

# WARREN COUNTY SCHOOL DISTRICT



## BOARD GOALS CHECKLIST 2015-2016





## GOALS CHECKLIST 2015-2016

**Goal #1: The Warren County School District will continue the long-term continuous improvement plan for academic excellence through focused efforts on:**

### 1.1 Improved staff effectiveness

- ✓ 1.1.1 Hire legal expert to provide targeted professional development in special education
- ✓ 1.1.2 Review and analyze teacher induction plan
  - WCSD's Teacher Induction Plan was reviewed, revised and is being utilized during the 2016-2017 SY. (See Attached)
- ✓ 1.1.3 Provide professional development for all employees consistent with Board Goals
  - Professional Development was provided consistent with Board Goals. (See Attached)
- 1.1.4 Recognize employee effectiveness with positive rewards

### 1.2 Improved student centered support and services

- ✓ 1.2.1 Develop teacher evaluation tools based upon teacher effectiveness
  - Implementation of PA-Etep which is an online observation/evaluation tool utilized to keep track of all components of teacher effectiveness. Included within this online tool (PA-Etep) include the following: Formal Observations; Walkthroughs; Anecdotal Notes; Student Learning Objectives (SLO's); Differentiated Supervision Models (DSM's); and the Evaluation (82-1 and 82-3).
  - The 2016-2017 Educator Effectiveness and Evaluation System (Clinical and Differentiated Supervision Plan) was designed for all educators to become with the Educator Effectiveness System. This document was shared with all building principals and assistant principals. (See Attached)
- ✓ 1.2.2 Train administrators to utilize teacher evaluation tool with consistency and fidelity
  - All Warren County School District administrators were trained on the PA-Etep System which is an online observation/evaluation tool utilized to keep track of all components of teacher effectiveness.
  - All Warren County School District administrators were provided the 2016-2017 Educator Effectiveness and Evaluation System (Clinical and Differentiated Supervision Plan). Embedded within this plan indicates the number of formal observations, walkthroughs (informal observations), and anecdotal notes required to be completed on each educator. In addition, this document also describes the Differentiated Supervision Model which is completed by those teachers not on the formal observation cycle.
- ✓ 1.2.3 Building principals present an annual report to Board summarizing student achievement / teacher evaluation
  - Annual building reports have been completed for each school for the 2015-2016 school year. Each building principal will be responsible to present to the Board at the August Committee meetings regarding student achievement within the school setting. Principals will be summarizing the school's data analysis, strengths, weaknesses, areas of improvement, goals and outcomes from the 2015-2016, as well as the goals and action plans for the upcoming 2016-2017 school year.
  - Building principals cannot present on teacher evaluation(s) per building until PVAAS Three-Year Averages and School Performance Profile (SPP) scores are released. The date(s) for release are October 6<sup>th</sup> for PVAAS Three-Year Averages and October 13<sup>th</sup> for SPP scores. Once this information is released, the principals can finish the evaluations of teachers within their buildings from the 2015-2016 school year.
- ✓ 1.2.4 Train central office administrators to utilize principal effectiveness tool with consistency and fidelity
  - Those using PA-Etep to evaluate principals have been trained and are working with building principals and assistant principals to utilize the principal effectiveness tools within PA-Etep for the 2016-2017 school year.
- 1.2.5 Central office administrators present an annual report to Board summarizing school performance / principal evaluation

- This goal has yet to be completed as Central Office Administrators are waiting for the School Performance Profile (SPP) scores to be released on October 13<sup>th</sup>. Once these scores are released teacher evaluations, as well as principal evaluations can be completed for review.
- 1.2.6 Develop a new tool to evaluate paraprofessionals

### 1.3 Improved curriculum, instruction and assessment

- 1.3.1 Evaluate implementation of additional STEM Opportunities
- ✓ 1.3.2 Prepare to implement High School Reform
  - The Warren County School District has developed a High School Reform Team with members representing various buildings across the district. Along with building principals, the team has analyzed the high school reform process and developed sixteen (16) goals and measures to implement for High School Reform. Six (6) goals are aligned with the vision of “Collaborative Leadership/Professional Learning Communities.” Six (6) goals are aligned with the vision of “Curriculum, Instruction, and Assessment” while four (4) goals are aligned with the vision of “Personalizing Your School Environment.” Each of the sixteen (16) goals has a variety of action steps in order to properly implement within each building across the district. It is to be noted that though the goals and action plans have been completed, the strategies and due dates of each goal/plan have yet to be fully developed. (See Attached.)
- ✓ 1.3.3 Align middle and high school schedules
  - There is a draft schedule completed that aligns middle and high school schedules across the Warren County School District. (See Attached.)
- ✓ 1.3.4 Implement new ELA curriculum and instructional practice
  - “Reading Eggs” Training - incorporates and manages students up to age 7 through interactive reading lessons
  - Assessment Literacy Training – includes Higher Order Thinking, Questioning, and Webs Depth of Knowledge
  - ELA Textbook Training – reviewed new curriculum and intervention materials to meet PA Core Standards
  - Small Group Instruction Training – identified practices needed to effectively and efficiently facilitate Small Group Instruction.
  - Review and Analyze Data - PSSAs, Keystone Assessments, benchmark assessments, and diagnostic assessments to inform instruction
  - Text Dependent Analysis – ability to draw evidence from text to support analysis, reflection and research.
  - PSSA and Keystone Item Writing and Hand Scoring Training
  - DIBELS (DIBELS Next, DIBEL Data Review, DIBELS Deep Training) Dynamic Indicators of Basic Early Literacy Skills
  - LETRS – (Language Essentials for Teachers of Reading and Spelling) Modules 1, 2, 3, 5 and 7
  - K/1 “Make and Take” for Instructional Strategies
  - Kindergarten Foundations Training – research validated explicit and systematic instruction for the regular education classroom. It contains phonological/phonemic awareness, phonics and spelling.
  - Data Review Meetings with a focused concentration on utilizing various forms of data to improve and guide ELA Instruction.
- ✓ 1.3.5 Improve instructional practices across all curricular areas for ALL learners
  - SmartBoard 15 Training
  - Technology Integration Training
  - Social Studies - review of new curriculum, online resources, and use of technology
  - Reading Eggs - incorporating and managing students up to age 7 through interactive reading lessons
  - Assessment Literacy Training – includes Higher Order Thinking, Questioning, and Webs Depth of Knowledge
  - Number Worlds – utilizing the new math intervention program
  - Biology - review district biology data and curriculum
  - Study Island Program/SuccessMaker Training
  - ELA Textbook Training – utilizing new curriculum and intervention materials to meet PA Core Standards



- Small Group Instruction Training – identified practices needed to effectively and efficiently facilitate Small Group Instruction.
- Data Review - PSSAs, Keystone Assessments, benchmark assessments, and diagnostic assessments to inform instruction (K-12)
- PVAAS Reporting - interpret and use PVAAS reports to guide instruction, strengths and needs
- Text Dependent Analysis – ability to draw evidence from text to support analysis, reflection and research.
- PSSA and Keystone Item Writing and Hand Scoring
- DIBELS (DIBELS Next, DIBEL Data Review, DIBELS Deep Training) Dynamic Indicators of Basic Early Literacy Skills
- LETRS – (Language Essentials for Teachers of Reading and Spelling) Modules 1, 2, 3, 5 and 7
- K/1 “Make and Take” for Instructional Strategies
- Kindergarten Foundations Training – research validated explicit and systematic instruction for the regular education classroom. It contains phonological/phonemic awareness, phonics and spelling.
- ✓ 1.3.6 Complete and report initial curriculum mapping sequence and begin revision process of completed maps
  - Curriculum Review and Mapping – ELA, Tech Ed, Science, Math, Art, Music, Social Studies, World Languages, Biology, Life Skills, Family Consumer Science, Read 180
  - Spring 2016 – ELA review of curriculum map grades K - 5
- ✓ 1.3.7 Evaluate current overall assessment plan
  - Progress made in implementing and utilizing formative, standardized, benchmark and diagnostic assessments to help inform, guide and improve instruction.
  - Secondary Mathematics and Spanish completed common assessments-final examinations
  - Aimsweb was selected to use for progress monitoring of students receiving special education services.

