
Pennsylvania Department of Education



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

Professional Education Report

Wednesday, October 31, 2007

Entity: Blairsville-Saltsburg SD

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Professional Education Planning Committee

Name	Affiliation	Membership Category	Appointed By
Barbi, Cynthia	Blairsville Elementary School	Elementary School Teacher	BSEA Teachers
Cable, Mark	Blairsville & Saltsburg Business Owner	Business Representative	BSSD School Board
Cunkelman, Daniel	Blairsville-Saltsburg School District	Ed Specialist - Instructional Technology	BSSD Administrative Team
Davis, Donald	Saltsburg Elementary School	Administrator	BSSD Administrative Team
Dill, Bernard	Blairsville High School	Secondary School Teacher	BSEA Teachers
Hanley, Theresa	Blairsville-Saltsburg School District	Administrator	BSSD Administrative Team
Haselhoff, Timothy	Blairsville High School	Administrator	BSSD Administrative Team
Henderson, Joyce	Blairsville Middle School	Administrator	BSSD Administrative Team
Jackson, Lisa	Blairsville Elementary School	Elementary School Teacher	BSEA Teachers
Johnson, Dr. Shirley	Blairsville Elementary School	Administrator	BSSD Administrative Team
Kaylor, Gregory	Blairsville High School	Secondary School Teacher	BSEA Teachers
Kocsis, Eric	Blairsville-Saltsburg School District	Administrator	BSSD Administrative Team
Kokolis, Ellen J.	Blairsville Elementary School	Elementary School Teacher	BSEA Teachers
Kostic, Eric	Saltsburg Middle/High School	Administrator	BSSD Administrative Team
Lupyan, Kathy	Saltsburg Elementary School	Elementary School Teacher	BSEA Teachers
Metzgar, Dana	Saltsburg Middle/High School	Secondary School Teacher	BSEA Teachers
Nadonley, Arnold	Blairsville-Saltsburg School District	Administrator	BSSD School Board
Ross, Janet	Saltsburg Elementary School	Elementary School Teacher	BSEA Teachers
Rovison, Brenda	Blairsville Middle School	Middle School Teacher	BSEA Teachers
Ruff, Susan	Blairsville Elementary School	Elementary School Teacher	BSEA Teachers
Santoro, Alice	Blairsville	Parent	BSSD School Board
Satler, Daniel	Saltsburg	Parent	BSSD School Board
Shirley, Debra	Saltsburg High School	Secondary School Teacher	BSEA Teachers
Smathers,	Saltsburg Elementary	Elementary School	BSEA Teachers

Jeffrey	School	Teacher	
Smith, Edward	Blairsville	Board Member	BSSD School Board
Speal, Dan	Saltsburg	Community Representative	BSSD School Board
Stiffler, Becky	Saltsburg Elementary School	Elementary School Teacher	BSEA Teachers
Thomas, Karen	Blairsville High School	Ed Specialist - School Counselor	BSEA Educational Specialists
Veronie, Darlene	Saltsburg	Business Representative	BSSD School Board
Watt, Joy	Blairsville	Community Representative	BSSD School Board
Whitfield, Mary	Blairsville	Board Member	BSSD School Board
Zedick, John	Blairsville	Community Representative	BSSD School District

Needs Assessment

The specific, standardized student achievement data utilized in the development of the Blairsville-Saltsburg School District's Professional Education Plan consists of the PSSA Reading, Mathematics and Writing results, 4SIGHT Reading and Mathematic quarterly assessments, and the Terra Nova, each for 2005-2006 and 2006-2007. Additionally, the DRA, a local benchmark assessment, was also administered in the fall and spring of each year in the elementary schools to assess students to determine instructional strategies and to monitor student reading progress. The Every Day Math unit and end of the year assessments are also benchmark assessments utilized at the elementary level to guide instruction and monitor student mathematical progress.

The current BSSD PSSA Reading data reflects scores to fall in the range of 55% in 5th grade to 77% in seventh grade of students scoring proficient to advanced levels in Reading. The results of the BSSD 4SIGHT data reflect trends that are consistent with the PSSA data in Reading. This data supports the need for professional development for teachers in the area of literacy. Students need to improve or to maintain their performance in Reading. The results of the BSSD PSSA and 4SIGHT data indicate a need to focus on improving open-ended responses in the area of Reading and Math. The results of the BSSD PSSA Math data reflects scores to fall in the range of 61% in 11th grade to 90% in 4th grade of students scoring proficient to advanced levels in Math.

