

Person Responsible Timeline for Implementation Resources

Linda Simasek	Start: 1/1/2009	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: 2. Teacher Created Web Sites

Description: Teachers will be provided the opportunity to create web sites to allow communication between home and school.

Person Responsible Timeline for Implementation Resources

Linda Simasek	Start: 1/1/2009	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: 3. Annual district wide newsletter delivered to all households in the District

Description: Publish a district wide newsletter (The Grove) twice during the year to be delivered to all households in the Avon Grove School District.

Person Responsible Timeline for Implementation Resources

Margaret Sharp	Start: 4/28/2008	-
	Finish: 12/31/9999	

Status: Not Started — Overdue

Activity: 4. Curriculum Information Nights

Description: Hold various curriculum information nights across the schools in the district to share information that will be helpful to parents and students in supporting student attainment of content standards.

Person Responsible Timeline for Implementation Resources

Margaret Sharp	Start: 4/28/2008	-
	Finish: 12/31/9999	

Status: Not Started — Overdue

Activity: 5. Bilingual Home/School Visitor

Description: Provide a bilingual home/school visitor to assist with making home school connections.

Person Responsible Timeline for Implementation Resources

Peg O'Grady	Start: 1/1/2009	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: 6. Provide interpreters at school events

Description: Provide interpreters at the school events for parents.

Person Responsible Timeline for Implementation Resources

Peg O'Grady	Start: 1/1/2009	-
	Finish: Ongoing	

Status: Not Started — Overdue

Strategy: B. Home/School Partnerships

Description: Increase and strengthen parent/family and school partnerships.

Activity: 1. Volunteer Programs

Description: Increase the number of volunteers working in the schools supporting students in the areas of reading and mathematics.

Person Responsible Timeline for Implementation Resources

Margaret Sharp	Start: 1/1/2009	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: 2. Expand volunteers into other areas of school programs

Description: Expand current volunteer program into other areas of the schools (i.e. library, art, music, etc.)

Person Responsible Timeline for Implementation Resources

Margaret Sharp	Start: 1/1/2009	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: 3. Community Feedback System

Description: Provide access to and maintenance of a community feedback system to the district.

Person Responsible Timeline for Implementation Resources

Linda Simasek	Start: 1/1/2009	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: 4. Career Fairs

Description: Hold annual career fairs across all school for students on an annual basis

Person Responsible Timeline for Implementation Resources

Peg O'Grady	Start: 4/6/2009	-
	Finish: 12/6/2010	

Status: Not Started — Overdue

Activity: 5. Parent Information Nights

Description: Provide Parent Information Nights that provides parents with sessions that will help them assist their children with doing well in school.

Person Responsible Timeline for Implementation Resources

Peg O'Grady	Start: 1/1/2009	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: 6. Acquire a rapid communication delivery system

Description: Research available rapid communication delivery systems and acquire, install and implement the system which best meets the district's needs.

Person Responsible Timeline for Implementation Resources

Linda Simasek	Start: 1/1/2009	\$78,000.00
	Finish: Ongoing	

Status: Not Started — Overdue

Strategy: C. Community Partnerships

Description: Enhance alliances with community, civic and business leaders to support student achievement.

Activity: 1. Establish partnerships with local businesses for job recruitment

Description: Encourage local business leaders to recruit high school students to serve as employees within their organization.

Person Responsible Timeline for Implementation Resources

Peg O'Grady	Start: 1/1/2009	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: 2. Establish partnerships with local business to reward/recognize students for academic achievement

Description: Work collaboratively with local businesses to establish partnership to reward and recognize students for their academic achievements.

Person Responsible Timeline for Implementation Resources

Peg O'Grady	Start: 1/1/2009	-
	Finish: Ongoing	

Status: Not Started — Overdue

Goal: 4. Deliver High Quality Support for Schools

Description: Continually enhance school performance and improved academic achievement through delivery of high quality District management, operational support and customer service. Measurement of goal attainment will include (1) overall academic achievement, (2) customer satisfaction surveys, and (3) annually established goals and metrics for each department.