**Goal #2: The Warren County School District continues to implement the Master Facilities Plan including the renovation of Warren Area High School, Warren County Career Center and Youngsville High School; and regularly reviews and upgrades building systems to maintain the facilities at a level that prevents deferred maintenance and improves building security.**

**2.1 Adhere to current Master Facilities Plan**

- ✓ 2.1.1 Provide monthly updates on construction projects to the Board
- ✓ 2.1.2 Create a plan timeline to outline actions and steps necessary to keep projects on track for completion of the Master Facilities Plan
- ✓ 2.1.3 Begin to identify facility needs that will need to be addressed through future Master Facility Plan revisions/additions such as Youngsville High School and contributions to the Capital Reserve Fund

**2.2 Develop a maintenance program / continuous seven year plan**

- ✓ 2.2.1 Develop and maintain a comprehensive list of capital maintenance projects
- ✓ 2.2.2 Complete Preventative Maintenance (work order) on a regular and ongoing basis.
- ✓ 2.2.3 For projects over the bidding threshold (\$19,400) follow the prescribed design and bid process: identify architect, develop bid specifications, advertise project, bid opening, hire board approved contractors.

| Continue Warren Area High School Renovation  | Continue planning for Warren County Career Center Renovation  | Begin planning for Youngsville High School Renovation   |
|--|---|---|
| <ul style="list-style-type: none"> <li>✓ Engage an Educational Specifications writer</li> <li>✓ Develop Educational Specifications</li> <li>✓ Contract an Architect</li> <li>✓ Identify funding source options</li> <li>✓ Examine possible scenarios</li> <li>✓ Identify &amp; select options</li> <li>✓ Develop funding plan</li> </ul> | <ul style="list-style-type: none"> <li>✓ Engage an Educational Specifications writer</li> <li>✓ Develop Educational Specifications</li> <li><input type="checkbox"/> Contract an Architect</li> <li><input type="checkbox"/> Identify funding source options</li> <li><input type="checkbox"/> Examine possible scenarios</li> <li><input type="checkbox"/> Identify &amp; select options</li> <li><input type="checkbox"/> Develop funding plan</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Engage an Educational Specifications writer</li> <li><input type="checkbox"/> Develop Educational Specifications</li> <li><input type="checkbox"/> Contract an Architect</li> <li><input type="checkbox"/> Identify funding source options</li> <li><input type="checkbox"/> Examine possible scenarios</li> <li><input type="checkbox"/> Identify &amp; select options</li> <li><input type="checkbox"/> Develop funding plan</li> </ul> |

|  |   |   |
|--|---|---|
| <input checked="" type="checkbox"/> Complete and submit PlanCon A to PDE<br><input checked="" type="checkbox"/> Complete and submit PlanCon B to PDE<br><input checked="" type="checkbox"/> Complete and submit PlanCon D to PDE<br><input checked="" type="checkbox"/> Complete and submit PlanCon E to PDE<br><input checked="" type="checkbox"/> Complete and submit PlanCon F to PDE for Phase I<br><input checked="" type="checkbox"/> Complete and Submit PlanCon F – to PDE for Phase II<br><input checked="" type="checkbox"/> Complete and Submit PlanCon G to PDE<br><input type="checkbox"/> Commence Construction – Phase II<br><input type="checkbox"/> Complete and Submit PlanCon H to PDE<br><input type="checkbox"/> Complete and Submit PlanCon I to PDE<br><input type="checkbox"/> Complete and Submit PlanCon I to PDE<br><input type="checkbox"/> Complete and Submit PlanCon J to PDE | <input checked="" type="checkbox"/> Complete and submit PlanCon A to PDE (last project under PlanCon)<br><input type="checkbox"/> Complete and submit PlanCon B to PDE<br><input type="checkbox"/> Complete and submit PlanCon D to PDE<br><input type="checkbox"/> Complete and submit PlanCon E to PDE<br><input type="checkbox"/> Complete and submit PlanCon F to PDE for Phase I<br><input type="checkbox"/> Commence Construction<br><input type="checkbox"/> Complete and Submit PlanCon F – to PDE for Phase II<br><input type="checkbox"/> Complete and Submit PlanCon G to PDE<br><input type="checkbox"/> Commence Construction – Phase II<br><input type="checkbox"/> Complete and Submit PlanCon H to PDE<br><input type="checkbox"/> Complete and Submit PlanCon I to PDE<br><input type="checkbox"/> Complete and Submit PlanCon I to PDE<br><input type="checkbox"/> Complete and Submit PlanCon J to PDE | <input type="checkbox"/> Complete and submit PlanCon A to PDE<br><input type="checkbox"/> Complete and submit PlanCon B to PDE<br><input type="checkbox"/> Complete and submit PlanCon D to PDE<br><input type="checkbox"/> Complete and submit PlanCon E to PDE<br><input type="checkbox"/> Complete and submit PlanCon F to PDE for Phase I<br><input type="checkbox"/> Commence Construction<br><input type="checkbox"/> Complete and Submit PlanCon F – to PDE for Phase II<br><input type="checkbox"/> Complete and Submit PlanCon G to PDE<br><input type="checkbox"/> Commence Construction – Phase II<br><input type="checkbox"/> Complete and Submit PlanCon H to PDE<br><input type="checkbox"/> Complete and Submit PlanCon I to PDE<br><input type="checkbox"/> Complete and Submit PlanCon I to PDE<br><input type="checkbox"/> Complete and Submit PlanCon J to PDE |
|--|---|---|

**Goal #3: The Warren County School District will work to maintain consistency in staffing, leadership, and governance while actively promoting district purpose.**

**3.1 Eliminate barriers to consistent staffing**

- ☐ 3.1.1 Evaluate and maintain effectiveness of administrative staffing plan (in progress)
- ☐ 3.1.2 Follow hiring procedures with consistency and align with contracts and agreements (in progress)
- ☐ 3.1.3 Develop and implement unique need selection and recommendation process
- ☐ 3.1.4 Provide purposeful professional development to foster growth of all employees – special education – (continuous)
- ☐ 3.1.5 Provide purposeful professional development to foster growth of all employees – compliance (continuous)
- ☒ 3.1.6 Maintain Annual Goal Setting for 2015-2016
- ☒ 3.1.7 Maintain Annual Goal Setting for 2016-2017 (preparing for July meeting)

**3.2 Eliminate barriers to consistent leadership and governance**

- ☐ 3.2.1 Establish a policy review protocol
- ☐ 3.2.2 Implement policy review protocol
- ☐ 3.2.3 Provide legal training for administrators and /or Board – personnel – (June 2016)
- ☐ 3.2.4 Provide legal training for administrators and /or Board – compliance – (June 2016)
- ☐ 3.2.5 Provide legal training for administrators and /or Board – special education – (June 2016)
- ☐ 3.2.6 Provide legal training for administrators – policy implementation – (June 2016)

**3.3 District leaders will seek opportunities to advocate for the WCSD on the local and state levels**

- ☐ 3.3.1 Proactive Board communication
- ☐ 3.3.2 Proactive advocacy with legislators (continuing)
- ☐ 3.3.3 Strategic membership of Board members and administrators in professional organizations (in progress)

**Goal #4: The Warren County School District will develop a fiscal plan to 1) address the need for increasing non-traditional revenues and maximizing income from traditional sources, 2) continue to control spending, and 3) present a long-term financial plan to address the concerns of the Board of Directors regarding curricular and technology needs, professional development, staffing, declining revenues from the local tax bases and school funding from the State.**

**4.1 Continue to develop long range fiscal planning**

- ✓ 4.1.1 Review/refine purchasing process with new system (Fin Plus Upgrade done/ongoing)
- ✓ 4.1.2 Continue to refine process, control spending, evaluate long-term plan
- 4.1.3 Inquire with commissioners as to status of Reassessment (new commissioners – have not discussed)
- ✓ 4.1.4 Communicate with legislators on what the funding formula means to WCSD (ongoing)
- 4.1.5 Quarterly meetings with legislators for increased communication
- ✓ 4.1.6 Review insurance needs for facilities (ongoing)
- 4.1.7 Review insurance needs and plan for OGM (willing to insure/not started)

