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# Pennsylvania Department of Education

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

## **Professional Education Plan**

**September 25, 2006**

**Entity:** Bermudian Springs SD

**Address:** 7335 Carlisle Pike  
York Springs, PA 17372

**Phone:** (717) 528-4113

**Contact Name:** William Shoemaker

**Professional Education Coordinator**

Professional Education Coordinator:

Dr. Paul M. Healey  
 Assistant Superintendent  
 Bermudian Springs School District

**Professional Education Planning Committee**

<b>Name</b>	<b>Affiliation</b>	<b>Membership Category</b>	<b>Appointed By</b>
Anne Swick	Bermudian Springs S. D.	Middle School Teacher	Local Education Association
Dr. William Shoemaker	Bermudian Springs S. D.	School Central Office Administrator	Dr. William Shoemaker
James Lerew	Bermudian Springs S. D.	Board Member	School Board
Kathleen Myers	Bermudian Springs S. D.	Building Principal	Dr. William Shoemaker
Kaye Helm	Bermudian Springs S. D.	Elementary School Teacher	Local Education Association
Linda Green	Bermudian Springs S. D.	Elementary School Teacher	Local Education Association
Mark Fleming	Bermudian Springs S. D.	Building Principal	Dr. William Shoemaker
Pam Miller	Bermudian Springs S. D.	Elementary School Teacher	Local Education Association
Paul Healey	Bermudian Springs SD	School Central Office Administrator	Supt.
Russell Greenholt	Bermudian Springs S. D.	Building Principal	Dr. William Shoemaker
Sherri Good	Bermudian Springs S. D.	Middle School Teacher	Local Education Association
Susan Flesner	Bermudian Springs S. D.	Elementary School Teacher	Local Education Association

**Needs Assessment**

The needs of the district will follow the four district strategic plan goals as described in the Chapter 4 section of the strategic plan. Two other areas will be added. One area of need that is additional to the strategic plan goals was derived from a needs assessment taken from the professional staff in March 2003 and continual input from the Professional Development Committee that meets four times per year. The other area of need is from the results taken from the PSSA results and needs of Adequate Yearly Progress as required by No Child Left Behind.

The strategic plan goal of higher level thinking skills is still a major focus of the Bermudian Springs School District professional development program. All new teachers to the district are required, as part of their induction to the district and to teaching, to take the course, Dimensions of Learning. The ultimate goal will be to have all teachers in the district have and use the Dimensions of Learning in their teaching. The goal of behavior management will continue with development of the program Cooperative Discipline. This will be planned by the administration and implemented as part of the new beginning teacher induction program. The goal of technology is constantly being promoted. The current emphasis is to develop the skills for management purposes, but with the ultimate goal of having a technology literate staff that will utilize technology in their instruction. In addition, the current plan will also focus on using data to drive instruction via of information obtained from computer software programs such as Performance Tracker and 4Sight benchmark assessments.

The needs assessment taken in March 2003 indicated that the primary needs of the staff centered around principles of effective teaching. Areas of curriculum alignment, multiple intelligences, differentiated instruction and brain-based learning were the most sought after areas by the staff. The other area most identified by the staff was using computer software to support instruction.

The areas of district need as determined by PSSA results focus on problem solving in mathematics and written responses in reading. One AYP need will center around the achievement of disaggregated groups, with particular emphasis on the economically disadvantaged subgroup, the IEP subgroup, and the Hispanic/Latino subgroup. A second need of AYP is to monitor the 5th grade reading proficiency rate and provide the necessary professional development in order to boost student achievement.

The above needs will be addressed during the life of the current professional development plan by developing summer professional development courses and workshops that address the above areas. The January in-service day will be devoted to these areas by offering multiple workshop options that address the needs of the individual teacher, depending upon their level of expertise in a particular area and the area of teaching in which they are engaged.

### **Education Options**

The Professional Education Goals of infusing technology into the curriculum, providing Dimensions of Learning training, using data to drive instruction, focusing on higher order thinking skills, implementing differentiated instruction, and raising student achievement will be accomplished by employing the following methods throughout the duration of this Strategic Plan:

- \* district offered inservice days
- \* district offered summer professional development days
- \* district offered trainings through the school year
- \* distance learning courses
- \* college studies
- \* Act 48 approved hours
- \* utilizing outside providers for staff development such as Lincoln Intermediate Unit staff, Houghton Mifflin representatives, Performance Tracker trainers, 4Sight trainers, etc.
- \* providing ongoing district training by using the Train the Trainers model

### **Limited English/ESL**

The district has and will continue to provide professional development to advance the skills of teachers who work with English Language Learners (ELL). Each summer the professional development courses and workshop offerings have included and will continue to include at least one workshop/course in this area. One offering for the January series of workshops each year will involve ESL instruction for regular educators.