Strategy: A. Program Management

Description: Improve District-wide program management and execution.

Activity: 1. Develop/review job descriptions annually

Description: Each department will develop job descriptions for all positions and will review the descriptions annually.

Person Responsible Timeline for Implementation Resources

Augustus Massaro	Start: 1/1/2009	-
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Finish: Ongoing

Status: Not Started — Overdue

Activity: 2. Develop/review staffing needs and requirements annually

Description: Each department will review staffing needs and requirements annually.

Person Responsible Timeline for Implementation Resources

Augustus Massaro	Start: 1/1/2009	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: 3. Annual review of district assets

Description: Each department will maintain a list of assets and review assets on an annual basis.

Person Responsible Timeline for Implementation Resources

Augustus Massaro	Start: 1/1/2009	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: 4. Annual review of contractual services

Description: Each department will conduct an annual review of all contractual services.

Person Responsible Timeline for Implementation Resources

Augustus Massaro	Start: 1/1/2009	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: 5. Development of a communication plan

Description: Each program manager will develop a communication to implement within their department/program/etc.

Person Responsible Timeline for Implementation Resources

Augustus Massaro	Start: 1/1/2009	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: 6. Provide training in jobs and skills

Description: Each program manager/department manager will provide training and cross training in various jobs/skills to ensure for consistency of services.

Person Responsible Timeline for Implementation Resources

Augustus Massaro	Start: 1/1/2009	-
	Finish: Ongoing	

Status: Not Started — Overdue

Strategy: C. Technology Services

Description: Deploy information technology that supports the academic and business needs of our students, teachers/staff, and parents/community.

Activity: 7. Annual Performance Goals

Description: Each department will develop annual performance goals that include a metric by which to measure progress on the goals. Each goal should have a direct link to student achievement.

Person Responsible Timeline for Implementation Resources

Augustus Massaro	Start: 1/1/2009	-
	Finish: Ongoing	

Status: Not Started — Overdue

Measurable Annual Improvement Targets

The Avon Grove School District has established a comprehensive process that seeks to engage all constituents in improving student achievement. This process involves the review of data, the analysis of the data, the identification of strengths and weaknesses based upon the data, the review of written curriculum to address the identified weaknesses, the monitoring of the taught curriculum, and the identification of students in need of additional support and intervention. This process begins at the administrative level and filters down through each school in the District.

The Avon Grove School District has developed a comprehensive assessment system which includes tiers of assessment throughout the school year, all of which are aligned to the state content standards. The tiers of assessment occur at different points during the school year allowing data to be available on an ongoing basis to assess student progress towards mastery of the state standards. The District maintains a data warehouse which allows for easy access to all data at any time and place.

Various structures are in place to assist with data analysis and decision-making based upon the data. These structures include the District Administrative Study Council, District Curriculum Leadership Teams, school-base professional learning communities, and school-based Student Achievement Teams (SAT). Each of these structures provides opportunity for teams of administrators and teachers to study and analyze student achievement data and to determine future actions based upon the data.

The District Administrative Study Council is comprised of all District administrators. The Administrative Study Council meets on a monthly basis throughout the school year. The Council analyzes achievement data and establishes District goals as part of this process. Each school and each department is responsible for the development of annual goals linked directly to achievement. These goals must include a metric to measure progress as well as an action plan designed to bring the plan to fruition. Period review of achievement data and progress towards the attainment of the goals occurs throughout the school year.