**4.2 Continue to develop long range technology planning**

- ✓ 4.2.1 Evaluate continued use of Gaggie (migration to Office 365 approved)
- ✓ 4.2.2 Increase technology proficiency of employees (PD – ongoing)
- ✓ 4.2.3 Establish a hardware/equipment replacement cycle via five year plan
- ✓ 4.2.4 Establish a software replacement cycle via five year plan
- ✓ 4.2.5 Establish a network/infrastructure replacement cycle via five year plan
- ✓ 4.2.6 Continue to implement bring your own device (ongoing)
- 4.2.7 Continue to implement electronic textbooks (started work)

**4.3 Develop long range grant planning**

- ✓ 4.3.1 Initiate communication with IU5 to collaborate about grant opportunities (ongoing – IU has established page on its website)
- ✓ 4.3.2 Evaluate current grant awards and establish a new set of procedures regarding grant processes, particularly tracking (in progress – software has been purchased to aid in process) (will provide spreadsheets)
- ✓ 4.3.3 Research options for community foundation development (Matt has met with Amy & the community Foundation – in progress)

## **Attachments**

### **Board Goals**

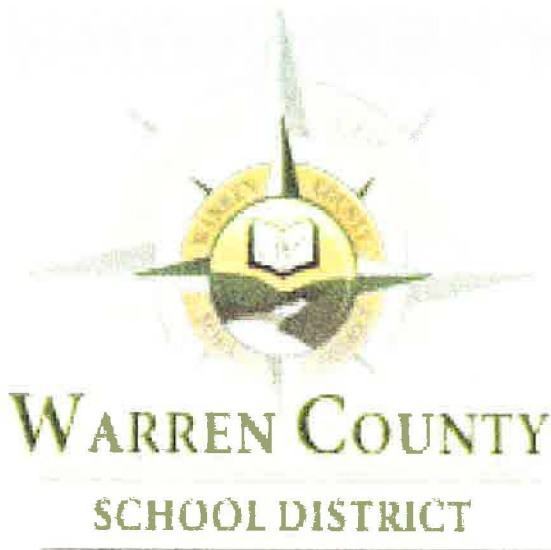
|                             |  |
|-----------------------------|--|
| (Goal 1.1.2) Attachment #1: | Educator Induction Plan                  |
| (Goal 1.1.3) Attachment #2: | Professional Development Plan            |
| (Goal 1.2.1) Attachment #3: | Educator Effectiveness Evaluation System |
| (Goal 1.3.2) Attachment #4: | WCSD High School Reform Plan             |
| (Goal 1.3.3) Attachment #5: | Draft Seven-Period Day Schedule(s)       |



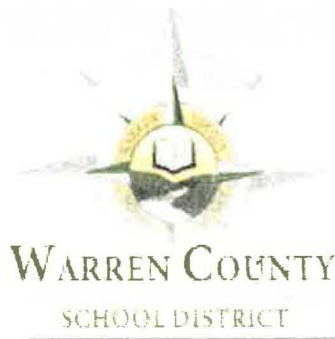
# Warren County School District

## Educator Induction Plan

### “The Steps to Educator Effectiveness”



## Warren County School District



Warren County is proud to offer a comprehensive induction program designed for first-year teachers, long-term substitutes and for newly hired education specialists. "The Steps to Educator Effectiveness" Induction Program is designed to expand the repertoire of effective classroom strategies, support their transition into the education profession, and retain outstanding educators in our district.

The induction program is collaborative and provides distinct support components for newly hired professionals to develop positive, successful, educational environments for students.

### **Needs Assessment**

The District Induction Team, working in collaboration with administrators, teacher leaders and various individuals responsible for district initiatives, conducted multiple assessments of our new teachers' professional development needs. Data collection is conducted through surveys, focus groups, program audits, curriculum and instructional program audits, analysis of student performance indicators and informal observations. The needs assessment process is an ongoing process. The following is a list of stakeholders, individuals, and groups that participated in the data collection process.

### **TEACHER INDUCTION PARTICIPANTS**

| NAME                  | JOB TITLE                                 | SELECTED BY          |
|-----------------------|---|----------------------|
| Tina Zigler           | Nurse                                     | Union President      |
| Phil Heubach          | Science Instructor                        | Union President      |
| Caroline Badger-Hayes | Elementary Instructor                     | Selected by teachers |
| Rhonda Thompson       | Elementary Instructor                     | Selected by teachers |
| Pamela Nasman         | Instructional Coach                       | Selected by teachers |
| Rebecca Downey        | Elementary Instructor- First year teacher | Selected by teachers |
| Rhonda Decker         | Elementary Supervisor                     | Superintendent       |

## **Mission Statement**

The Mission of the Warren County School District is to educationally empower all students to think critically and solve problems through a rigorous curriculum that will provide them with the skills necessary to graduate and pursue a career of their interest.

## **Vision Statement**

The vision for the future of the Warren County School District is based on what can be accomplished by our community working collaboratively toward a common goal of educational excellence.

We see a district deeply interwoven with the latest educational practices and technological capabilities that prepares its students to fully participate and compete in the global economy.

We envision a diverse and challenging curriculum, presented in a vigorous fashion by a qualified and motivated staff dedicated to encouraging all students to reach their potential.

The District will foster an environment that prepares young people to excel not only in their academic and co-curricular pursuits, but also in their efforts to become productive members of society.

We visualize an atmosphere that motivates students to continue their pursuit of education after they graduate, and instills in them the desire to expand their knowledge every day.

The Warren County School District will dedicate itself to a course of action that brings this vision to life and creates a legacy of pride for all members of our community.

## **Goals**

The overarching goal of the educator induction program is to provide support for new educators to ensure an orderly and successful experience during the first year of employment. The intent of this plan is to assist employees to understand and fulfill their role in accomplishing the district's mission, goals, and student learning outcomes. The induction program is completed in year one with additional support being offered for years two and three.

The Warren County School District Induction Program will:

- Provide educators with an overview of professional practice within the context of the Danielson Framework for Teaching
- Provide new educators with basic information and knowledge about the school, school district and resident students in order to increase their effectiveness in fulfilling their duties
- Provide specific training in the Standards Aligned System, data informed decision making, curriculum, lesson planning, teaching strategies, classroom management, resiliency, and effective interaction with students
- Provide new educators with staff development experiences to achieve a successful transition into the district's educational program
- Provide experience, professional insights, and encouragement to achieve success as new employees
- Provide resources applicable to district initiatives and expectations

## **Competencies**

- To demonstrate an understanding of district teaching practices/programs
- To demonstrate an understanding of building and district policies and procedures
- To demonstrate an understanding of student needs and how to develop programs and approaches to meet those needs
- To develop a working knowledge of the Standards Aligned System and how to utilize resources of PDE's SAS web portal as a tool to develop lesson plans, locate appropriate materials and resources, deliver instruction, construct assessments and support struggling students
- To understand how to teach diverse learners in a least restrictive environment

## **Mentor Selection**

Principals will work with their staff to select mentors.

### **Preferred Criteria:**

- Holds a Level II certificate
- Similar certification and assignment
- Outstanding work performance
- Models continuous learning and reflection
- Knowledge of district/school policies, procedures and resources



- Ability to work with students and other adults
- Willingness to accept additional responsibility
- Mentor training or previous experience
- Compatible schedules so the mentor and inductee can meet regularly
- Training in use and application of the Standards Aligned System
- Understanding the Levels of Blooms Taxonomy and Webb's Depth of Knowledge
- Understanding the concept of promoting further inquiry by asking open-ended questions and utilizing open-ended tasks
- Differentiated learning that supports higher order thinking skills and the development of metacognitive skills
- Developing good assessments that are based on standards and eligible content
- Data analysis training (e.g., Pennsylvania Value Added Assessment System (PVAAS))
- Ability to write Student Learning Objectives in accordance with Act 82 of 2012 (22 Pa. Code §19.1)
- Project a professional image
- Is well respected by peers
- Is positive in their approach to fulfilling the responsibilities of teaching
- Demonstrates the ability to effectively communicate with peers, students, and parents
- Is willing to share and support

#### **Preferred Skills:**

##### **Interpersonal Relationships**

- Listens effectively
- Evokes questions
- Is accepting of others

##### **Professional Competencies**

- Models/demonstrates effective teaching techniques
- Articulates pedagogues clearly
- Exemplifies professional conduct and attitude

##### **Teamwork and Cooperation**

- Manages conflict and tension
- Is adept at scheduling time to help others

#### **Responsibilities:**

##### **Instructional support**

- Classroom management
- Standards-based instructional planning and implementation
- Standards-aligned teaching strategies

- Differentiated instruction and supports for struggling students
- Observation and conferencing with the beginning teacher
- Instruction for diverse learners in inclusive settings, including ELLs and students with IEPs
- Data-informed decision making

#### **Professional support**

- Information about school policies and procedures
- Student formative and summative assessments and evaluation
- Educator Effectiveness in accordance with Act 82 of 2012 (22 Pa. Code §19.1)
- Information about quality professional development opportunities

#### **Personal support**

- Introductions to other faculty and administrators
- Personal encouragement within the context of a confidential relationship
- Liaison to referral to other key people and resources

### **Inductee Responsibilities**

Inductee responsibilities should include attending all orientation activities, seeking help when needed, observing experienced teachers/specialists, meeting regularly with their mentors, meeting with other inductees and the Instructional Coaching Team to discuss experiences monthly, and evaluating the program.