All professional staff members will receive continued updates on best practices and research proven strategies to assist this student population. Although the District is not part of the Lincoln Intermediate Unit ESL consortium, the District receives information and training from them.

**CPR Training**

CPR training will be offered once every three years at minimum. CPR training was last offered during the winter 2006. Offering may be included during the January Inservice workshops, during the summer professional development workshops, and/or in conjunction with Adult Education offerings.

**Gifted Education Training**

Gifted education workshops will be offered every year as part of the January workshop series where teachers and staff are able to select from a variety of workshops. The District coordinator of Gifted Education will be responsible for arranging the workshop presenter and workshop topic(s) to be offered. The teacher of Gifted Education will engage in consultation with regular education teachers about student IEPs on an annual basis.

**Professional Education Providers**

The following approved providers will provide training and development related to strategic planning priority goals, areas of assignments, areas of certification or administrative certification:

Accredited state colleges and universities (Instructor or student/completion with B or higher)

Administrative approved conferences related to area of certification which align with above professional education standards

Administrative approved district inservice days related to area of certification which align with above professional education standards

Continuing professional education courses taken for credit

District Adult Education Course (Instructor or participant)

District Approved Consultants

District Approved Research Studies

District peer instruction/coaching

Grant participants

Inservice credits

Intermediate Unit training

Local school district offerings

Local school district partnerships

Pennsylvania Department of Education Inservice Courses

Professional Organizations including, but not limited to:

AASA

Council for Exceptional Children

PAESP

PASA

PASSP

Shippensburg Study Council

Student Assistance Program (SAP) Training

\*Requests must follow district procedures and policies.

**Professional Education Action Plan**

**Goal: FOUR-YEAR GRADUATION RATE (for districts and schools that graduate seniors)**

*Description:* Graduate rate will meet or exceed a 90% threshold (NCLB requires 80% threshold).

**Strategy: Interventions**

*Description:* Provide strategies to prevent student dropouts.

Promote post-secondary education options.

*Educational Practices:* Continuous Learning Ethic, Quality Leadership

Activity	Description	Evaluation Procedure	
Implement interventions to prevent dropouts	Implement interventions to be employed aimed at decreasing student dropouts. Programs may include; advisor/advisee program, mentoring programs, career counseling, apprenticeships, diversified occupations, and exit interviews.  Provide staff with ongoing training and resources to implement interventions.	Annual evaluation of programs with charts indicating dropout trends. Information obtained from exit interviews.	
Person Responsible	Timeline for Implementation		Resources
Paul Healey	Start	7/25/2006	Finish n/a \$0.00

**Goal: MATHEMATICS**

*Description:* All students will either meet or exceed the math thresholds as defined in NCLB Act of 2001.

**Strategy: Student Progress and Proficiency**

*Description:* To continue to monitor students' progress and their proficiency levels throughout the span of the Strategic Plan.

*Educational Practices:* Quality Teaching

Activity	Description	Evaluation Procedure
Utilize PSSA Data	Utilize PSSA data to identify students who have not met the proficiency levels in Math each	Examination of PSSA data each year. Use of data by administrators and

	year. Provide teachers with ongoing training on how to analyze data, how to use new software programs, and provide data days to examine data on a regular basis.	teachers to identify students.	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>		<b>Resources</b>
Paul Healey	<b>Start</b> 7/25/2006	<b>Finish</b> n/a	\$0.00

**Goal: POSITIVE AND INCLUSIVE SCHOOL CLIMATE**

*Description:* The Bermudian Springs School District will continue to enrich and expand a positive and inclusive school climate.