Additionally, the BSSD PSSA Reading and Math data results reflect the need to improve scores in the sub-groups of learning support and economically disadvantaged students with the district. In the IEP subgroup, Math scores ranged from 4.5% in 11th grade to 65% in 3rd grade. Reading scores in the IEP subgroup range from 9% in 11th grade to 25% in 3rd grade. The economically disadvantaged subgroup shows Math scores ranging from 52% in 11th grade to 85% in 4th grade, and Reading scores to range from 50% in 11th grade to 64% in 7th grade. This data support on-going professional development in researched best practice strategies for teaching and learning.

The results of the BSSD Professional Education Plan Needs Assessment for 2007-2010, reflecting the response from 69% of the professional staff, noted that teaching skills based on research on effective practice and content knowledge related to subject material being taught is a need for the respondents for their professional growth in order for them better to work to improve student achievement over the next three years. The data from this survey specifically reflects the need for opportunities for professional development in Reading and in Writing instruction in the

content areas, and for ongoing professional development in researched, best practice methods of teaching and learning in Math.

Professional Education Action Plan

Goal: Differentiating Instruction

Description: The Blairsville-Saltsburg School District recognizes that not all students learn in the same way and at the same pace. Adaptations in curriculum, instructional strategies and assessment techniques must come into play when appropriate.

Strategy: Designing Instruction for Student Groups

Description: Teachers will differentiate instruction for all students as needed. In particular, differentiation will address the needs of advanced/gifted students, ESL students, and diverse learners. (Diverse learner refers to those students not proficient in core academic subject areas. This may be regular education students, students with special needs as identified in an IEP, and ESL students.)

Activities:

Activity	Description	
Advanced and Gifted Students	Teachers will receive annual review of Chapter 16 and Gifted Guidelines. Curriculum, instruction and assessment adaptations to enable maximum learning for gifted and advanced students will also be addressed. Where natural, such as with Every Day Math and Reading Apprenticeship and other curricular areas, working with the gifted/advanced learner will be included.	
Person Responsible	Timeline for Implementation	Resources
Theresa Hanley	Start: 10/1/2007 Finish: 9/30/2010	\$0.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1	2	160
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
The following providers will be used in the delivery of this professional development opportunity: Selected BSSD staff; ARIN IU 28 staff; PDE staff; PaTTAN staff	<ul style="list-style-type: none"> School Entity Intermediate Unit 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Chapter 16 Regulations; PDE Gifted Guidelines; investigating enrichment opportunities for gifted students; selected materials and resources; identification of and designing		<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

<p>curriculum, instruction, and assessment for gifted learners</p>		<p>assignment.</p> <ul style="list-style-type: none"> 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> <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.
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Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> Classroom teachers Principals / asst. principals 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 • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles 	<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

Activity	Description	
Diverse Learners	Teachers will learn to adapt curriculum, instructional strategies and assessment techniques as per student needs. Teachers will learn to make these decisions about differentiating instruction using data found in the PSSA, 4SIGHT, classroom-based assessments and other assessment tools as appropriate.	
Person Responsible	Timeline for Implementation	Resources
Theresa Hanley	Start: 10/1/2007 Finish: 9/30/2010	\$0.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1	5	160
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
The following providers will provide this professional development opportunity: Selected BSSD staff; ARIN IU 28 staff; PaTTAN; PDE; individual consultants as appropriate; higher education staff	<ul style="list-style-type: none"> • School Entity • College • Intermediate Unit • Individual 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Assess and design instructional activities for learners; monitor student progress; adapt curriculum, instruction and		<i>For classroom teachers, school counselors and education specialists:</i> <ul style="list-style-type: none"> • Enhances the educator's

assessment; select materials and resources		<p><u>content knowledge</u> in the area of the educator's certification or assignment.</p> <ul style="list-style-type: none"> 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 <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. Instructs the leader in <u>managing resources</u> for effective results.
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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 	<ul style="list-style-type: none"> Early childhood (preK-grade 3) Middle 	<ul style="list-style-type: none"> Reading, Writing, Speaking & Listening Science and Technology Arts & Humanities Civics and Government

<ul style="list-style-type: none"> Other educational specialists 	<ul style="list-style-type: none"> (grades 6-8) Elementary (grades 2-5) High school (grades 9-12) 	<ul style="list-style-type: none"> 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 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. Student PSSA data Classroom student assessment data Participant survey Review of participant lesson plans 	

