
Pennsylvania Department of Education

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

Professional Education Report
Tuesday, July 31, 2012
(Last Approved: Wednesday, October 19, 2011)

Entity: Hopewell Area SD
Address: 2354 Brodhead Rd
Aliquippa, PA 15001-4501
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Professional Education Planning Committee

Name	Affiliation	Membership Category	Appointed By
Barber, Dennis	Business Representative	Business Representative	Board of Directors
Brown, Frannie	Technology Administrator	Administrator	Dr. Reina
DeSalle, Nick	Middle School Science Teacher	Middle School Teacher	Peers
Gladis, Sandy	Elementary Principal	Administrator	Charles Reina
Gooding, Julia	High School Science Teacher	Secondary School Teacher	Peers
Henry, Jennifer	High School Math Teacher	Secondary School Teacher	Peers
Kamerer, Erin	Elementary School Teacher	Elementary School Teacher	Peers
Kane, Korri	Junior High Assistant Principal/Parent	Administrator	Charles Reina-Superintendent
Kuzma, Suzanne	Junior High Teacher	Middle School Teacher	Elected by Peers
Laird, Everitt	School Board Member	Board Member	Charles Reina
Mihok, Judy	Director of Curriculum and Instruction	Administrator	Dr. Reina
Milanovich, Lynn	School Counselor	Ed Specialist - School Counselor	Elected by Peers
Nan, Kristen	Elementary Teacher	Elementary School Teacher	Elected by Peers
Simmons, Patricia	Elementary Principal	Administrator	Charles Reina
Utchell, Lynn	Director of Special Education	Administrator	Charles Reina-Superintendent

Needs Assessment

Reflections

- **Legacy Dataview 1189**

Concern Last Modified:

The district's enrollment is declining.

- **Legacy Dataview 1190**

Strength Last Modified:

Proficiency levels for all subgroups are higher in 11th grade than in 8th or 5th grades.

Strength Last Modified:

Proficiency levels are improving over time at all grade levels.

- **Legacy Dataview 1536**

Strength Last Modified:

According to the results of recent surveys completed by staff, students and parents, most of our high school students feel safe at school, feel that they belong at their school and believe that they get individual attention when they need it. The majority of the parents surveyed reported that they feel welcome at their student's school, that their student is safe in school and in coming and going to school, and that the school meets the educational and social needs of their student.

Strength Concern Last Modified:

A review of the Student Services that are provided show that the HASD provides many opportunities for student and families to access regular and special services, communicate with school personnel, learn of post-school opportunities, and participate actively in their community school. There are some areas of challenge however that might be addressed by the HASD in the near future

Concern Last Modified:

Based upon the community and school survey as well as review of currently offered student services, the HASD believes that the following areas can be improved. 1) Increase career planning activities to better prepare students for life after school 2) Increase type and amounts of supports for students who are struggling academically, particularly those performing at basic and below on the PSSA. Implement math tutoring to complement the reading and language tutoring that are now available through Title I services. 3) Increase social and emotional supports for students and begin to find ways to provide those services within our schools.

The academic needs of the students are assessed by examining the results of the PSSA tests in grades 3-11, DIBELS data, local benchmark assessments, 4Sight data, grades, and by student perception surveys. Leadership teams from the Math Science Partnership and Getting Results also examined district data. The data suggests that both the learning support and economically disadvantaged subgroups' results from last year's PSSAs indicate that those groups may need new strategies if they are to reach the AYP targets. New targets for making AYP increase by 9-11% each year, and so achieving the targets by performance alone is unlikely in the coming years. Student growth will need to be the primary concern. Another concern of the leadership team is the alignment of the math curriculum with the state standards in all courses. That work continues.

The needs of the HEA were assessed by several methods. The professional staff participated in an online survey to assess their professional education needs in the areas of personal and professional skills, instruction and curriculum, pupil success, technology, and current trends. Upon completion of the survey, the results were analyzed by the committee and utilized to formulate additional strategies and action plans designed to achieve the goals adopted by the Strategic Plan. The strategies and action plans formulated from the collected data are intended to meet the educational needs of the school entity, educators, students, and the school community. School participants were asked to respond to each of the statements in a likert scale, based upon their perceived need for additional education:

In addition to the survey, data from a variety of sources were considered including: formative and summative curricular assessments, student assistance plan summaries, discipline reports and graduation rates. Discipline reports from the high school point to truancy, cell phone use, insubordination/defiance, and inappropriate language as the most common problems. Junior high school discipline reports indicate that disruptive behavior is by far the most prevalent problem, followed by bus misconduct.