**Strategy: Expand and Improve Diversity Council**

*Description:*

*Educational Practices:*

Activity	Description	Evaluation Procedure	
Promote awareness and acceptance of individual differences	The Diversity Council will take an active role in providing programs and activities at the MS/HS levels aimed at promoting awareness and acceptance of individual differences. Programs may include; classroom lessons and discussion on diversity, guest speakers, school wide programs, and parent education.	Meeting schedule of the Council(s). Record of activities implemented. Student and staff surveys.	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>		<b>Resources</b>
Paul Healey	<b>Start</b> 7/25/2006	<b>Finish</b> n/a	\$0.00

**Goal: PROFESSIONAL LEARNING COMMUNITIES**

*Description:* The District will implement Professional Learning Communities in all school buildings by the end of the 2007-08 school year.

**Strategy: A. Review of Literature**

*Description:* Administrators will research and review current literature on Professional Learning Communities.

*Educational Practices:* Quality Leadership

Activity	Description	Evaluation Procedure	
Readings and Discussions	Each administrator will be provided with a copy of the book entitled On Common Ground. Readings and discussions with the administrators will occur throughout the 06-07 school year.	Discussion meeting dates.	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>		<b>Resources</b>
William Shoemaker	<b>Start</b> 3/15/2007	<b>Finish</b> 3/15/2007	\$0.00

**Goal: READING**

*Description:* All students will either meet or exceed the Reading thresholds as defined in NCLB Act of 2001.

**Strategy: Student Progress and Proficiency**

*Description:* Continue to monitor students' progress and their proficiency levels throughout the span of the Strategic Plan.

*Educational Practices:* Quality Teaching

Activity	Description	Evaluation Procedure			
Utilize PSSA Data	Utilize PSSA data to identify students who have not met proficiency levels in reading each year.  Provide ongoing training for staff on how to analyze data, utilize new software programs, and work with others on using data to drive instruction.	Examination of PSSA data each year. Use of data by administrators and teachers to identify students.			
Person Responsible	Timeline for Implementation		Resources		
Paul Healey	Start	7/25/2006	Finish	n/a	\$0.00

**Goal: TECHNOLOGY**

*Description:* Utilize technology to improve our curriculum offerings, instruction, and to streamline our organizational processes.

**Strategy: Infuse Technology Into the Curriculum**

*Description:* The District will engage in ongoing staff development in order to equip teachers with the tools necessary to infuse technology into the curriculum.

Use of Internet, Internet2, Distance Learning, Smartboards, Hand-helds, Plato software, Compass Learning software, Blended Schools, Performance Tracker, 4Sight assessments, PVAAS, Emetric, are just a few examples of the tools that will be utilized throughout the period of this plan.

*Educational Practices:* Artful Use of Infrastructure, Continuous Learning Ethic, Quality Leadership, Quality Teaching

Activity	Description	Evaluation Procedure			
Multiple Uses of Technology for Instruction	The District will encourage multiple uses of technology for instruction. Strategies will include but not be limited to: Blended Schools, 4 Sight On-Line Benchmark Assessments, Performance Tracker, Plato software, Compass Learning software, Internet2, Smartboards, Video Streaming, Hand-helds, and Classrooms of the Future.  Professional development opportunities will continue to be offered for staff in a variety of areas related to technology.	Data collected on student usage of various software programs. Staff use of smartboards, etc. for classroom use. PSSA growth towards NCLB goals			
Person Responsible	Timeline for Implementation		Resources		
Paul Healey	Start	7/25/2006	Finish	n/a	\$0.00

**Goal: UTILIZE DATA TO DRIVE INSTRUCTION**

*Description:* The District will utilize benchmark testing, PSSA results, and other locally administered assessments in order to make informed decisions about instruction. By knowing each student's strengths and weaknesses, teachers will be able to use data to differentiate instruction for all students.

**Strategy: A. Investigate and acquire a student data warehouse system**

*Description:* The District will research and purchase a student data software program that will meet its needs. All local and state data will be programmed into the system and then extracted for teacher use.

*Educational Practices:* Artful Use of Infrastructure, Quality Leadership, Quality Teaching

Activity	Description	Evaluation Procedure			
B. Staff training on data warehousing	The District will provide ongoing training for administrators and staff on the use of the newly acquired student data warehousing program.	Record of sessions offered. Use of tool by administrators and staff.			
Person Responsible	Timeline for Implementation		Resources		
Paul Healey	Start	7/25/2006	Finish	n/a	\$0.00

**Strategy: B. Implement benchmark testing in the areas of reading and math for grades 3-11**

*Description:* The district will secure online benchmark testing in the areas for reading and math for grades 3-11. After staff development, testing will be implemented for the 06-07 school year and continue for the length of the strategic plan.

