
Pennsylvania Department of Education



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

Professional Education Report **Monday, January 26, 2009** **(Approved Thursday, January 22, 2009)**

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

Professional Education Planning Committee

Name	Affiliation	Membership Category	Appointed By
Augustus Massaro	Avon Grove School District	Administrator	Board of Education
Becky Maclean	Avon Grove School District	Business Representative	Board of Directors
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
Christy Gray	Avon Grove High School	Secondary School Teacher	Assistant Superintendent
Cindy Hoover	Avon Grove School District	Administrator	Superintendent
Clint Jones	Avon Grove High School	Secondary School Teacher	AGEA
Dawn Atkinson	Penn London Elementary	Parent	PLE Principal
Deborah L'Heureux	Avon Grove School District	Board Member	Board of Education
Denise Ciancia	Fred S. Engle Middle School	Middle School Teacher	Assistant Superintendent
Dianna Trainor	Avon Grove Intermediate School	Elementary School Teacher	Assistant Superintendent
Don D'Apolito	Avon Grove School District	Community Representative	Board of Directors
Gail Peck	Penn London Elementary School	Administrator	Superintendent
Gary Benasutti	Avon Grove High School	Administrator	AGHS Principal
George Allen	Fred S. Engle Middle School	Regular Education Teacher	FSEMS Principal
Holly Bergin	Fred S. Engle Middle School	Middle School Teacher	Assistant Superintendent
Jane Hershberger	Avon Grove High School	Administrator	District Network Administrator
Janet Donegan	Fred S. Engle Middle School	Middle School Teacher	Assistant Superintendent
Jeanne Moore	Penn London Elementary School	Elementary School Teacher	PLE Principal
Jeffrey Whitmer	Avon Grove Intermediate School	Elementary School Teacher	AGEA
Jude Heiger	Avon Grove	Parent	AGIS Principal

	Intermediate School		
Karen Flad	Avon Grove High School	Ed Specialist - School Nurse	AGEA
Karen Norris	Fred S. Engle Middle School	Middle School Teacher	Assistant Superintendent
Kathleen Boyle	Avon Grove Intermediate School	Elementary School Teacher	Assistant Superintendent
Kathy Gorman	Avon Grove High School	Parent	AGHS Principal
Kristina Hurley	Avon Grove High School	Secondary School Teacher	Assistant Superintendent
Linda Simasek	Avon Grove School District	Administrator	Superintendent
Lucy Rosen	Avon Grove Intermediate School	Elementary School Teacher	Assistant Superintendent
Margaret O'Grady	Avon Grove School District	Administrator	Superintendent
Margaret Sharp	Avon Grove School District	Administrator	Superintendent
Marie DiGiulio	Penn London Elementary School	Administrator	Assistant Superintendent
Mark Rowan	Avon Grove School District	Community Representative	Board of Directors
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
Pat McKeon	Avon Grove School District	Ed Specialist - Instructional Technology	Assistant Superintendent
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
Suzanne Olski	Avon Grove Intermediate School	Elementary School Teacher	AGEA
Tim Parkinson	Avon Grove School District	Secondary School Teacher	Superintendent
Wendi Lee Foltz	Avon Grove School District	Administrator	Superintendent

Needs Assessment

Reflections

There are currently no reflections selected for this section.

The Avon Grove School District has completed a thorough review of assessment data to identify areas of need for professional development. Data sources that were utilized include (1) PSSA data for reading, writing, and mathematics, (2) local benchmark data in reading and mathematics (4Sight & MAP), (3) AP data, (4) PSAT & SAT data, and (4) local common assessment data where available. Additionally, the District utilized a number of survey instruments to assess professional development needs of the teachers and administrators across the District. Surveys include (1) annual professional development survey, (2) new teacher induction participants end-of-year survey, (3) mentor end-of-year survey, (4) peer coaching participant end of year survey, and (5) professional portfolio participant end of year survey. Based upon the review of the achievement data and the perceptual data gathered from the professional staff, specific professional development needs were determined for the 2008-2009 school year as well as long range over the next five years.

Professional Education Action Plan

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: B. Assessment System

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

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	Designed to Accomplish

Practices

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 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 & Listening • Kindergarten Early Learning Standards

(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 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
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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

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 Finish: Ongoing	\$1,337,000.00
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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 Finish: Ongoing	\$2,500.00
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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.

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 (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 • Event Log (Outlook calendars)

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) co-planning, (5) study groups, (6) demonstration lessons, (7) peer coaching, and (8) co-teaching.

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	Type of Provider	Provider's Department of

Name		Education Approval Status
Avon Grove School District	<ul style="list-style-type: none"> <li data-bbox="678 237 889 270">School Entity 	Not approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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Teachers and administrators will enhance their knowledge of current research and practices in literacy.