Based on these needs, these are the professional development goals:

1. Increase employee collaboration and innovation through cross curricular and/or grade level planning and instruction.
2. Improve parental and community support through various communication methods.
3. Foster student success by exploring strategies to develop 21st Century skills. (i.e. study skills, team building skills, critical thinking skills, problem solving skills, etc.)
4. Promote the physical and mental health and wellness of the Hopewell learning community.
5. Improve the performance of all students in all academic areas through differentiated instructional techniques and strategies.
6. Support the development and implementation of the curriculum.
7. Promote a safe environment that is conducive to learning by implementing effective classroom management strategies.
8. Encourage familiarity and understanding of inclusive practices, IDEA, special education policies and school laws.

Professional Education Action Plan

Goal: Attendance

Description: Average daily attendance at all District schools shall be 92% or higher through the 2013 school year.

Strategy: Promote health and wellness

Description: To develop a Professional Learning Community in which all members are treated with respect and are fully informed.

Activity: CPR training

Description: Teachers will have the opportunity to receive CPR training.

Person Responsible	Timeline for Implementation	Resources
Mihok, Judy	Start: 9/30/2011 Finish: 6/30/2015	-
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	1	30
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Hopewell Area School	• School Entity	Approved

District American Heart Association
 Association Red Cross • Association

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
<p>Teachers will learn the basics of CPR that are commonly used during emergencies.</p>		<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. <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	Subject Area
<ul style="list-style-type: none"> Classroom teachers School counselors Other educational specialists 	<ul style="list-style-type: none"> Health, Safety and Physical Education

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> Peer-to-peer lesson discussions 	<ul style="list-style-type: none"> Reports (Incident reports will help to determine effectiveness of training or needs.)

Status: In Progress — Upcoming

Activity: i-safe

Description: Staff members will participate in online training to attain access to internet safety lessons for students

Person Responsible Timeline for Implementation Resources

Mihok, Judy	Start: 9/30/2011 Finish: 6/6/2015	\$1,000.00
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Status: In Progress — Upcoming

Date	Comment
9/20/2011	To be used as part of curriculum
9/19/2011	We plan to begin work on this in the current school year.

Goal: Four-Year Graduation Rate (for districts and schools that graduate seniors)

Description: Hopewell High School will maintain a graduation rate of 94% or greater through the 2015 school year.

Strategy: Increase use of distance learning

Description: The district will provide opportunities for student learning by offering distance learning classes. The increased use of IVC units will provide for students to take virtual fieldtrips, consult with experts in various fields, interview authors and take part in scientific simulations all designed to enhance their knowledge of the subject matter.

Activity: PolyCom training

Description: Teachers will be trained to use the PolyCom units for interacting with others at distant locations.

Person Responsible	Timeline for Implementation	Resources
Mihok, Judy	Start: 9/30/2011 Finish: 6/30/2015	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	2	6
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
BVIU and Hopewell Area School District	<ul style="list-style-type: none"> • School Entity • Intermediate Unit 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Teachers will learn to set up and operate the PolyCom units so students can take part in virtual field trips, simulations, and		<i>For classroom teachers, school counselors and education specialists:</i>

activities with other classrooms.

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

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

- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

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 peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson 	<ul style="list-style-type: none"> • Review of participant lesson plans • Review of written reports summarizing instructional activity

discussions

Status: In Progress — Upcoming

Date	Comment
9/19/2011	Teacher leaders have been trained in all buildings.

Strategy: Offer electives based upon student interest

Description: The district, in collaboration with the Beaver Valley Intermediate Unit, will provide a web portal for on-line learning. Teachers will be encouraged to author on-line courses designed to provide students with subject matter that stimulates their interests based upon student surveys.

Activity: Online courses

Description: Teachers will be trained to create and monitor online courses.