Activity	Description	
ESL Students	Teachers will be made aware of ESL guidelines. They will also cover curriculum modifications to address the needs of this group.	
Person Responsible	Timeline for Implementation	Resources
Theresa Hanley	Start: 10/1/2007 Finish: 9/30/2010	\$0.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1	2	160
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
The following providers will deliver this professional	<ul style="list-style-type: none"> School Entity Intermediate 	Approved

development opportunity: Selected BSSD staff; ARIN IU 28 staff	Unit	
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Guidelines; instructional strategies; selecting materials and resources; understanding the needs of ESL students and their parents		<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> 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"> 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.
Educator Groups Which Will Participate in this Activity		
Role	Grade Level	
<ul style="list-style-type: none"> Classroom teachers Principals / asst. principals 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"> 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 Classroom student assessment data 	

peers <ul style="list-style-type: none"> • Creating lessons to meet varied student learning styles 	<ul style="list-style-type: none"> • Review of participant lesson plans
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Goal: MATHEMATICS

Description: To increase the district percentage of students performing at proficient or higher in mathematics, with a minimum proficiency target in compliance with Pennsylvania's AYP goals during the duration of this strategic plan, as follows: 56% proficiency from 2008-2010, 67% proficiency in 2011, 78% proficiency in 2012 and 89% proficiency in 2013, as evidenced by the PSSA.

Strategy: Professional Development

Description: Mathematics teachers will have professional development opportunities as needed by teaching assignment and related to improving instruction as found in emerging research and scientifically based strategies. The National Council of Teachers of Mathematics Standards as well as the PA Academic Standards will provide critical guidance.

Activities:

Activity	Description	
Mathematics Professional Development K-12	<p>The Blairsville-Saltsburg School District describes its mathematics program on the K-6, 7, and 8-12 grade levels. For K-6: Every Day Math is a complete K-6 research-based mathematics curriculum. The EDM curriculum embraces many of the traditional goals of acquiring knowledge and skills as well as developing an understanding of math based on the students' experiences and emphasizing conceptual understanding. The program, rooted in real life contexts and situations, provides real life problem-solving through balanced instruction. Instruction includes whole group, small group, partner and individual activities, actively involving student is their learning. An emphasis is placed on communication including explaining, discussing, clarifying one's thinking, and gaining insights through others sharing. Technology enhances this curriculum. EDM is grounded on math literacy. This foundation builds upon math knowledge and skills extending beyond basic calculation skills.</p> <p>Grades 7: Transition Math in grade 7 builds upon the EDM algorithms and real world application in order to strengthen students' conceptual understanding. Goals include updating student achievement in all levels of high school mathematics as well as to increase the number of students taking higher level math courses.</p> <p>Grades 8-12: Math Strategies and Content 8-12 training is individualized in the various content areas including Algebra, Geometry, Trigonometry, Calculus, Statistics, etc.</p>	
Person Responsible	Timeline for Implementation	Resources

Theresa Hanley	Start: 10/1/2007 Finish: 9/30/2010	\$0.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2	10	60
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
The following providers will play a role in the mathematics professional development delivery as appropriate over the term of this plan: Blairsville-Saltsburg School District ARIN IU 28 PaTTAN Independent Consultants (Ex. Every Day Math) Teacher-selected course work or professional conferences	<ul style="list-style-type: none"> • School Entity • College • Intermediate Unit • Association • Individual • Company 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Pedagogy and instructional strategy in mathematics; development of materials to supplement math instruction; how to utilize a balanced approach to assessment to include formative methods of assessment; cooperative grouping; inquiry-based activities; access to mathematical routines and activities; setting high expectations; constructing lessons using advanced features of TI-84 graphics calculators; creating standards-based lesson plans.	The Every Day Math program research is available in teacher resource materials as well as on the Every Day Math website.	<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>

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

mentoring	
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Goal: READING

Description: To increase the district percentage of students performing at proficient or higher in reading, with a minimum proficiency target in compliance with Pennsylvania's AYP goals during the duration of this strategic plan, as follows: 63% proficiency from 2008-2010, 72% proficiency in 2011, 81% proficiency in 2012 and 91% proficiency in 2013, as evidenced by the PSSA.

Strategy: Professional Development

Description: Differentiated professional development based on developmentally appropriate student needs per grade level will address content knowledge, teaching skills, and assessment skills in reading. In the Blairsville-Saltsburg School District, this will mean focus on professional development in Good Habits, Great Readers for elementary teachers and in the Reading Apprenticeship for secondary teachers.