#### **Expectations:**

- Actively participate in mentoring activities and relationships
- Seek out help from colleagues
- Accept and act upon constructive feedback through open communication with the mentor
- Schedule observation of experienced teachers at work
- Schedule classroom observation by the mentor
- Maintain and submit accurate records of induction activities (e.g., observations, training sessions, conferences) in order to be awarded an Induction Completion Letter
- Maintain a confidential relationship with the assigned mentor

Each inductee will be required to participate in a one day orientation. District policies, procedures and routines will be outlined and discussed. Mentors will meet with their inductee(s) monthly. The Instructional Coaching Team will conduct monthly professional development meetings. Each meeting will focus on the Danielson Framework, the four domains, and each component. State and district initiatives and requirements will be addressed.

## **Topics Addressed During One Day Orientation:**

### **District Level**

- Professionalism
- Policies
- Programs
- Forms and Services
- Rights and Responsibilities (WCEA contract)
- Professional Development/Act 48
- Grading policy
- District calendar
- Substitute procedures
- Photo identification badges
- Identify community resources
- School closings and delays
- Technology
- Central Administration Office
- School Safety Plan
- Building maintenance
- State and local assessments
- Educator Effectiveness Management System

### **Monthly Topics to be Addressed By Mentor:**

- Share contact information with inductee
- Tour the building (This should include resource rooms and professional libraries)
- Explanation of room maintenance
- Identify new teacher's concerns and address them
- Show him/her how to collect materials they need
- Explanation of procedures for receiving general supplies
- Show agenda book procedures if applicable
- Opening day and first week procedures
- "Trade Spaces" – go into each other's rooms and discuss room arrangement
- Introduce the new teacher to faculty and staff

## **Topics Addressed By Instructional Coaching Team During Monthly Professional Development Activities:**

### **Domain 1: Planning and Preparation**

#### **Component 1a: Demonstrating Knowledge of Content and Pedagogy**

- Curriculum mapping

#### **Component 1b: Demonstrating Knowledge of Students**

- Regular and identified student needs (IEP and SDI)

#### **Component 1c: Setting Instructional Outcomes**

- Cross-curricular, diverse learning objectives that meet the needs of all students

#### **Component 1d: Demonstrating Knowledge of Resources**

- Resources for classroom and student use

#### **Component 1e: Designing Coherent Instruction**

- Diary mapping

#### **Component 1f: Designing Student Assessments**

- Four types of assessments

### **Domain 2: Classroom Environment**

#### **Component 2a: Creating an Environment of Respect and Rapport**

- Professionalism and building rapport

#### **Component 2b: Establishing a Culture for Learning**

- Setting high expectations

#### **Component 2c: Managing Classroom Procedures**

- Establishing procedures and routines

#### **Component 2d: Managing Student Behavior**

- Responding to disruption and following district policy

#### **Component 2e: Organizing Physical Space**

- Arrangement of classroom



### **Domain 3: Instruction**

#### **Component 3a: Communicating With Students**

- Clear oral and written learning objectives

#### **Component 3b: Using Questioning and Discussion Techniques**

- Instructional strategies

#### **Component 3c: Engaging Students in Learning**

- Engagement strategies

#### **Component 3d: Using Assessment in Instruction**

- Monitoring student learning and providing effective feedback

#### **Component 3e: Demonstrating Flexibility and Responsiveness**

- Identifying and responding to student needs

### **Domain 4: Professional Responsibilities**

#### **Component 4a: Reflecting on Teaching**

- Redesigning lessons

#### **Component 4b: Maintaining Accurate Records**

- Grading and progress monitoring

#### **Component 4c: Communicating with Families**

- Conferences, electronic communication, preparing for open house

#### **Component 4d: Participating in a Professional Community**

- Faculty meetings and professional development opportunities

#### **Component 4e: Growing and Developing Professionally**

- ACT 48 and TIMS

#### **Component 4f: Showing Professionalism**

- Code of Professional Practice and Conduct for Educators (22 Pa. Code 23.5)
- Service to students, advocacy, district policies

## **Evaluating and Monitoring**

Planning is an ongoing process and includes evaluation and refinement to the program. Based on continual communication between the mentor, building principal, and the induction team, additional components may be identified to address particular needs of the inductee. Ultimately, all evaluation revolves around the effectiveness of promoting professional growth in the inductee.

Data collection on the educator induction program design, implementation, and outcomes will include:

**Survey of participants** – new teachers, mentors, principals, and other members of the Educator Induction Committee – to determine levels of satisfaction and to understand the strengths and weakness of the program

Possible Survey Questions:

- Did the committee function properly? Were there any problems in performing the duties?
- Are any revisions of the plan necessary based on the final program evaluation?
- Were there any problems securing effective mentors?
- What were the strengths of the program?
- What were the weaknesses of the program?

## **Interviews and Observations**

### **Monthly Mentor/Inductee Meeting Log**

Records will be kept of survey results, feedback from monthly meetings, and interview responses to assist in evaluating the effectiveness of the inductee program.

The results of program evaluation, the implications of new knowledge about teaching and learning, and the identified strengths and needs of new teachers form the basis for adjustments and improvements in program design for future years.

## Inductee/Mentor Record of Activities

| Date         | Activity                                     | Comments | Initials of Inductee & Mentor |
|--------------|--|----------|-------------------------------|
| <b>Sept.</b> | Introduce to faculty and staff               |          |                               |
|              | School Procedures                            |          |                               |
|              | Classroom discipline                         |          |                               |
|              | Classroom setup                              |          |                               |
|              | Sub Folder                                   |          |                               |
|              | Emergency Plan                               |          |                               |
|              | Educator Effectiveness/SLO/DS                |          |                               |
|              | Professional appearance                      |          |                               |
|              | Student record keeping                       |          |                               |
|              | B Files                                      |          |                               |
|              | Role with Special Ed. students               |          |                               |
|              | Curriculum Connector                         |          |                               |
|              | Performance Plus                             |          |                               |
|              | Assessments for the month                    |          |                               |
|              | School activities for the month              |          |                               |
|              | Set up schedule for inductee/mentor meetings |          |                               |
| <b>Oct.</b>  | Assessments (District)                       |          |                               |
|              | Educator Effectiveness                       |          |                               |
|              | Parent/Teacher Conferences                   |          |                               |
|              | Communication with Parents                   |          |                               |
|              | School activities for the month              |          |                               |
|              | Prof. Dev. Days                              |          |                               |
| <b>Nov.</b>  | Parent Teacher Conferences                   |          |                               |
|              | Review classroom discipline                  |          |                               |
|              | School activities for the month              |          |                               |
| <b>Dec.</b>  | Educator Effectiveness                       |          |                               |
|              | Teaching strategies                          |          |                               |
|              | School activities for the month              |          |                               |
| <b>Jan.</b>  | Educator Effectiveness                       |          |                               |
|              | Mid-year review                              |          |                               |
|              | End of semester responsibilities             |          |                               |
|              | Prof. Dev./ work day                         |          |                               |
|              | PSSAs/Keystones                              |          |                               |
|              | School activities for the month              |          |                               |

| Date         | Activity                          | Comments | Initials of Inductee & Mentor |
|--------------|-----------------------------------|----------|-------------------------------|
| <b>Feb.</b>  | Educator Effectiveness            |          |                               |
|              | Prepping for PSSAs/Keystones      |          |                               |
|              | School activities for the month   |          |                               |
| <b>March</b> | Teacher Effectiveness             |          |                               |
|              | PSSAs/Keystones                   |          |                               |
|              | School activities for the month   |          |                               |
| <b>April</b> | Educator Effectiveness            |          |                               |
|              | School activities for the month   |          |                               |
| <b>May</b>   | Educator Effectiveness            |          |                               |
|              | End of year procedures (district) |          |                               |
|              | End of year procedures (building) |          |                               |
|              | School activities for the month   |          |                               |
|              | Finals                            |          |                               |
|              | Survey/Observations/interviews    |          |                               |
|              | Closing up your room              |          |                               |
|              | End of the year responsibilities  |          |                               |



Warren County School District

Educator Induction Plan



**Certificate of Participation and Completion**

We, the undersigned, agree that

\_\_\_\_\_

has completed all requirements of the Induction Program for the First Year/New Teachers/Professional Staff in the Warren County School District.