Person Responsible	Timeline for Implementation	Resources
Mihok, Judy	Start: 9/30/2011 Finish: 6/30/2015	-

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	30
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
BVIU and Hopewell Area School District	<ul style="list-style-type: none"> School Entity Intermediate Unit 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Teachers will create and update on-line lessons and curriculum that will support on-line and cyber learning. They will learn to imbed technology resources into classrooms and coursework, and how to establish and maintain teacher-student interaction via the web. They will gain understanding of how to use an online course and customize it for	Student perception surveys indicate that students do not feel that they are in charge of what they learn. On-line classes would address this need by providing choices.	<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. Provides educators with a variety of classroom-based <u>assessment skills</u> and the

their classes.

skills needed to analyze and use data in instructional decision-making.

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

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

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

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none">• Classroom teachers• Other educational specialists	<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• Science and Technology• Civics and Government• Mathematics• History

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 | <ul style="list-style-type: none">• Participant survey• Review of participant lesson plans |
|---|---|

- peers
- Creating lessons to meet varied student learning styles
- Peer-to-peer lesson discussions

Status: In Progress — Upcoming

Goal: Mathematics and Reading

Description: Hopewell students, schools and subgroups of grades 3-8 and 11 will achieve adequate year progress (AYP)* on federal, state and local assessments by achieving proficiency at the following percentages by the year indicated:

Mathematics

56% 2009, 2010

67% 2011

78% 2012

89% 2013

100% 2014

Reading

63% 2009, 2010

72% 2011

81% 2012

91% 2013

100% 2014

Strategy: Provide for student remediation

Description:

Activity: Continued use of Bridge to Algebra and Cognitive Tutor for grades 7 through 12

Description: These software programs tutor students and provide help as needed. Teachers will learn to monitor student progress and adjust courseware.

Person Responsible	Timeline for Implementation	Resources
Mihok, Judy	Start: 9/30/2011 Finish: 10/30/2015	-

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	2	4
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Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
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Hopewell Area School District	• School Entity	Approved
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Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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Teachers will learn to monitor student progress and adjust courseware as needed.		<i>For classroom teachers, school counselors and education specialists:</i>
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- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
• Classroom teachers	• Middle (grades 6-8) • High school (grades 9-12)	• Mathematics

Follow-up Activities	Evaluation Methods
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Status: In Progress — Upcoming

Activity: Continued use of SuccessMaker for grades K through 8

Description: SuccessMaker software provides tutoring for students in grades K-8. Teachers need to know how to monitor student progress and create special lessons based on areas of difficulty.

Person Responsible	Timeline for Implementation	Resources
Mihok, Judy	Start: 9/30/2011 Finish: 10/30/2015	-

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	3	50
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Hopewell Area School District	<ul style="list-style-type: none"> School Entity 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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Teachers will learn how to monitor student progress and create special lessons and instruction based on students' needs.	Addressing areas of concern quickly is best practice.	<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. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> 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.
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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 Other educational specialists 	<ul style="list-style-type: none"> Early childhood (preK-grade 3) Middle (grades 6-8) Elementary (grades 2-5) 	<ul style="list-style-type: none"> Reading, Writing, Speaking & Listening Kindergarten Early Learning Standards Mathematics

Follow-up Activities	Evaluation Methods
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<ul style="list-style-type: none"> Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers 	<ul style="list-style-type: none"> Student PSSA data Review of participant lesson plans
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- Creating lessons to meet varied student learning styles
- Peer-to-peer lesson discussions

Status: In Progress — Upcoming

Activity: RtII

Description: The district will plan for and adopt the Response to Intervention and Instruction Model K-6

Person Responsible	Timeline for Implementation	Resources
Pocci, Suzanne	Start: 9/30/2011 Finish: 10/30/2015	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	9	40
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status

Over the next several years, the BVIU will train the administration and K-6 staf in the RTI model	<ul style="list-style-type: none"> • Intermediate Unit 	Approved
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Knowledge and Skills	Research and Best Practices	Designed to Accomplish
1) Administrators will learn leadership strategies in regards to systems change. 2) Teachers will learn strategies to be able to analyze data to help drive instruction. 3) Teachers will learn and apply differentiated instruction techniques. 4) Counselors and the psychologist will learn how to analyze data and teaching strategies to examine the need for intervention.	RTI is a research-based program.	<i>For classroom teachers, school counselors and education specialists:</i> <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 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
<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)

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 	<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
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styles

Status: In Progress — Upcoming

Date	Comment
9/19/2011	We are currently revamping our process and using Title 1 teacher leaders to facilitate the meetings in K-4 buildings.