Activities:

Activity	Description	
Good Habits, Great Readers Professional Development	Good Habits, Great Readers-Reading Workshop is a comprehensive and balanced literacy approach to teaching reading. It supports the development of proficient, engaged readers with instructional materials for each literacy component of the balanced literacy concept. The related Reading and Writing Workshop will include Shared Reading (whole-class instruction), Read Aloud with Accountable Talk, Guided Reading (small group instruction), Book Clubs and Independent Reading. Mini/Strategy lessons and ongoing assessment with a conferencing component. The skills spiral throughout the grade levels, offering students the chance to develop a toolbox of strategies that deepen their comprehension.	
Person Responsible	Timeline for Implementation	Resources
Theresa Hanley	Start: 10/1/2007 Finish: 9/30/2010	\$0.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2	10	55
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
The following providers will be used in the delivery of professional development over the term of this plan as appropriate: Celebration Press-Pearson Learning Teacher's College, Columbia, NY BSSD Selected Staff ARIN IU 28 Staff	<ul style="list-style-type: none"> • School Entity • College • Intermediate Unit • Individual • Company 	Approved

Independent Consultants as needed Teacher-selected courses		
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Assessment strategies; analysis of data; differentiation of instruction; explicit and direct instruction; pedagogy and content knowledge	Highly qualified literacy teachers will use a balanced literacy approach to combining whole class and small group instruction; will use assessment to inform instruction; will provide daily opportunities for students to read on-level text; will scaffold instruction for students; will provide explicit models of reading strategy instruction; will provide opportunities for students to collaborate and talk about their learning; and will teach skills and strategies in the context of read reading.	<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> <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</u>

		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 School counselors Other educational specialists 	<ul style="list-style-type: none"> Early childhood (preK-grade 3) Elementary (grades 2-5) 	<ul style="list-style-type: none"> Reading, Writing, Speaking & Listening
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 	

Activity	Description
Reading Apprenticeship	Reading Apprenticeship is a research-based instructional framework that emphasizes knowledge, strategies and motivation and enables secondary level students to become more powerful readers and to increase their comprehension

	of content-area text. Developed by West Ed, the framework provides a guide for literacy decisions on the secondary level. Content area teachers grades 7-12 will receive training and support for implementing instructional strategies. Reading Apprenticeship strategies increase secondary students' capability to become independent readers and, ultimately, independent learners in core curricular areas.	
Person Responsible	Timeline for Implementation	Resources
Theresa Hanley	Start: 10/1/2007 Finish: 9/30/2010	\$0.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
5	4	42
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
ARIN IU 28 BSSD Selected Staff	<ul style="list-style-type: none"> • School Entity • Intermediate Unit 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Ability to define the social, personal, cognitive and knowledge dimensions of reading theory; use of metacognitive skills in the reading experience; using flexible cooperative groups; using processes such as RAVES and Reciprocal Teaching, etc.		<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"> • 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

		<p>to each other as well as to Pennsylvania's academic standards.</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 	<ul style="list-style-type: none"> Middle (grades 6-8) High school (grades 9-12) 	<ul style="list-style-type: none"> Reading, Writing, Speaking & Listening
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 Classroom student assessment data Review of participant lesson plans

Goal: SCHOOL SAFETY

Description: Although it is impossible to anticipate every eventuality that might create a crisis situation in a school, establishing a safety plan on both the district and individual school levels is essential to the health, safety and welfare of the school community. That planning must ensure consistency of structure, language, and process that creates unity between the school district and community agencies that support it during times of crisis.

Strategy: Professional Development

Description: As part of its responsibility to the school community, the Blairsville-Saltsburg School District will annually offer professional development activities in safety and wellness as required by state law and as appropriate to its individual needs.

Activities:

Activity	Description
Professional Development in Wellness/Safety	Annual opportunities for professional development in the following areas will be available: CPR training and certification; First Aid; School Safety Plan Implementation; Defibrillator use; nutrition; fitness; healthy physical and

	emotional living styles.	
Person Responsible	Timeline for Implementation	Resources
Theresa Hanley	Start: 10/1/2007 Finish: 9/30/2010	\$0.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2	10	201
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
A variety of providers will be used to meet staff needs as follows: BSSD Staff; ARIN IU 28; local agencies such as the Red Cross; PA Association for Nutrition and Activity; Project Fit America; Indiana Regional Medical Center; etc. Teachers may also choose to take courses if appropriate to their certification/assignment area.	<ul style="list-style-type: none"> • School Entity • College • Intermediate Unit • Association • Individual • Company 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Knowledge and skills would be relevant to the following areas: CPR; First Aid, school safety planning; defibrillator use; nutrition; fitness; physical and emotional wellness; etc.	The district would operate under the assumption that each provider is basing its instruction/training on current research and standards.	<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. • 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

		<p>education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <ul style="list-style-type: none"> Instructs the leader in <u>managing resources</u> 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"> Health, Safety and Physical Education
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 Journaling and reflecting 	<ul style="list-style-type: none"> Participant survey Review of written reports summarizing instructional activity 	

Goal: TECHNOLOGY

Description: The Blairsville-Saltsburg School District is actively pursuing information and communication technologies to enhance data acquisition, storing, reporting, and analysis to better understand and meet the needs of its students. The goal is to connect all stakeholders, to provide resources for making data-informed decisions, to make a positive impact on student learning, and to prepare students for the 21st Century.