*Educational Practices:* Quality Teaching

Activity	Description	Evaluation Procedure			
Train principals, teachers and students	The district will develop a plan to train the three stakeholder groups for the implementation of the benchmark assessments starting with the 06-07 school year and continuing throughout the duration of the Strategic Plan.	Did all teachers attend training sessions? Were teachers and students able to utilize the system?			
Person Responsible	Timeline for Implementation		Resources		
Paul Healey	Start	7/25/2006	Finish	n/a	\$0.00

Activity	Description	Evaluation Procedure			
Utilize data for instruction	Teachers will utilize the benchmark assessments in reading and math to make instructional decisions for students. Our goal is assess each student in grades 3-11 in the areas of reading and math at least three times per year.  Train teachers on how to use this data to drive instruction.	Log of reports generated by teachers. Feedback from teachers about data days.			
Person Responsible	Timeline for Implementation		Resources		
Paul Healey	Start	7/25/2006	Finish	n/a	\$0.00

**Strategy: Continue to utilize curriculum-based assessments in grades 1-12**

*Description:* Assessments are presently administered in grades 1-12 in non PSSA assessed areas and we plan to continue to administer and utilize the results throughout the plan.

*Educational Practices:* Quality Teaching

Activity	Description	Evaluation Procedure
Utilize data to make instructional decisions	Provide teachers with the data to use for instructional decisions.	Teacher survey about ease of use of data and principal observation of differentiated instruction.

	Provide training opportunities and time to analyze data.		
<b>Person Responsible</b>	<b>Timeline for Implementation</b>		<b>Resources</b>
Paul Healey	<b>Start</b>	7/25/2006	<b>Finish</b> n/a \$0.00

**Annual Review Process**

On an annual basis, the Professional Development Committee will review the plan and analyze the progress toward the district priority goals. The review will include evaluation of the goals, activities, delivery system, and attainment of competencies for each activity. The plan will be revised as needed. Amendments to the plan must be recommended by the Professional Development Committee, approved by the School Board of Directors, and submitted to the Department of Education for approval.

**Criteria and Balance**

The district priority goals focus district resources to improve student achievement through the attainment of Academic Standards. This includes the standards as they apply to PSSA testing and AYP as it applies to the requirements of No Child Left Behind. Additionally, the Professional Development Action Plans focus on the pedagogy of the Dimensions of Learning instructional framework, developing the skills to strengthen the integration of technology into daily instruction, and use of Differentiated Instruction to meet varied student needs.

We believe that the content and design of our Professional Education Plan should be determined by the learning needs of our professional staff, the organizational needs of the Bermudian Springs School District and the changing state of policies and initiatives. It is our intent to continue to strike a balance between content, pedagogy and skills by assuring professional development related to the following:

- Attainment of the PA Academic Standards
- The learning needs of the school community
- Clear and concise content and skill-based competencies
- Instructional methods appropriate to content and skills
- Planning and facilitation by personnel with expertise, certification and/or experience appropriate to the subject matter taught.
- Research-based, data driven and contributions to measurable increases in student achievement
- Provision of sufficient support and resources
- Contribution to the building of learning communities who model the mission, beliefs, and goals endorsed by our Strategic Plan
- Requirement of participants' demonstration of the attainment of the competencies
- Evaluation by participants

Date Submitted to PDE \_\_\_\_\_

School Entity: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_ Zip Code: \_\_\_\_\_

Chief School Administrator: \_\_\_\_\_

Contact Person: (typed/printed) \_\_\_\_\_

Telephone: (\_\_\_\_)-\_\_\_\_\_ E-Mail Address: \_\_\_\_\_

We affirm that this professional education plan was developed in accordance with the laws, regulations and guidelines regarding professional education plans and that the plan was recommended by the Professional Education Committee and approved by the school board.

\_\_\_\_\_  
Signature  
Board Secretary

\_\_\_\_\_  
(Date)

\_\_\_\_\_  
Signature  
Board President

\_\_\_\_\_  
(Date)

\_\_\_\_\_  
Signature  
Chief School Administrator

\_\_\_\_\_  
(Date)

\_\_\_\_\_  
Signature, Chairperson  
Professional Education Committee

\_\_\_\_\_  
(Date)