District Curriculum Leadership Teams exist for each of the four core content areas — Literacy Leadership Team, Mathematics Leadership Team, Science Leadership Team, and Social Studies Leadership Team. The District Curriculum Leadership Teams are composed of teachers from across the District at each grade level. The Curriculum Leadership Team is responsible for conducting an annual curriculum review in the fall of each school year. The curriculum review consists of an analysis of the state assessment data. Through the analysis, specific strengths and weaknesses are identified. From these strengths and weaknesses, specific action plans are developed. Action plans include revision of the written curriculum where warranted, revisions/changes to intervention and support programs, professional development plans to address identified weaknesses, etc. The Curriculum Leadership Team members are responsible for sharing the data analysis and the action plans with their school team. They are also responsible for implementation, monitoring, and evaluation of the action plan(s).

Each school has a Student Achievement Team (SAT) which meets regularly to analyze instructional data and make decisions about day-to-day instruction, programmatic changes that need to be addressed, and intervention/support programs for individual students. The Student Achievement Team analyzes state assessment data, local benchmark data, and common assessment data on a regular basis as the data is available. Attention to subgroups is a key conversation during the SAT meetings. Discussions regarding intervention programs, changes to these programs, and additional supports for students are ongoing during these discussions. Each school team is responsible for the development of Student Achievement Team goals and action plans aligned with these goals. These goals are reviewed periodically during the year as data is available to determine progress towards meeting these goals.

Each school is striving towards having time for groups of teachers to meet regularly to engage in professional dialogue regarding data from common assessments. These professional learning

communities feature teachers coming together to discuss student results from these common assessments as well as instructional practices. Penn London Elementary and Avon Grove Intermediate School have daily time for these professional learning communities dialogue. Fred S. Engle Middle School and the Avon Grove High School continue to work towards having additional time for teachers to engage in this type of dialogue during the school day.

At the conclusion of a given school year, each school and department evaluates their progress on meeting the established Student Achievement Team goals. This evaluation is published and shared with teachers, parents, community members, and students and is entitled *Student Achievement Team Executive Summary*.

Curriculum, Instruction and Instructional Materials

Curriculum Review Process

The Avon Grove School District has established a curriculum Review Process that involves four phases.

- Phase I — Analyze Student Achievement Data, Identify Strengths & Weaknesses, Identify Explanations and Root Causes
- Phase II — Review & Revise Curriculum Documents, Select New Materials/Resources, Plan for Implementation
- Phase III - Professional Development, Implementation
- Phase IV — Annual Review, Monitoring

The Avon Grove School District has established core content area leadership teams which are composed of teachers from each grade level/school. Leadership teams include (1) Literacy Leadership Team, (2) Mathematics Leadership Team, (3) Science Leadership Team, (4) Social Studies Leadership Team, and (5) Instructional Technology Leadership Team. These teams meet regularly throughout the year to engage in professional development activities and to focus on the review of the content area curriculum. Leadership teams for the other content areas will be established as each curriculum begins the curriculum review process. The work of the Content Leadership Teams is directed by the Assistant Superintendent for Curriculum & Instruction.

The Avon Grove School District has an established Curriculum Advisory Committee (CAC). The Curriculum Advisory Committee is composed of Board members, teachers, and administrators from across the District. The Curriculum Advisory Committee is responsible for reviewing all recommended changes/additions to the District curriculum. Examples of work that would be reviewed by the committee include (1) Planned Course Outlines, (2) proposed text book purchases, (3) new courses, (4) changes to graduation requirements, etc.

Curriculum Review Schedule

Each curriculum area will be reviewed according to the schedule outlined below. Textbook adoption years are noted with an asterisk (*).

Curriculum Area	2007	2008	2009	2010	2011	2012
	2008	2009	2010	2011	2012	2013
English Language Arts	Phase I — III*	Phase IV	Phase IV	Phase IV	Phase IV	Phase IV
Mathematics	Phase I — III*	Phase III*	Phase III	Phase IV	Phase IV	Phase IV
Science		Phase I — II*	Phase II*	Phase III*	Phase III	Phase IV
Social Studies		Phase I — II*	Phase II*	Phase III*	Phase III	Phase IV
Health/Physical Education		Phase I - II	Phase II	Phase III*	Phase III*	Phase IV
Music		Phase I - II	Phase II	Phase III	Phase III*	Phase IV
World Language			Phase I - II	Phase II	Phase III*	Phase III
Computers Education			Phase I - II	Phase II	Phase III	Phase III
Fine Arts				Phase I - II	Phase II	Phase III
Family & Consumer Science				Phase I - II	Phase II	Phase III*
Industrial Arts					Phase I - II	Phase III*