Strategy: Professional Development

Description: As technology knowledge and skills must be built and expanded constantly, the Blairsville-Saltsburg School District will ensure that appropriate professional development occurs in relation to new tools, content, and programs that are technology-based.

Activities:

Activity	Description
Technology As a	The Blairsville-Saltsburg School District staff shall receive training

Management Tool	in the use of student information management software (To be determined) for child accounting, transportation, grading, progress reporting, scheduling, attendance, and curriculum/lesson planning. The district will also provide staff development to enable professional staff with skills for effectively evaluating school/student performance using selected online data sources and analysis tools (and make decisions that would positively affect curriculum, instruction, assessment to improve student performance)	
Person Responsible	Timeline for Implementation	Resources
Theresa Hanley	Start: 10/1/2007 Finish: 9/30/2010	\$25,000.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2	10	210
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
The following providers will be used as appropriate over the term of this plan: Blairsville-Saltsburg Selected Staff ARIN IU 28 Individual consultants as appropriate to software/systems	<ul style="list-style-type: none"> • School Entity • Intermediate Unit • Individual • Company 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
How to enter, revise and generate reports on attendance, assignments, grades, progress reports, lesson plans, etc.		<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> • 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

		<p>professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <ul style="list-style-type: none"> • Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making. • Instructs the leader in <u>managing resources</u> 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 • Science and Technology • Arts & Humanities • Civics and Government • Environment and Ecology • Health, Safety and Physical Education • World Languages • Mathematics • History • Career Education and Work • Economics • Family and Consumer Sciences • Geography
Follow-up Activities	Evaluation Methods	
<ul style="list-style-type: none"> • Analysis of student work, with administrator and/or peers • Peer-to-peer lesson discussions • Lesson modeling with mentoring • 20 	<ul style="list-style-type: none"> • Participant survey • Review of participant lesson plans • Performance of tasks (Attendance; grades; progress reports; lesson plans;etc.) 	

Activity	Description
Technology Integration Into the Classroom	Given access to more and varied learning opportunities for students through the Wide Area Network (WAN) project being done in collaboration with ARIN IU 28 and Region 8, teachers will be trained in its use and possibilities as the WAN project emerges over the duration of this plan. The district will provide professional

	development and coaching(mentoring) to effectively integrate proven and emerging strategies, tools, techniques that use technology (hardware, software, communications, etc.) to enhance student learning.	
Person Responsible	Timeline for Implementation	Resources
Theresa Hanley	Start: 10/1/2007 Finish: 9/30/2010	\$80,000.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2	10	210
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
The following providers will be used as appropriate throughout the duration of this activity: BSSD Selected Staff ARIN IU 28 PDE Independent consultants and vendors	<ul style="list-style-type: none"> • School Entity • Intermediate Unit • Individual • Company 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Determining appropriate technology tools for instructional situations; learning how to use technology tools in a classroom setting; locating resources using varied technology tools (Ex. Internet 2); identifying and using inter and intra-district communication tools (videoconferences; distance learning; on-line course delivery; etc.)		<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</i></p>

		<p><i>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. • Instructs the leader in <u>managing resources</u> for effective results.
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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 • 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 	<ul style="list-style-type: none"> • Classroom observation focusing on factors such

<p>sharing of content-area 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 	<p>as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <ul style="list-style-type: none"> • Classroom student assessment data • Participant survey • Review of participant lesson plans • Performance of tasks (Independent and successful use of targeted technologies)
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Annual Review Process

The Blairsville-Saltsburg School District Professional Development Committee will provide annual feedback on the goals, strategies and activities of this plan, using both formal and informal feedback from the professional staff, as well as student achievement data gathered through the PSSA, 4SIGHT, and Terra Nova assessments. The plan will be reviewed and updated based on the needs of the professional staff as evident through data.

APPENDIX B

ENTITY INFORMATION PAGE

Entity: Blairsville-Saltsburg SD

Address:

102 School Lane
Blairsville, PA 15717

Superintendent or Chief Administrative Officer: Mr. Arnold Nadonley

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Telephone: 724-459-5500

Fax: 724-459-9209

Professional Education Committee Chairperson: Theresa Hanley

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Act 48 Reporting Contact: Theresa Hanley

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