\_\_\_\_\_

Inductee Signature

\_\_\_\_\_

Date

\_\_\_\_\_

Mentor Signature

\_\_\_\_\_

Building Principal

\_\_\_\_\_

Superintendent

# *Warren County School District*

6820 Market Street

Russell, Pennsylvania 16345

Phone: 814-723-6900 Fax: 814-726-1060

---

## **Educator Induction Plan Inductee Documentation**

During the \_\_\_\_\_ school year, I participated in the Warren County School District Staff Development Program for newly hired certified employees.

The monthly mentoring meetings covered a wide range of topics that included teaching methods, strategies, district policy, building routines, community interest, special education laws and student rights and responsibilities.

I understand that district documentation of my participation will fulfill the requirements of Chapter 49, Title 22 of the Pennsylvania School Code. Such documentation will become part of my permanent personnel file.

\_\_\_\_\_  
Inductee Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Mentor Signature

\_\_\_\_\_  
Building Principal

\_\_\_\_\_  
Superintendent

*1 copy to HR Office*

*1 copy Building File*

# *Warren County School District*

## **Mentor Teacher Agreement**

The Warren County School District desires to assist the inductee with a smooth transition into his/her professional career. The program will be supportive and instructive in nature. The District, through the professional development program and an inductee manual, will present a planned, organized orientation program to the new employees, remembering that the key aspect is the meaningful dialogue among individuals.

Mentor's Name: \_\_\_\_\_ Date of Assignment: \_\_\_\_\_

Inductee's Name: \_\_\_\_\_ Grade/Subject: \_\_\_\_\_

School: \_\_\_\_\_ School Year: \_\_\_\_\_

Principal: \_\_\_\_\_

---

I, \_\_\_\_\_ agree to professionally help the inductee assigned to me with all aspects of a professional position. Assistance will be given in helping the inductee in relationships with all his/her peers and supervisors. I will provide the inductee with the opportunity to participate in the evaluation of the Inductee Program.

I realize that I will receive a \$\_\_\_\_\_ stipend (\$\_\_\_\_\_ stipend for half a year) in May if I have completed my mentor responsibilities. There are two mentor days available in this program. Recommendation is peer observation and/peer conferencing by mentor and/or inductee. These days can be used as a mentor inductee team with other professionals. Building principal or inductee coordinator will assist in determining use of available days.

\_\_\_\_\_  
Mentor Signature

\_\_\_\_\_  
Date

# **PDE 426 Information**

## **And**

### **Supporting Evidence Documents**

Inductees must complete six successful PDE 426 Evaluations. Inductees must prepare a professional portfolio using Charlotte Danielson's model. This section is intended to help the inductees have the proper sources of evidence for their PDE 426 and professional portfolio.

\*Use the SAS portal for information on Teacher Effectiveness.

|    | <b>CourseName</b>   | <b>StartDate</b> | <b>Hours</b> |
|----|---|------------------|--------------|
| 1  | WCSD - McGraw Hill Language Arts Training for WAEC and SAES 3-5th grade 6.11.15 | 6/11/2015        | 3            |
| 2  | WCSD - McGraw Hill Language Arts Training for EES and YEMS 3-5th grade 6.11.15  | 6/11/2015        | 3            |
| 3  | WCSD - Smartboard 101 for 3rd-5th grade 6.11.15                                 | 6/11/2015        | 3            |
| 4  | WCSD - Smartboard 102 for 3rd-5th grade 6.11.15                                 | 6/11/2015        | 3            |
| 5  | WCSD - Smartboard 101 for K-2nd grade 6.11.15                                   | 6/11/2015        | 3            |
| 6  | WCSD - Smartboard 102 for K-2nd Grade 6.11.15                                   | 6/11/2015        | 3            |
| 7  | WCSD - McGraw Hill Language Arts Training for WAEC and SAES K-2nd Grade 6.11.15 | 6/11/2015        | 3            |
| 8  | WCSD - McGraw Hill Language Arts Training for EES and YEMS K-2nd Grade 6.11.15  | 6/11/2015        | 3            |
| 9  | WCSD - Comprehensive Plan 6.11.15   | 6/11/2015        | 3            |
| 10 | WCSD - Comprehensive Plan 6.11.15   | 6/11/2015        | 3            |
| 11 | WCSD - Comprehensive Plan 6.11.15   | 6/11/2015        | 3            |
| 12 | WCSD - Comprehensive Plan 6.11.15   | 6/11/2015        | 3            |
| 13 | WCSD - Comprehensive Plan 6.11.15   | 6/11/2015        | 3            |
| 14 | WCSD - Comprehensive Plan 6.11.15   | 6/11/2015        | 3            |
| 15 | WCSD - High School Reform 6.11.15   | 6/11/2015        | 3            |
| 16 | WCSD - High School Reform 6.11.15   | 6/11/2015        | 3            |
| 17 | WCSD - High School Reform 6.11.15   | 6/11/2015        | 3            |
| 18 | WCSD - High School Reform 6.11.15   | 6/11/2015        | 3            |
| 19 | WCSD - High School Reform 6.11.15   | 6/11/2015        | 3            |
| 20 | WCSD - McGraw Hill Social Studies Curriculum Training 6.11.15                   | 6/11/2015        | 3            |
| 21 | WCSD - Teaching Evaluation for SLPs 6.11.15                                     | 6/11/2015        | 6            |
| 22 | WCSD - Safe Foods Certification Training 6.11.15                                | 6/11/2015        | 6            |
| 23 | WCSD - Data Review / Action Plans on NOCTI Exam 6.11.15                         | 6/11/2015        | 6            |
| 24 | WCSD - FBA development / Achievement Gap Seminar 6.11.15                        | 6/11/2015        | 6            |
| 25 | WCSD - Chemistry Plan / Procedure 6.11.15                                       | 6/11/2015        | 6            |
| 26 | WCSD - Elementary School Level Comprehensive Planning 6.11.15                   | 6/11/2015        | 3            |
| 27 | WCSD - Elementary School Level Comprehensive Planning 6.11.15                   | 6/11/2015        | 3            |
| 28 | WCSD - Small Group Instruction 6.16.15  | 6/16/2015        | 6            |
| 29 | WCSD - PA CORE Standards & Learning Progressions 6.23.15                        | 6/23/2015        | 6            |
| 30 | WCSD - Assessment Literacy 6.24.15  | 6/24/2015        | 6            |
| 31 | WCSD - Helping Children deal with their Angry Feelings 6.25.15                  | 6/25/2015        | 3            |
| 32 | WCSD - STEM/STEAM - methods for teaching younger children 6.25.15               | 6/25/2015        | 3            |
| 33 | WCSD - Close Reading & Text-Dependent Analysis Questions 6.25.15                | 6/25/2015        | 6            |
| 34 | WCSD - 2015 21st Century Community Learning Centers Summer Institute            | 7/27/2015        | 16.5         |
| 35 | WCSD - PA CORE Standards & Learning Progressions 7.28.15                        | 7/28/2015        | 6            |
| 36 | WCSD - Penn College NOW EET125 8.11.15  | 8/11/2015        | 5            |
| 37 | WCSD - Life Skills Curriculum Development Aug/Sep 2015                          | 8/17/2015        | 2            |
| 38 | WCSD - Wonders Online Implementation Program 8.18.15                            | 8/18/2015        | 2            |
| 39 | WCSD - K-1 Report Card & Assessment Revisions 8.21.15                           | 8/21/2015        | 4.5          |
| 40 | WCSD - K-1 Report Card & Assessment Revisions 8.21.15                           | 8/21/2015        | 3.5          |
| 41 | WCSD - HANDLE WITH CARE 8.24.15   | 8/24/2015        | 6            |
| 42 | WCSD - New Teacher Orientation 2015-2016  | 8/25/2015        | 3.5          |
| 43 | WCSD - NOCTI Data - Teacher Effectiveness 8.27.15                               | 8/27/2015        | 6            |
| 44 | WCSD - Handle With Care 8.27.15   | 8/27/2015        | 6            |
| 45 | WCSD - Student Social & Health Issues 8.27.15                                   | 8/27/2015        | 3            |
| 46 | WCSD - Student Social & Health Issues 8.27.15                                   | 8/27/2015        | 3            |
| 47 | WCSD - School Wide Positive Behavior Intervention & Supports 8.27.15            | 8/27/2015        | 3            |
| 48 | WCSD - Virtual Academy 101 8.27.15  | 8/27/2015        | 3            |