Instructional Materials

The Avon Grove School District is in the process of establishing a fully aligned instructional program for students as they move through the grades. Part of that process includes the use of consistent instructional materials that align as students move through the content areas across the grades. This process coincides with the Curriculum Review Process and the adoption of text materials. By the year 2013, all core instructional programs should be fully aligned.

The District has a fully aligned English Language Arts program. The core program in grades 1-6 is *Trophies* by Harcourt Brace, the core program in grades 7-12 is *Elements of Literature* by Holt. Harcourt Brace and Holt are partner companies. The core Mathematics program in grades K-5 is *Investigations* by Scott Foresman, grade 6 uses a blended program including both *Connected Mathematics* and Scott Foresman, while Prentice Hall provides the core for students in grades 7-12. Other texts are used at the secondary level for various courses including Carnegie Mathematics and McDougall Littell. Science is currently in the process of a curriculum review including a review of instructional materials. Grades K-6 are considering the piloting of FOSS kits while grades 7-8 are moving into an integrated program and will be using Holt materials. Grades 9-12 utilize a variety of materials across the courses.

Assessments and Public Reporting

STUDENT ASSESSMENT PLAN

The Avon Grove School District has developed a comprehensive assessment plan to measure student achievement of academic standards. The District's balanced

assessment system includes both assessment *of* learning and assessment *for* learning. Assessment *of* learning documents individual or group achievement or mastery of standards, measures achievement status at a point in time for purposes of reporting, and provides accountability. Assessment *for* learning promotes increases in achievement to help students meet more standards, support ongoing student growth, and promotes improvement in student performance.

The District's assessment plan features a tiered assessment system that is comprised of various levels of assessment including (1) national assessments (i.e. PLAN, PSAT, SAT, AP, etc), (2) state assessments(PSSA), (3) local benchmark assessments(Measures of Academic Progress — MAP), (4) common formative and summative assessments, (5) additional diagnostic assessments, and (6) classroom assessments.

Assessments are given at various times during the school year. National assessments (PLAN, PSAT, SAT, AP exams) and state assessments (PSSA) are given one time per year, local benchmark assessments (MAP) are administered three times a year — fall, winter, and spring. The Avon Grove School District is in the process of developing common assessments in the core areas of English Language Arts, Mathematics, Science, and Social Studies. Common summative assessments will be administered every six to eight weeks to align with units of instruction. Common formative assessments will be administered every two to three weeks to assess on-going learning during instruction. Diagnostic assessments are administered as needed based upon individual student need. All assessment measures are aligned to the content standards.

The six major components of the assessment plan are (1) clear and appropriate targets, (2) verification of student achievement, (3) methods and measures to assess teaching and learning, (4) expanded opportunities for student learning, (5) continuous improvement, and (6) clear and effective communication.

Setting clear and appropriate targets is a critical component of the District's assessment plan. The District has utilized the *Understanding by Design (UbD)* curriculum framework to develop curriculum. An essential step in the *UbD* framework is beginning with the state content standards and developing Big Ideas, Enduring Understandings, Essential Questions. Back mapping of the content standards is an important component of this process. Key benchmarks are established at each grade level and essential questions are utilized to develop both summative and formative assessments aligned to the content standards,

Verification of student achievement occurs through the use of the assessments within the tiered assessment system. Common assessments provide information on how students are progressing towards mastery of the standards. The state assessment provides a summative record of how students have progressed toward mastering the grade level standards in a given school year.