Activity: Vertical Team Meetings

Description: Vertical team meetings occur as needed to facilitate the transition of students to the next grade.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 9/30/2011 Finish: 10/30/2015	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	1	30
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Hopewell Area School District	<ul style="list-style-type: none">School Entity	Approved

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

Status: In Progress — Upcoming

Strategy: Student Progress and Proficiency

Description: Provide tools to teachers to better align instruction with student needs

Activity: 4Sight testing

Description: Teachers in grades 3-8, 10 and 11 will administer 4 Sight tests in math at three times a year . Teachers will analyze test results and align instruction accordingly.

Person Responsible	Timeline for	Resources
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Implementation

Mihok, Judy	Start: 9/30/2011 Finish: 6/30/2015	-
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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
1.00	9	35
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
School staff	<ul style="list-style-type: none"> • School Entity 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
<p>1.) Designated personnel in grades 3-8, 10, and 11 will learn to administer the 4Sight tests.</p> <p>2.) Teachers who administer the test, guidance personnel, administrators and other support teachers will learn to examine the 4 Sight test results and plan instruction based on needs.</p>	<p>Differentiated instruction is best practice. The test results will allow teachers to better define the needs of students in their classrooms.</p>	<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 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. • 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 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 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"> Student PSSA data Standardized student assessment data other than the PSSA Review of participant lesson plans PVAAS Data

Status: In Progress — Upcoming

Activity: Data Analysis

Description: Teachers will be trained to access and analyze the student achievement data provided by PVAAS, the 4Sight assessments, DIBELS, Aimsweb, and the PSSA data provided by the Grow Network.

Person Responsible	Timeline for Implementation	Resources
Mihok, Judy	Start: 9/30/2011 Finish: 10/31/2014	-

Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year

1.00	9	175
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status

HASD administrative staff Tech Staff BVIU	<ul style="list-style-type: none"> School Entity Intermediate Unit 	Approved
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Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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<p>1) Teachers will learn how to analyze test data from PVAAS, 4 Sight tests, and the Grow Network.</p> <p>2) Teachers will collaborate and develop ideas for differentiated instruction based on the data examined.</p> <p>3) Administrators will learn how to examine data to assist them in thoughtful leadership to achieve academic goals.</p> <p>4) Teachers and administrators will learn how to interpret data and share that data with parents and community so parents and community members become active partners in the education of the HASD students.</p>	<p>Differentiated instruction is best practice. Data must be examined to determine instruction needed.</p>	<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. 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>.
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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 • 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 • Mathematics

Follow-up Activities

Evaluation Methods

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|--|--|
| <ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussions | <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 |
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Status: In Progress — Upcoming

Activity: Lesson Study

Description: This activity focuses on curriculum development and revision to capture best practices for teacher growth.

Person Responsible	Timeline for Implementation	Resources
Mihok, Judy	Start: 9/30/2011 Finish: 6/30/2015	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	4	11
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
HASD Math Science Partnership	<ul style="list-style-type: none"> School Entity Intermediate Unit 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Knowledge of content and knowledge of pedagogy	Lesson study is a research based program for teacher and curriculum development.	<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.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> Classroom teachers 	<ul style="list-style-type: none"> Middle (grades 6-8) 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 	<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

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

Status: In Progress — Upcoming

Date **Comment**

9/19/2011 The Math and Science Partnership and the BVIU have facilitated this training.

Activity: Reading Apprentice Training

Description: Presented by the BVIU, a series of workshops targeting content area reading strategies for classroom teachers.

Person Responsible	Timeline for Implementation	Resources
Mihok, Judy	Start: 8/25/2008 Finish: 6/6/2011	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
6.00	4	10
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Beaver Valley Intermediate Unit	• Intermediate Unit	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Teachers will learn strategies to promote adolescent literacy.	The sessions are based on the research of many people, including Applebee, Langergreenleaf, and others.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> • Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. • Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for

struggling students.

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

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

Educator Groups Which Will Participate in this Activity

Role	Grade Level
<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)

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	<ul style="list-style-type: none">• Student PSSA data• Review of participant lesson plans

Status: Complete

Date	Comment
9/19/2011	Several teachers have participated in the training. If money is available, we would like to train more teachers.

Activity: Training in Differentiated Instruction

Description: Provide training for all teachers K-12 in instructional strategies to meet the needs of all types of learners by applying Tomlinson's differentiation strategies in classrooms.