|    |   |           |     |
|----|---|-----------|-----|
| 49 | WCSD - Gaggle Training with Jennifer Dilks 8.27.15                                      | 8/27/2015 | 6   |
| 50 | WCSD - Gaggle Training with Jennifer Dilks 8.27.15                                      | 8/27/2015 | 3   |
| 51 | WCSD - Gaggle Training with Jennifer Dilks 8.27.15                                      | 8/27/2015 | 3   |
| 52 | WCSD - Gaggle Training with Amber Aplington-Johnson 8.27.15                             | 8/27/2015 | 3   |
| 53 | WCSD - Gaggle Training with Amber Aplington-Johnson 8.27.15                             | 8/27/2015 | 3   |
| 54 | WCSD - Small Group Instruction 8.27.15  | 8/27/2015 | 3   |
| 55 | WCSD - Virtual Academy 201  | 8/27/2015 | 3   |
| 56 | WCSD - Assessment Literacy  | 8/27/2015 | 3   |
| 57 | WCSD - eSchool, Teachscape, SLOs for Basic Level Users                                  | 8/27/2015 | 3   |
| 58 | WCSD - eSchool, Teachscape, SLOs for Basic Level Users                                  | 8/27/2015 | 3   |
| 59 | WCSD - eSchool, Teachscape, SLOs for Advanced Level Users                               | 8/27/2015 | 3   |
| 60 | WCSD - eSchool, Teachscape, SLOs for Advanced Level Users                               | 8/27/2015 | 3   |
| 61 | WCSD - Beginning SMART Notebook 15  | 8/27/2015 | 3   |
| 62 | WCSD - Beginning SMART Notebook 15  | 8/27/2015 | 3   |
| 63 | WCSD - Intermediate SMART Notebook 15 PART ONE 8.27.15                                  | 8/27/2015 | 3   |
| 64 | WCSD - Intermediate SMART Notebook 15 PART ONE 8.27.15                                  | 8/27/2015 | 3   |
| 65 | WCSD - Reading Eggs 8.27.15   | 8/27/2015 | 3   |
| 66 | WCSD - Reading Eggs 8.27.15   | 8/27/2015 | 3   |
| 67 | WCSD - Social Studies McGraw-Hill Grades 4 & 5  | 8/27/2015 | 3   |
| 68 | WCSD - Number Worlds 8.27.15  | 8/27/2015 | 3   |
| 69 | WCSD - 339 Audit Training 8.28.15   | 8/28/2015 | 6   |
| 70 | WCSD - Beginning SMART Notebook 15  | 8/28/2015 | 3   |
| 71 | WCSD - Biology Curriculum Review 8.28.15  | 8/28/2015 | 3   |
| 72 | WCSD - Child Abuse Training 8.28.15   | 8/28/2015 | 3   |
| 73 | WCSD - Psychological Assessments 8.28.15  | 8/28/2015 | 3   |
| 74 | WCSD - Accessing Logging and SLP Procedures   | 8/28/2015 | 3   |
| 75 | WCSD - School Wide Positive Behavior Support 8.28.15                                    | 8/28/2015 | 3   |
| 76 | WCSD - Assessment Literacy  | 8/28/2015 | 3   |
| 77 | WCSD - ELA Textbook Training FIRST Grade 8.28.15  | 8/28/2015 | 3   |
| 78 | WCSD - ELA Textbook Training SECOND Grade 8.28.15                                       | 8/28/2015 | 3   |
| 79 | WCSD - ELA Textbook Training THIRD Grade 8.28.15  | 8/28/2015 | 3   |
| 80 | WCSD - ELA Textbook Training FOURTH Grade 8.28.15                                       | 8/28/2015 | 3   |
| 81 | WCSD - ELA Textbook Training FIFTH Grade 8.28.15  | 8/28/2015 | 3   |
| 82 | WCSD - ELA Textbook Training KINDERGARTEN 8.28.15                                       | 8/28/2015 | 3   |
| 83 | WCSD - eSchool, Teachscape, SLOs for Advanced Level Users                               | 8/28/2015 | 3   |
| 84 | WCSD - eSchool, Teachscape, SLOs for Basic Level Users                                  | 8/28/2015 | 3   |
| 85 | WCSD - Intermediate SMART Notebook 15 PART TWO 8.28.15                                  | 8/28/2015 | 3   |
| 86 | WCSD - Study Island 8.28.15   | 8/28/2015 | 3   |
| 87 | WCSD - Virtual Academy 201  | 8/28/2015 | 3   |
| 88 | WCSD - Gifted Casemanagement 101  | 8/28/2015 | 3   |
| 89 | WCSD - KEYNOTE SPEAKER Meaningful Participation in Special Education: Your Role 8.28.15 | 8/28/2015 | 3   |
| 90 | WCSD - Writing Effective & Legally defensible IEPs : Core Requirements 8.28.15          | 8/28/2015 | 3   |
| 91 | WCSD - Professional Development Day for Pope 8.28.15                                    | 8/28/2015 | 6   |
| 92 | WCSD - Professional Development Days 2015-2016 BOWLEY                                   | 8/28/2015 | 12  |
| 93 | WCSD - Life Skills Curriculum Development Aug/Sep 2015                                  | 9/16/2015 | 1   |
| 94 | WCSD - TCS Training 9.21.15   | 9/21/2015 | 1   |
| 95 | WCSD - SmartBoard 101 Sep/Oct 2015  | 9/24/2015 | 1.5 |
| 96 | WCSD - Best Practices for Treating Childhood Apraxia of Speech & Pediatric Dysphagia    | 9/30/2015 | 5.5 |
| 97 | WCSD - 27th Annual Speech Language Pathology Alumni Conference and Misc Sessions        | 9/30/2015 | 6   |
| 98 | WCSD - New Teacher Orientation 2015-2016  | 10/6/2015 | 1   |