The data from the national, state, and local assessments are utilized to guide and improve student achievement. Data analysis is a critical component of the District's assessment system. The analysis of data drives instructional decision making for curriculum, programs, and individual students. The data serves as a vehicle to make changes to curriculum, instructional programs, and to provide additional support/intervention and enrichment for students. The District has a data warehouse system which allows teachers and administrators to easily access all achievement data for an individual student in a timely and efficient manner.

The District utilizes numerous practices to communicate assessment information to students and parents. National test results are provided to parents of students that take the assessments. State test (PSSA) results are reported in the District's newsletters, on the District Web site, and in the local paper on an annual basis. Individual student test scores for the State assessment are mailed to the parents of each student. The results of the local benchmark assessment (MAP) are sent home to each parent following each administration of the assessment. Common assessments, both formative and summative, are shared with parents during parent/teacher conferences. Common summative assessments are reflected on the individual student report card.

Avon Grove School District's Assessment Program, 2008-2013

	NATIONAL ASSESSMENTS (PSAT, SAT, AP)	STATE ASSESSMENT (PSSA)	LOCAL BENCHMARK ASSESSMENT (MAP)	COMMON ASSESSMENTS
Kindergarten			Reading & Mathematics	Reading, Mathematics, Science, Social Studies
Grade 1			Reading & Mathematics	Reading, Mathematics, Science, Social Studies
Grade 2			Reading & Mathematics	Reading, Mathematics, Science, Social Studies
Grade 3		Reading, Mathematics	Reading & Mathematics	Reading, Mathematics, Science, Social Studies
Grade 4		Reading, Mathematics, Science	Reading & Mathematics	Reading, Mathematics, Science, Social Studies
Grade 5		Reading, Writing,	Reading &	Reading,

		Mathematics	Mathematics	Mathematics, Science, Social Studies
Grade 6		Reading, Mathematics	Reading & Mathematics	Reading, Mathematics, Science, Social Studies
Grade 7		Reading, Mathematics	Reading & Mathematics	Reading, Mathematics, Science, Social Studies
Grade 8		Reading, Writing, Mathematics, Science	Reading & Mathematics	Reading, Mathematics, Science, Social Studies
Grade 9			Reading & Mathematics	Reading, Mathematics, Science, Social Studies
Grade 10	PSAT*, PLAN		Reading & Mathematics	Reading, Mathematics, Science, Social Studies
Grade 11	PSAT*, SAT*, AP**	Reading, Writing, Mathematics, Science	Reading & Mathematics	Reading, Mathematics, Science, Social Studies
Grade 12	SAT*, AP**			Reading, Mathematics, Science, Social Studies

*Students are expected to have taken the PSAT during their tenth and eleventh grade. Students are expected to have taken the SAT by their senior year.

**Advance placement exams are given in May of each school year for each advance placement course offered at the high school.

Targeted Assistance For Struggling Students

The Avon Grove School District has developed a standards aligned instructional system focused on student achievement for *all* students. This system includes the following components: (1) clear standards that identify what students need to know and be able to do; (2) comprehensive assessment system aligned to the standards; (3) aligned local curriculum; (4) quality aligned instruction; (5) aligned materials and resources; and (6) interventions/supports designed to insure that all students meet the standards.

The District Assessment Plan provides a comprehensive system for assessing students to determine their progress towards meeting the established standards. Multiple data points are available to assist with monitoring student progress towards meeting the standards.

The state assessment (PSSA) provides an annual measure for tested grades, the local benchmark assessment (MAP) provides a measure three times a year, and local common assessments provide ongoing data concerning students' progress towards meeting the standards. Common formative and summative assessments (which continue to be developed) are administered during instruction and at the end of units of instruction to identify how students are progressing towards meeting the standards. Teachers also utilize a variety of classroom assessments during instruction to measure student understanding. Based upon the data from these assessments, students are identified as either progressing towards the standards or in need of additional support/intervention. Entry and exit criteria have been established to assist with the identification of students for participation in an intervention/support program as well as exit from the program.