Person Responsible	Timeline for Implementation	Resources
Mihok, Judy	Start: 9/30/2011 Finish: 10/30/2015	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
5.00	3	40
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
BVIU and district staff	<ul style="list-style-type: none"> • School Entity • Intermediate Unit 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
<p>1) Teachers will learn about and apply differentiated instruction strategies.</p> <p>2) Administrators will learn how to facilitate change in their buildings and monitor and support quality teaching strategies in classrooms.</p>	Differentiated instruction is best practice.	<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. • 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. • 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
<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 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">• Student PSSA data• Standardized student assessment data other than the PSSA• Review of participant lesson plans

Status: In Progress — Upcoming

Activity: Use 4Sight testing to identify student needs

Description:

Person Responsible Timeline for Implementation Resources

Barber, Nancy Start: 1/1/2009 -
Finish: Ongoing

Status: No Longer Occurring

Date	Comment
9/21/2011	This is a duplicate entry.

Activity: Use Aimsweb testing for early numeracy skills

Description: This benchmark test for grades K-2 is used as a part of RtII.

Person Responsible Timeline for Implementation Resources

Pocci, Suzanne	Start: 9/30/2011 Finish: Ongoing	-
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Status: In Progress — Upcoming

Strategy: Update District Curriculum

Description: The district will continue to update and monitor curriculum based on standards, anchors, and eligible content. Teachers will be trained to use curriculum mapping software to facilitate the process.

Activity: Curriculum alignment

Description: The professional staff and administration will meet in grade level teams and across grade levels to ensure that the district's math, reading and science curricula are appropriately aligned with the assessment anchors and eligible content being addressed in each classroom. Common Core Standards will be included in this work once they are finalized.

Person Responsible	Timeline for Implementation	Resources
Mihok, Judy	Start: 9/30/2011 Finish: 10/30/2015	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	4	30
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Educational Leadership Institute, PaTTAN, PDE, district, IU 27	<ul style="list-style-type: none">School EntityIntermediate Unit	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Teachers will become proficient at using the PA assessment anchors and eligible content to guide curriculum development, classroom assessments, and	The two major curricula being used in our district are research-based. A well articulated and thought out curriculum is best practice.	<i>For classroom teachers, school counselors and education specialists:</i> <ul style="list-style-type: none">Enhances the educator's <u>content knowledge</u> in the

student progress toward mastering the standards.

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 • School counselors • Other educational 	<ul style="list-style-type: none"> • Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5) 	<ul style="list-style-type: none"> • Reading, Writing, Speaking & Listening • Kindergarten Early Learning Standards • Mathematics

specialists

- High school (grades 9-12)

Follow-up Activities

Evaluation Methods

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

Status: In Progress — Upcoming

Activity: Develop common assessments

Description: Elementary and Secondary teachers will develop common assessments in core subjects

Person Responsible	Timeline for Implementation	Resources
Mihok, Judy	Start: 6/6/2011 Finish: 6/30/2015	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	2	20
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status

Hopewell Area School District • School Entity Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Teachers will determine core information and how proficiency will be assessed.		<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. <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	<ul style="list-style-type: none">• High school (grades 9-12)	<ul style="list-style-type: none">• Reading, Writing, Speaking & Listening• Science and Technology• Civics and Government• Environment and Ecology• Mathematics• History• Economics• Geography

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none">• 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• Classroom student assessment data

Status: In Progress — Upcoming

Goal: Science

Description: Hopewell students, schools and subgroups of grades 4-8 and 11 will achieve

proficiency on state assessments at the following percentages by the year indicated:

56% 2008-2010
 67% 2011
 78% 2012
 89% 2013
 100% 2014

Strategy: Student progress and proficiency

Description: Provide tools to better align curriculum with student needs.

Activity: Data Analysis

Description: Review teams will use PSSA and other data to identify areas of need and plan instruction for remediation.