|     |   |            |      |
|-----|---|------------|------|
| 99  | WCSD - SmartBoard 101 Sep/Oct 2015                                  | 10/7/2015  | 0.75 |
| 100 | WCSD - Follett Training for Librarians 10.08.15                     | 10/8/2015  | 6    |
| 101 | WCSD - Follett Training for Susan Loutzenhiser                      | 10/8/2015  | 6    |
| 102 | WCSD - District Wide Spanish Mid-Terms and Finals 10.09.15          | 10/9/2015  | 6    |
| 103 | WCSD - McGraw Hill Social Studies 10.09.15                          | 10/9/2015  | 6    |
| 104 | WCSD - Technology Education Curriculum Re-Writing 10.09.15          | 10/9/2015  | 6    |
| 105 | WCSD - Family Consumer Science Project Based Learning 10.09.15      | 10/9/2015  | 6    |
| 106 | WCSD - Art Teacher Professional Development 10.9.15                 | 10/9/2015  | 6    |
| 107 | WCSD - FBA Development for School Psychologists 10.9.15             | 10/9/2015  | 3    |
| 108 | WCSD - District Suicide Awareness, Prevention and Response 10.09.15 | 10/9/2015  | 3    |
| 109 | WCSD - Music Diary Mapping and SLO's 10.09.15                       | 10/9/2015  | 6    |
| 110 | WCSD - High School Math 10.09.15                                    | 10/9/2015  | 3    |
| 111 | WCSD - High School Math 10.09.15                                    | 10/9/2015  | 3    |
| 112 | WCSD - Middle School Math 10.09.15                                  | 10/9/2015  | 3    |
| 113 | WCSD - Middle School Math 10.09.15                                  | 10/9/2015  | 3    |
| 114 | WCSD - Community Health Svs / Community Health Updates 10.09.15     | 10/9/2015  | 3    |
| 115 | WCSD - Gaggle Workspace 10.09.15                                    | 10/9/2015  | 3    |
| 116 | WCSD - Gaggle Workspace 10.09.15                                    | 10/9/2015  | 3    |
| 117 | WCSD - On-line Scoring for School Psychologists 10.09.15            | 10/9/2015  | 3    |
| 118 | WCSD - SAS Modules 10.09.15   | 10/9/2015  | 6    |
| 119 | WCSD - 339 Audit Training 10.09.15                                  | 10/9/2015  | 6    |
| 120 | WCSD - ELA Curriculum Review & Mapping 10.09.15                     | 10/9/2015  | 6    |
| 121 | WCSD - Middle School Science 10.09.15                               | 10/9/2015  | 6    |
| 122 | WCSD - High School Science 10.09.15                                 | 10/9/2015  | 3    |
| 123 | WCSD - First Aid / CPR 10.09.15                                     | 10/9/2015  | 6    |
| 124 | WCSD - Small Group Instruction 10.09.15                             | 10/9/2015  | 3    |
| 125 | WCSD - Small Group Instruction 10.09.15                             | 10/9/2015  | 3    |
| 126 | WCSD - Wonders (Group 1) 10.09.15                                   | 10/9/2015  | 3    |
| 127 | WCSD - Wonders (Group 2) 10.09.15                                   | 10/9/2015  | 3    |
| 128 | WCSD - Wonders (Group 3) 10.09.15                                   | 10/9/2015  | 3    |
| 129 | WCSD - Wonders / Wonderworks (Group 4) 10.09.15                     | 10/9/2015  | 3    |
| 130 | WCSD - Drugs of Abuse / Vapes 10.09.15                              | 10/9/2015  | 3    |
| 131 | WCSD - McGraw-Hill ELA On-Line Applications 10.09.15                | 10/9/2015  | 3    |
| 132 | WCSD - Basic Grant Writing 10.09.15                                 | 10/9/2015  | 3    |
| 133 | WCSD - Handle with Care Training GROUP THREE 10.09.15               | 10/9/2015  | 6    |
| 134 | WCSD - Handle with Care Training GROUP TWO 10.09.15                 | 10/9/2015  | 6    |
| 135 | WCSD - Handle With Care Training GROUP ONE 10.09.15                 | 10/9/2015  | 6    |
| 136 | WCSD - District Wide Spanish Mid-Term & Finals                      | 10/9/2015  | 6    |
| 137 | WCSD - Teacher Professional Development Days                        | 10/9/2015  | 24   |
| 138 | WCSD - DIBELS Next Data Interpretation Training Oct 2015            | 10/13/2015 | 6    |
| 139 | WCSD - DIBELS Next Data Interpretation Training Oct 2015            | 10/15/2015 | 6    |
| 140 | WCSD - Penn College NOW 10.21.15                                    | 10/21/2015 | 5    |
| 141 | WCSD - Teacher Professional Development                             | 10/28/2015 | 3    |
| 142 | WCSD - Mandated Reporter Training 10.30.15                          | 10/30/2015 | 3    |
| 143 | WCSD - LETRS Module One   | 11/2/2015  | 6    |
| 144 | WCSD - LETRS Module One   | 11/3/2015  | 6    |
| 145 | WCSD - New Teacher Orientation 2015-2016                            | 11/3/2015  | 1    |
| 146 | WCSD - SPSTCI Training  | 11/4/2015  | 3    |
| 147 | WCSD - SPSTCI Training  | 11/4/2015  | 3    |
| 148 | WCSD - Getting Started with Twitter in the Classroom November 2015  | 11/5/2015  | 3    |
| 149 | WCSD - PHEAA 2015 Financial Aid Workshop 11.09.15                   | 11/9/2015  | 3    |



|     |  |            |   |
|-----|--|------------|---|
| 150 | WCSD - Engaging Students with Poverty In Mind Book Study for BWMS STAFF 2015/2016              | 11/10/2015 | 7 |
| 151 | WCSD - Classroom Management that Works: Research-based Strategies for Every Teacher Book Study | 11/10/2015 | 6 |
| 152 | WCSD - First Aid Training / District Wide Physical Fitness Test Designing 11.13.15             | 11/13/2015 | 6 |
| 153 | WCSD - EMHS Middle Level Team Meeting 11.13.15   | 11/13/2015 | 6 |
| 154 | WCSD - Digging Deep into Data for BWMS 11.13.15  | 11/13/2015 | 3 |
| 155 | WCSD - BWMS Safety Plan 11.13.15   | 11/13/2015 | 3 |
| 156 | WCSD - 4th & 5th Grade Social Studies 11.13.15   | 11/13/2015 | 3 |
| 157 | WCSD - Virtual Academy Curriculum Writing 11.13.15   | 11/13/2015 | 6 |
| 158 | WCSD - Modify ELA Pearson Resources to match PA Core 11.13.15                                  | 11/13/2015 | 6 |
| 159 | WCSD - Read 180 Teacher Collaboration 11.13.15   | 11/13/2015 | 6 |
| 160 | WCSD - Foreign Language Unified Test Creation 11.13.15   | 11/13/2015 | 6 |
| 161 | WCSD - EES Data Analysis 11.13.15  | 11/13/2015 | 3 |
| 162 | WCSD - Big Ideas Math 11.13.15   | 11/13/2015 | 3 |
| 163 | WCSD - YEMS PVAAS Training and Mission Development 11.13.15                                    | 11/13/2015 | 6 |
| 164 | WCSD - YEMS PVAAS Training and Mission Development 11.13.15                                    | 11/13/2015 | 3 |
| 165 | WCSD - High School Math 11.13.15   | 11/13/2015 | 3 |
| 166 | WCSD - PVAAS for Algebra I Teachers 11.13.15   | 11/13/2015 | 3 |
| 167 | WCSD - Small Group Instruction 11.13.15  | 11/13/2015 | 3 |
| 168 | WCSD - Wonders/Wonderworks 11.13.15  | 11/13/2015 | 3 |
| 169 | WCSD - Wonders/Wonderworks 11.13.15  | 11/13/2015 | 3 |
| 170 | WCSD - SAS Modules 11.13.15  | 11/13/2015 | 3 |
| 171 | WCSD - SAS Modules 11.13.15  | 11/13/2015 | 3 |
| 172 | WCSD - Elementary Cohort 1 Training 11.13.15   | 11/13/2015 | 3 |
| 173 | WCSD - Handle with Care 11.13.15   | 11/13/2015 | 6 |
| 174 | WCSD - Handle with Care 11.13.15   | 11/13/2015 | 6 |
| 175 | WCSD - Handle with Care 11.13.15   | 11/13/2015 | 6 |
| 176 | WCSD - Handle with Care 11.13.15   | 11/13/2015 | 6 |
| 177 | WCSD - Suicide Prevention, Awareness & Response 11.13.15                                       | 11/13/2015 | 6 |
| 178 | WCSD - LSS Curriculum Development 11.13.15   | 11/13/2015 | 6 |
| 179 | WCSD - PVAAS for Biology Teachers 11.13.15   | 11/13/2015 | 3 |
| 180 | WCSD - PVAAS for Literature Teachers 11.13.15  | 11/13/2015 | 3 |
| 181 | WCSD - English 10 Data Analysis & Interpretation 11.13.15                                      | 11/13/2015 | 3 |
| 182 | WCSD - Biology Data Analysis & Interpretation 11.13.15   | 11/13/2015 | 3 |
| 183 | WCSD - Technology Education Curriculum Re-writing 11.13.15                                     | 11/13/2015 | 6 |
| 184 | WCSD - 339 Audit Training 11.13.15   | 11/13/2015 | 6 |
| 185 | WCSD - Textbook Inventory & Materials Review   | 11/13/2015 | 6 |
| 186 | WCSD - LETRS Module Two  | 11/17/2015 | 6 |
| 187 | WCSD - Handle with Care for YEMS staff 11.20.15  | 11/20/2015 | 6 |
| 188 | WCSD - YEMS Professional Development Day 11.20.15  | 11/20/2015 | 6 |
| 189 | WCSD - LETRS Module Two  | 11/23/2015 | 6 |
| 190 | WCSD - New Teacher Orientation 2015-2016   | 12/1/2015  | 1 |
| 191 | WCSD - Text-Dependent Analysis   | 12/2/2015  | 6 |
| 192 | WCSD - Student Occupational Competency Testing Workshop  | 12/3/2015  | 3 |
| 193 | WCSD - DIBELS Next   | 12/7/2015  | 6 |
| 194 | WCSD - Handle with Care for Administrators   | 12/14/2015 | 6 |
| 195 | WCSD - LETRS Module Three  | 12/16/2015 | 6 |
| 196 | WCSD - SPSTCI Training   | 12/17/2015 | 3 |
| 197 | WCSD - SPSTCI Training   | 12/17/2015 | 3 |
| 198 | WCSD - LETRS Module Three  | 12/18/2015 | 6 |
| 199 | WCSD - Text-Dependent Analysis   | 12/21/2015 | 6 |