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"> Reading, Writing, Speaking & Listening Kindergarten Early Learning Standards

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 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. 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	<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 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
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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 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	<ul style="list-style-type: none"> School Entity 	Not approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Participants will increase their knowledge of specific reading comprehension strategies.		<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. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> 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 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 mentoring Journaling and 	<ul style="list-style-type: none"> Participant survey

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
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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

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	Best Designed to Accomplish
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Teachers and administrators will increase their knowledge and delivery of Kid Writing as a technique for writing instruction.

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 • 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

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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. • 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	<ul style="list-style-type: none"> 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 with a focus on the development of a district philosophy and model of 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 <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. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p>

- 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

- Journaling and reflecting
- Writing Blog/Wiki

Evaluation Methods

- Blog (The participants will collaborate and exchange 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	Estimated Number of Participants Per Year
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	Year	
7.00	1	25
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
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Knowledge and Skills

The participants will develop an understanding of the group's research on writing instructional programs and practices.

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.

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

- Philosophy/Model

Evaluation Methods

- 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

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: B. Assessment System

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

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	Estimated Number of Participants
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	Sessions Per School Year	Per Year
3.00	7	20
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

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 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 	<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

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	-
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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
7.00	10	3
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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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 (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 | <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 |
|--|---|

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

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) co-planning, (5) study groups, (6) demonstration lessons, (7) peer coaching, and (8) co-teaching.

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
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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 | <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
 - Creating lessons to meet varied student learning styles
 - Peer-to-peer lesson discussions
 - Lesson modeling with mentoring
 - Journaling and reflecting
- 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. 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	<ul style="list-style-type: none"> 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 <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. 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"> 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 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"> Creating lessons to meet varied student 	<ul style="list-style-type: none"> Participant survey

- learning styles
- Peer-to-peer lesson discussions
- Lesson modeling with mentoring
- Journaling and reflecting

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: 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	-
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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
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	-
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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: 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

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 Language Learners.

Person Responsible	Timeline for Implementation	Resources
Margaret Sharp	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
		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: 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
Margaret Sharp	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
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Follow-up Activities	Evaluation Methods
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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
Margaret Sharp	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
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Follow-up Activities	Evaluation Methods
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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

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

Margaret Sharp 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: 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, and Quality/State of the Art Results.

Activity: 2. Training in the integration 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
Linda Simasek	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

Linda Simasek 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 that show teachers how to integrate NETS-S for teachers in their class rooms.

Person Responsible Timeline for Implementation Resources

Linda Simasek	Start: 8/6/2008	-
	Finish: 12/31/9999	

Status: Not Started — Overdue

Activity: 3. Professional Development Curriculum

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

Person Responsible Timeline for Implementation Resources

Linda Simasek	Start: 9/2/2008	-
	Finish: 5/31/2010	

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
Linda Simasek	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
		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

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
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1.00	7	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 specific information regarding topics. Topics will be identified through the annual New Teacher Survey.		<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. 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 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 	<ul style="list-style-type: none"> Participant survey

- outcomes, with involvement of administrator and/or peers
- Peer-to-peer lesson discussions
- Lesson modeling with mentoring
- Journaling and reflecting

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	-

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	• 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 analyze and use data in instructional decision-making.

- 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

- 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

Evaluation Methods

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

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

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

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 Harassment, 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		<i>For classroom teachers,</i>

and guidelines of the Unlawful Harassment Policy, the Acceptable Use Policy, and the Universal Precautions Policy.

school counselors and education specialists:

- Empowers educators to work effectively with parents and community partners.

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

- 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, and 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	-
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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

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

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

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: 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

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

Status: Not Started — Overdue

Strategy: B. Pupil Services

Description: The Pupil Services will continue to provide high quality services to students, parents, and staff to support academic achievement for all students.

Activity: 6. Professional Development for Counselors

Description: Provide training for all guidance counselors on the revised curriculum

Person Responsible Timeline for Implementation Resources

Margaret Sharp	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: 3. Provide training for technology staff

Description: Ensure skills are kept current with changes in the infrastructure and business practices by providing training and cross training to maintain Standard Operating Procedures.

Person Responsible Timeline for Implementation Resources

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

Status: Not Started — Overdue

Annual Review Process

The Avon Grove School District's Professional Development Committee will monitor the Professional Education Plan on an ongoing basis to determine needs for adjustments and changes. Documentation of the various professional development activities will be reviewed to determine effectiveness. The following sources of information will form the basis for this analysis:

- Student achievement data in the core subjects as measured by state, local benchmark, and local common assessments
- Survey instructions (i.e. professional development survey, Teacher Induction Program surveys, etc)
- Data from My Learning Plan documenting professional development activities of educators according to the District Strategic Plan goals
- Minutes and reports from curriculum meetings
- Review of evaluation forms completed by participants of all professional development activities.

Based upon the review of this information, the Professional Development Plan will be revised as deemed appropriate.

Supporting Documents

There are currently no supporting documents selected for this section.

Contact Information

Appendix B

Entity Information Page

Entity: Avon Grove SD

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