Person Responsible	Timeline for Implementation	Resources
Mihok, Judy	Start: 9/30/2011 Finish: 8/1/2015	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	1	30
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
HASD	<ul style="list-style-type: none"> School Entity 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Knowledge of science anchor assessments and identification of strengths and weaknesses.		<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional

decision-making.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> Classroom teachers 	<ul style="list-style-type: none"> Middle (grades 6-8) Elementary (grades 2-5) High school (grades 9-12) 	<ul style="list-style-type: none"> Science and Technology Environment and Ecology

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 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

Status: In Progress — Upcoming

Activity: Lesson Study

Description: Curriculum development and revision to capture best practices for teacher growth

Person Responsible	Timeline for Implementation	Resources
Mihok, Judy	Start: 9/30/2011 Finish: 9/30/2013	-

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	58
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status

HASD

- School Entity Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Knowledge of content and knowledge of pedagogy	Lesson Study is a research based program for teacher and curriculum development.	<i>For classroom teachers, school counselors and education specialists:</i> <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.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none">• Classroom teachers	<ul style="list-style-type: none">• Early childhood (preK-grade 3)• Middle (grades 6-8)	<ul style="list-style-type: none">• Science and Technology• Environment and Ecology

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• Classroom student assessment data• Review of participant lesson plans

Status: In Progress — Upcoming

Activity: Science Kit Training

Description: Whole or half day training for teachers using new science kits.

Person Responsible	Timeline for Implementation	Resources
Mihok, Judy	Start: 9/30/2011 Finish: 10/30/2015	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
6.00	13	5
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Hopewell Area School District	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Teachers will understand the concepts and outcomes of the new science units and how they connect to the PA state standards. They will have first hand experience with the activities that they will present to their students. The session will also give them further training on inquiry based instruction and proper use of science materials. For administrators who may attend this in-service, it will give them information to use when they are observing and evaluating how effectively the lesson is being presented to students and give them background for unit planning meetings	The science units have been chosen from well researched programs such as FOSS and STC.	<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.

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 	<ul style="list-style-type: none"> • Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5) 	<ul style="list-style-type: none"> • Science and Technology • Environment and Ecology

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 • Peer-to-peer lesson discussions 	<ul style="list-style-type: none"> • Student PSSA data • Review of participant lesson plans

Status: In Progress — Upcoming

Date	Comment
9/19/2011	Most teachers received training last year. We continue to provide it as necessary.

Goal: Teaching Certification

Description: All professional staff will maintain active teaching certificates in correlation with their Act 48 cycle.

Strategy: Increase staff knowledge about best practices

Description:

Activity: 21st Century Skills

Description: Online professional development which focuses on the framework for 21st Century learning:

- Information and Communication Skills for the 21st Century Teacher
- Critical Thinking and Problem Solving Skills
- Life Skills I and II
- The Dollars and Cents of 21st Century Skills
- Global Awareness Skills
- Other courses developed by EdVenture

Person Responsible	Timeline for Implementation	Resources
Mihok, Judy	Start: 9/30/2011 Finish: 6/30/2015	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
6.00	1	75
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status

the EdVenture group
63 Wharf Street, Suite 300
Morgantown, WV 26501

- Non-profit organization

Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Teachers will gain knowledge of the skills needed for students entering the work force in the 21st Century. Teachers will become cognizant of trends in career education and workforce development and utilize this information to create curriculum for career education. Teachers will have access to on-line courses that may be used for Act 48 hours.	The content of this professional development activity will help teachers become aware of 21st Century skills and how they relate to students entering the workforce. Teachers will be able to include career education standards into curricular activities. The high school faculty will utilize this knowledge as it guides students in their graduation projects.	<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</u>

skills based on research on effective practice, with attention given to interventions for struggling students.

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

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

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

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) 	<ul style="list-style-type: none"> • Career Education and Work

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

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> • Analysis of student work, with administrator and/or peers 	<ul style="list-style-type: none"> • Review of written reports summarizing instructional activity

Status: In Progress — Upcoming

Date	Comment
9/19/2011	CFF funding is gone.

Activity: Follow recommendations of the Act 48 Committee

Description: Needs assessment will be administered as needed throughout the duration of the Professional Education Plan to monitor professional development needs of the professional staff. The findings, along with necessary professional development activities necessary for the completion of district goals, curricula needs, and community input, will drive the Act 48 Committee's decision for the direction of professional development

Person Responsible	Timeline for Implementation	Resources
Mihok, Judy	Start: 9/30/2011 Finish: 10/30/2015	-

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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0.00	0	0
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Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
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To be determined	<ul style="list-style-type: none"> • School Entity • College • Non-profit organization • Intermediate Unit 	Approved
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Knowledge and Skills	Research and Best Practices	Designed to Accomplish
to be determined		