When students are identified as needing additional services, levels of safety nets are available. Tiers of intervention and support are offered to students as they continue to receive and demonstrate a need for continued support and/or intervention. The tiers of intervention include Teachers Assisting Teachers Program (TAT), Title I services, services from the reading specialist, intervention/support through the Instructional Support Program (IST), and tutoring programs (during and after school). Students' progress is monitored during the intervention/support program and students are able to exit and enter the program based upon need. Should a child continue to demonstrate need following multiple interventions, a referral for additional educational testing will occur. The District offers, as required, appropriate Special Education and English as a Second Language Programs to students meeting the established criteria for participation.

The District is currently developing a Response to Intervention Plan (RtI) for both reading and mathematics across the schools. Teams of teachers have been participating in training and both elementary schools have been piloting models over the past year and will continue to do so in the 2008-2009 school year. The District has identified this as a goal in the Strategic Plan for continued development.

Programs that are available for additional instructional opportunities are:

- Title I support for remedial reading instruction for students in grades K-2,
- Referral to Instructional Support Team,
- Referral to Reading Specialist,
- Tutoring during and after the school day,
- Volunteer Integration Program (VIP) for students in grades K-12,
- Compass Learning in reading and mathematics for students in grades 3-6,
- Strategic Reading courses offered to students in grades 7 & 8,
- Literacy Enrichment Program offered to students in grades 7 & 8,
- Supporting our Students (SOS) Program for students in grades 7-12,
- Study Island Program in reading and mathematics for students in grades 7 - 11, and
- Migrant education.

Support for Struggling Schools

The Avon Grove School District has developed a comprehensive assessment system which includes tiers of assessment throughout the school year, all of which are aligned to the state content standards. The tiers of assessment occur at different points during the school year allowing data to be available on an ongoing basis to assess student progress towards mastery of the state standards. The District maintains a data warehouse which allows for easy access to all student assessment data at any time and place.

Various structures are in place to assist with data analysis and decision-making. These structures include the District Administrative Study Council, District Curriculum Leadership Teams, school-based professional learning communities, and school-based Student Achievement Teams (SAT). Each of these structures provides opportunity for teams of administrators and teachers to study and analyze student achievement data and to determine future actions based upon the data.

The District Administrative Study Council is comprised of all District administrators. The Administrative Study Council meets on a monthly basis throughout the school year. The Council analyzes achievement data and establishes District goals as part of this process. Each school and each department is responsible for the development of annual goals linked directly to achievement. These goals must include a metric to measure progress as well as an action plan designed to bring the plan to fruition. Periodic review of achievement data and progress towards the attainment of the goals occurs throughout the school year.

District Curriculum Leadership Teams exist for each of the four core content areas — Literacy Leadership Team, Mathematics Leadership Team, Science Leadership Team, and Social Studies Leadership Team. The District Curriculum Leadership Teams are composed of teachers from across the District at each grade level. The Curriculum Leadership Teams are responsible for conducting an annual curriculum review in the fall of each school year. The curriculum review consists of an analysis of the state assessment data. Through the analysis, specific strengths and weaknesses are identified. From these strengths and weaknesses, specific action plans are developed. Action plans include revision of the written curriculum where warranted, revisions/changes to intervention and support programs, professional development plans to address identified weaknesses, etc. The Curriculum Leadership Team members are responsible for sharing the data analysis and the action plans with their school team. They are also responsible for implementation, monitoring, and evaluation of the action plan(s). The District also has a District Instructional Technology Leadership Team that supports the work across the content areas as well as leading the integration of technology across the curriculum.

Each school has a Student Achievement Team (SAT) which meets regularly to analyze instructional data and make decisions about day-to-day instruction, programmatic changes that need to be addressed, and intervention/support programs for individual students. The Student Achievement Team analyzes state assessment data, local benchmark data, and common assessment data on a regular basis as the data is available.