Follow-up Activities	Evaluation Methods
	<ul style="list-style-type: none"> • Review of written reports summarizing instructional activity

Status: In Progress — Upcoming

Activity: Investigate Inquiry-based learning

Description: Teachers will investigate inquiry-based learning appropriate to their particular content areas.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 9/30/2011 Finish: 10/30/2015	-

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

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: In Progress — Upcoming

Activity: Out-of-district professional development

Description: Staf will be made aware of out-of-district professional development opportunities through district and building distribution (if the district or building has been notified of such activities). Professional staff members must follow established guidelines for seeking pre-approval to attend professional development opportunities. The professional development must be related to assignment and/or certification of the professional educator.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 9/30/2011 Finish: 10/30/2015	-

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

to be determined

- School Entity

Approved

- College
- Intermediate Unit

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
to be determined		
Follow-up Activities	Evaluation Methods	
	<ul style="list-style-type: none"> • Review of written reports summarizing instructional activity 	

Status: In Progress — Upcoming

Strategy: Professional Development- Special Ed./ Gifted Ed.

Description:

Activity: Special ed./gifted ed. professional development opportunities

Description: Special education teachers, including gifted education teachers are offered opportunities to participate in district offered meetings and professional development sessions tailored to the specific needs of the professional educators in various special education and gifted education assignments. Other opportunities exist for these educators to attend off-site professional development activities with prior approval.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 9/30/2011 Finish: 10/30/2015	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
6.00	1	20
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Hopewell Area School District or an Intermediate Unit	<ul style="list-style-type: none"> • School Entity • Intermediate Unit 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Teachers will learn strategies for adapting the curriculum to meet the needs of all types of learners.	Differentiated instruction is best practice.	<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.

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

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

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

Educator Groups Which Will Participate in this Activity

Role	Grade Level
<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

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

- 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
- Classroom student assessment data

Status: In Progress — Upcoming

Strategy: Provide technology opportunities for both novice and professional staff

Description: With the emerging ipad, smartphone and tablet technology, the district will look for ways to provide access and utilization of these while maintaining a safe environment in the school setting. Through the use of management software, students and staff will be able to use personal devices within the brick and mortar setting.

Activity: Investigate emerging technologies for teaching (web pages, podcasts, vodcasts, blogs, etc.)

Description: The district will provide a directory of resources for training in emerging technologies.

Person Responsible	Timeline for Implementation	Resources
Mihok, Judy	Start: 9/30/2011 Finish: 10/30/2015	-

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
Hopewell Area School District	<ul style="list-style-type: none"> • School Entity • Intermediate Unit 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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Teachers will gain knowledge of how to use these technologies to enhance instruction.

For classroom teachers, school counselors and education specialists:

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

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

- 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
<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 peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson | <ul style="list-style-type: none"> • Participant survey • Review of participant lesson plans |
|---|--|

discussions

Status: In Progress — Upcoming

Activity: Online materials

Description: Staff members will receive training about how to find online multimedia materials to support the curriculum.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 9/30/2011 Finish: 6/30/2015	-

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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2.00	2	30
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Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
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Hopewell Area School District	• School Entity	Approved
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Knowledge and Skills Research and Best Practices Designed to Accomplish

Teachers and other professional staff members will learn to use various online search tools to find materials that support the curriculum.	Addressing various learning styles is best practice. Multi-media resources provide many entry points for teaching content.	<i>For classroom teachers, school counselors and education specialists:</i>
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- 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
<ul style="list-style-type: none"> Classroom teachers Principals / asst. principals School counselors Other educational specialists 	<ul style="list-style-type: none"> Middle (grades 6-8) Elementary (grades 2-5) High school (grades 9-12)

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> 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

Status: In Progress — Upcoming

Activity: Virtual department meetings

Description:

Person Responsible	Timeline for Implementation	Resources
Mihok, Judy	Start: 3/11/2008 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
1.00	4	8
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Hopewell Area School District	<ul style="list-style-type: none"> School Entity 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Teachers will share ideas and have discussions about issues		<i>For classroom teachers, school counselors and education</i>

specific to their departments.

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 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
<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

- Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
- Peer-to-peer lesson discussions
- Student PSSA data
- Review of written reports summarizing instructional activity

Status: No Longer Occurring

Date	Comment
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9/21/2011	The buildings are in close proximity, and we find that face-to-face meetings are more beneficial.
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9/19/2011	We find that face to face meetings are more beneficial.
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Goal: Technology Integration

Description: 100% of students will be exposed to research based technology practices by the time they graduate.

Strategy: Access to Technology Equipment

Description: The Hopewell Area School District will provide equipment and sustain optimum operating capacity and efficiency of technological resources to accomplish the goals and strategies set forth by the district.

Activity: Investigate and implement new classroom technologies

Description: Investigate and purchase electronic white boards, LCD projectors, visual presenters, document cameras and new technologies designed to enhance the curriculum.

Person Responsible Timeline for Implementation Resources

Brown, Frannie	Start: 9/30/2011 Finish: Ongoing	\$60,000.00
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Status: In Progress — Upcoming

Strategy: Update software for instruction, academic support and differentiation

Description: The technology staff and the curriculum committee will collaborate to explore, recommend and pilot software that emphasizes proficiency in curriculum areas and supports teacher preparation and administrative effectiveness.

Activity: Maintain curriculum mapping software

Description: Provide technical support for staff and curriculum director

Person Responsible Timeline for Implementation Resources

Todd, Sue	Start: 1/1/2009	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Date Comment

9/19/2011 We have transferred to a new company due to technical problems.

Activity: Teacher Training

Description: Teachers will receive training on district owned software and on Office 2007

Person Responsible	Timeline for Implementation	Resources
Mihok, Judy	Start: 3/10/2008 Finish: 12/31/9999	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	3	75

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

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
		<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Enhances the educator's <u>content knowledge</u> in the

area of the educator's certification or assignment.

- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- 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.
- Instructs the leader in managing resources for effective results.

Educator Groups Which Will Participate in this Activity

Role

- Classroom teachers
- Principals / asst. principals
- Superintendent / asst. superintendents
- School counselors
- Other educational specialists

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 | <ul style="list-style-type: none">• Participant survey• Review of participant lesson plans |
|---|---|

Status: In Progress — Upcoming

Goal: Writing

Description: Hopewell students participating in grades 5, 8 will increase their proficiency by 1% per year through the 2013 school year. Student participating at the 11th grade level will maintain or exceed their excellent proficiency rating at 96%.

Strategy: Alignment and Refinement of Writing Benchmarks

Description:

Activity: K-8 Writing Development

Description: Teachers will use Common Core and the PA Standards and develop a K-8 curriculum benchmark of grade level writing skill expectations.

Person Responsible	Timeline for Implementation	Resources
Mihok, Judy	Start: 9/30/2011 Finish: 10/30/2015	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	1	20

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Hopewell Area School District	<ul style="list-style-type: none"> School Entity 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Teachers will apply standards to appropriate assessment rubrics.	Assignments should be developmentally appropriate.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
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- Classroom teachers
- Early childhood (preK-grade 3)
- Middle (grades 6-8)
- Elementary (grades 2-5)
- High school (grades 9-12)
- Reading, Writing, Speaking & Listening

Follow-up Activities

Evaluation Methods

- | Follow-up Activities | Evaluation Methods |
|---|--|
| <ul style="list-style-type: none"> • 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 • Classroom student assessment data |

Status: In Progress — Upcoming

Annual Review Process

The Act 48 Committee will meet no less than two times during the school year. Those meetings will focus on reviewing what has occurred to date with professional development and revisit the upcoming activities for the present year. The committee will also respond to any requests by professionals to participate in a professional development activity outside the school entity to receive Act 48 credit.

The Hopewell Area School District Act 48 Committee will meet no less than one day in the summer to set the direction for future staff development needs. The following activities will be used in the review and revision process:

- 1) review the teacher evaluations from the past year's activities
- 2) review student achievement data via an analysis completed by administration
- 3) discuss the impact the professional development activities had on student learning
- 4) review of evidence of participants' learning via observation by their immediate supervisor
- 5) recommend changes or additions for next year
- 6) finalize the plan for the upcoming year

Supporting Documents

There are currently no supporting documents selected for this section.

Contact Information

Appendix B

Entity Information Page

Entity: Hopewell Area SD

Address:

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Aliquippa, PA 15001-4501

Superintendent or Chief Administrative Officer: Charles M. Reina

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Professional Education Committee Chairperson: Judith A. Mihok

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Act 48 Reporting Contact: Judith A. Mihok

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