Attention to subgroups is a key conversation during the SAT meetings. Discussions regarding intervention programs, changes to these programs, and additional supports for students are ongoing during these discussions. Each school team is responsible for the development of Student Achievement Team goals and action plans aligned with these goals. These goals are reviewed periodically during the year as data is available to determine progress towards meeting these goals.

Each school is striving toward providing time for groups of teachers to meet regularly to engage in professional dialogue regarding data from common assessments. These professional learning communities feature teachers coming together to discuss student results from these common assessments as well as instructional practices. Penn London Elementary and Avon Grove Intermediate School have daily time for professional dialogue. Fred S. Engle Middle School and the Avon Grove High School continue to work toward providing time for teachers to engage in this type of dialogue during the school day.

Qualified, Effective Teachers and Capable Instructional Leaders

The Avon Grove School District strives to ensure that 100 % of the professional staff is highly qualified. Hiring practices include a review of credentials and every effort is made to only employ fully certificated individuals. The District has a history of meeting the 100% highly qualified over the past few years. During the 2007-2008 school year, the District was at 98.37% highly qualified due to lack of certificated individuals in high needs areas (i.e. ESL, secondary science).

Parent and Community Participation

The Avon Grove School District believes that family and community engagement is a critical component for student success. The engagement of parents, families, and community members in the education of our children creates a positive bond between the home and the school. So that we can continue provide a responsive and inviting school climate to increase the level of family and community engagement, the Avon Grove School District will continue to develop and implement systemic and school-based strategies and programs, based on the National Standards for School-Parent Partnerships, and other research-based programs.

The Avon Grove School District strives to communicate with all constituents in the District. Community engagement vehicles include:

1. the District Web site
2. the publication and mailing of the District newsletter to all residents in the District on a quarterly basis,
3. the publication and distribution of school based newsletters
4. the individual school Web site
5. the use of "NewsFlash" via the District Web site
6. annual Open House events
7. annual curriculum events
8. PTA sponsored event
9. athletic events
10. establishing and maintaining business partnerships
11. sponsoring school activities/events
12. establishing and maintaining business partnerships with neighboring universities

13. sponsoring Title I parent involvement activities
14. sponsoring an active Volunteer Program in each school across the District
15. sponsoring a Senior Volunteer Program
16. partnering with the Avon Grove Library
17. information meetings/workshops for parents of children with disabilities
18. partnership with the Latino Community Center
19. partnership with the local pre-kindergarten programs and child care facilities
20. electronic grading at the secondary level

The District continues to strive to reach out to the community and to parents and to involve them in the education of the children within the District. A primary goal of the District Strategic Plan is focused on effective student, parent, community and school collaboration.

Pre-Kindergarten Transition

No Pre-K Offered

Utilization of Resources and Coordination of Services

Service/Resource	Description	Type
Adaptation and modification to the physical environment	Furniture arrangement is considered to maximize student engagement as well as specific seating arrangements. Carrels or other partitions are utilized to minimize distractions. Headphones, fidgets, seating cushions, reduced or soft lighting are some examples of aids used to address sensory needs in the classroom. Therapy swings, trampolines, slant boards, pencil grips, wheelchairs, grip bars, and bathroom seating devices are more examples of adaptive equipment and aids used to address physical needs.	Special Education
Collaboration of instructional staff and support staff	Time is provided within the instructional day at the Elementary, Middle, and High School for co-planning, team meetings and staff collaboration. Regular education and special education staff work together on curriculum and student achievement initiatives. Regular and special education staff have participated in co-teaching training and it is offered as one of the many models of instruction. Paraprofessional training is offered on an ongoing basis both in and out of the school district. Teachers and paraprofessionals have time to plan and collaborate to meet the needs of the students for whom they are providing assistance. Scheduled conferences and meetings provide opportunities for parents to meet with staff. Evening presentations offered throughout the year provide additional time for staff to collaborate. A coffee is held annually in the fall for parents and special education staff to learn about the program, staff, services, and facilities provided to meet the needs of the students and address questions of parents. A special education website provides information to parents regarding trainings, conferences, and speakers and offers a link to special ed staff pictures and email to facilitate	Special Education

	communication.	
Counseling	<p>The counseling department provides developmental services through the continuous enhancement of programs and systems for a full range of transition supports. This department strives to ensure that all students acquire the skills and opportunities necessary to maximize their potential and prepare them for future success.</p> <p>At the elementary and intermediate levels, counselors strive to build healthy children through early exposure to positive social experiences. In addition, counselors assist in facilitating prevention, identification and remediation of academic, social and/or emotional issues.</p> <p>Middle school counselors work to provide a learning environment aimed at promoting academic excellence and responsible social interactions.</p> <p>At the high school level, counselors assist students to develop post secondary goals, matching skills with interests for which they will have a high degree of success. They also continue to promote and support the academic, emotional and social well being of all students.</p>	Student Services
Delivery of instruction that addresses diverse learning needs	<p>Special education offers a continuum of services and a variety of models of instruction. Modified curriculum goals, methods in which material is presented, assistive technology, researched based supplementary materials, modified tests, instructional adaptations that may include but are not limited to preteaching, word banks, extra wait time for oral responses, modeling, cueing, and visual and oral prompting are a few of the many ways instruction is developed and delivered in order to meet the individual needs of our students in the least restrictive environment. A scan and read program and other reader services offer students the opportunity to access grade appropriate material that they can conceptually understand even though they may not be able to independently read. Keys2work, a web based software, provides a way for HS students to explore work vocational opportunities and plan for transition. Captioning Print software and a captionist are utilized to support students with a hearing loss.</p>	Special Education
Dental Hygienist	<p>The dental hygiene program provides screening for dental issues and referral to community-based agencies as necessary.</p>	Student Services
Home School Visitor	<p>The home school visitor program monitors student attendance and provides counseling and referrals to agencies as necessary.</p>	Student Services
School nursing	<p>The school nursing program in the Avon Grove School District helps to insure the academic success and life-long achievement of students and staff by promoting optimum student and staff health, wellness, and safety</p>	Student Services

within their school community, thus maximizing student learning, performance, and attendance. This is accomplished by providing daily nursing care that may include the administering of medication, providing state mandated health screenings, providing a referral for health related conditions, promoting a health school environment, and promotion of healthy habits through health education. The school nurse also acts as a participant in the development and evaluation of school policy, and participates as a health consultant on Individual Educational Plans, 504 Service Agreements, and Individual Health Care Plans.

School psychology	The school psychologists at AGSD work collaboratively with administrators, faculty, and parents to solve specified student problems as related to student success. Their activities may include consultation, psycho-educational assessments, behavioral support, crisis intervention, counseling and parent support services.	Student Services
Student Assistance Program	The purpose of the Student Assistance Program is to identify students exhibiting problem behaviors that pose a barrier to their social and academic development. The goal is to help the student and his or her family to identify problems and develop strategies to deal with these issues. The Avon Grove School District recognizes that many factors may impact a student's ability to learn. By accurately identifying students experiencing difficulties including but not limited to substance use, emotional concerns, eating issues, or any other life stressors, we can assist them in realizing and regaining their full potential.	Student Services
Supports and services are provided to increase appropriate behavior and reduce interfering behaviors	Social skill instruction is incorporated into daily instruction as well as provided in small designated groups or classes. Functional Behavior Assessments are used to develop positive behavior support plans for individual students. Behavior Consultants are utilized for staff training and ongoing support. Psychologists as well as guidance counselors, provide counseling as a related service when needed. Counseling for student groups are provided on specific topics to address student needs. Rules and expectations are modified if appropriate and leveled systems are utilized in some programs to facilitate self monitoring and regulation. Personal care assistants and Behavior Specialist Consultants also provide support on an individual basis to reduce disruptive or interfering behavior.	Special Education