|     |   |            |     |
|-----|---|------------|-----|
| 200 | WCSD - Developing Scoring Rubrics for Short Constructed Response Questions 12.22.15 | 12/22/2015 | 6   |
| 201 | WCSD - DIBELS Deep 12.23.15   | 12/23/2015 | 6   |
| 202 | WCSD - New Teacher Orientation 2015-2016  | 1/5/2016   | 1   |
| 203 | WCSD - Handle with Care for Administrators  | 1/14/2016  | 6   |
| 204 | WCSD - *ALICE Instructor Certification  | 1/25/2016  | 16  |
| 205 | WCSD - Handle With Care for YHS and School Counselors 1.26.16                       | 1/26/2016  | 6   |
| 206 | WCSD - Handle with Care For Speech/Language Pathologists and Paras 1.26.16          | 1/26/2016  | 4.5 |
| 207 | WCSD - SAES Professional Development 1.26.16  | 1/26/2016  | 6   |
| 208 | WCSD - SAMHS Professional Development 1.26.16                                       | 1/26/2016  | 6   |
| 209 | WCSD - YEMS Professional Development 1.26.16  | 1/26/2016  | 6   |
| 210 | WCSD - Gifted Education In-Service 1.26.16  | 1/26/2016  | 6   |
| 211 | WCSD - Virtual Education In-Service 1.26.16   | 1/26/2016  | 6   |
| 212 | WCSD - BWMS Professional Development 1.26.16  | 1/26/2016  | 6   |
| 213 | WCSD - EES Professional Development 1.26.16   | 1/26/2016  | 6   |
| 214 | WCSD - EMHS Professional Development 1.26.16  | 1/26/2016  | 6   |
| 215 | WCSD - WAHS Professional Development 1.26.16  | 1/26/2016  | 6   |
| 216 | WCSD - WAEC Professional Development 1.26.16  | 1/26/2016  | 6   |
| 217 | WCSD - WCCC Professional Development 1.26.16  | 1/26/2016  | 6   |
| 218 | WCSD - R180/Corrective Reading 1.26.16  | 1/26/2016  | 6   |
| 219 | WCSD - Life Skill Curriculum Writing 1.26.16  | 1/26/2016  | 6   |
| 220 | WCSD - School Nurse Updates 1.26.16   | 1/26/2016  | 6   |
| 221 | WCSD - YHS Professional Development 1.26.16   | 1/26/2016  | 6   |
| 222 | WCSD - School Psychologist Professional Development 1.26.16                         | 1/26/2016  | 6   |
| 223 | WCSD - Speech & Language Profesional Development 1.26.16                            | 1/26/2016  | 6   |
| 224 | WCSD - WAHS Professional Development  | 1/26/2016  | 6   |
| 225 | WCSD - Text Dependent Analysis for Middle/High School ONLY 1.27.16                  | 1/27/2016  | 6   |
| 226 | WCSD - PSSA/Keystone Item Writing and Hand Scoring for ELEMENTARY 1.28.16           | 1/28/2016  | 6   |
| 227 | WCSD - New Teacher Orientation 2015-2016  | 2/2/2016   | 1   |
| 228 | WCSD - SPSTCI Training  | 2/4/2016   | 6   |
| 229 | WCSD - PSSA/Keystone Item Writing and Hand Scoring for MIDDLE/HIGH 2.9.16           | 2/9/2016   | 6   |
| 230 | WCSD - Pearson Online Resources 2.11.16   | 2/11/2016  | 3   |
| 231 | WCSD - Secondary Curriculum Development 2.15.16                                     | 2/15/2016  | 6   |
| 232 | WCSD - SPSTCI Training  | 2/19/2016  | 6   |
| 233 | WCSD - Small Group Instruction Cohort Training Cohort #2                            | 2/23/2016  | 3   |
| 234 | WCSD - Small Group Instruction Cohort Training Cohort #3                            | 2/23/2016  | 3   |
| 235 | WCSD - Small Group Instruction Cohort Training Cohort #4                            | 2/24/2016  | 3   |
| 236 | WCSD - Small Group Instruction Cohort Training Cohort #5                            | 2/24/2016  | 3   |
| 237 | WCSD - Social Studies PD 2.25.16  | 2/25/2016  | 3   |
| 238 | WCSD - FBA Development 2.25.16  | 2/25/2016  | 3   |
| 239 | WCSD - World Languages PD Day 2.25.16   | 2/25/2016  | 3   |
| 240 | WCSD - Speech and Language PD Day 2.25.16   | 2/25/2016  | 3   |
| 241 | WCSD - Art Mapping and Diary Mapping 2.25.16  | 2/25/2016  | 3   |
| 242 | WCSD - Middle Level Math Digging Deeper 2.25.16                                     | 2/25/2016  | 3   |
| 243 | WCSD - Science Department Meeting 2.25.16   | 2/25/2016  | 3   |
| 244 | WCSD - Health & Physical Education PD 2.25.16                                       | 2/25/2016  | 3   |
| 245 | WCSD - Secondary Math Curriculum 2.25.16  | 2/25/2016  | 3   |
| 246 | WCSD - Collaborative Kitchen Lab Planning 2.25.16                                   | 2/25/2016  | 3   |
| 247 | WCSD - Technology Education PD 2.25.16  | 2/25/2016  | 3   |
| 248 | WCSD - Corrective Reading 2.25.16   | 2/25/2016  | 3   |
| 249 | WCSD - Read 180 2.25.16   | 2/25/2016  | 3   |

|     |   |           |     |
|-----|---|-----------|-----|
| 250 | WCSD - School Nurses PD 2.25.16   | 2/25/2016 | 3   |
| 251 | WCSD - Life Skills Planned Instruction 2.25.16  | 2/25/2016 | 3   |
| 252 | WCSD - GradPoint Presentation for Special Education Middle & High School Teachers 2.25.16 | 2/25/2016 | 3   |
| 253 | WCSD - Advanced ALICE Training 2.25.16  | 2/25/2016 | 3   |
| 254 | WCSD - YHS Handle with Care 2.25.16   | 2/25/2016 | 3   |
| 255 | WCSD - Librarians, Textbooks & Barcoding 2.25.16  | 2/25/2016 | 3   |
| 256 | WCSD - Music Department PD 2.25.16  | 2/25/2016 | 3   |
| 257 | WCSD - High School English Language Arts PD 2.25.16                                       | 2/25/2016 | 3   |
| 258 | WCSD - Middle Level English Language Arts PD 2.25.16                                      | 2/25/2016 | 3   |
| 259 | WCSD - MTSS Data & Curriculum Analysis for K, 1, & 2 Classroom Teachers 2.25.16           | 2/25/2016 | 3   |
| 260 | WCSD - Grade 3 Classroom Teachers 2.25.16   | 2/25/2016 | 3   |
| 261 | WCSD - Grade 4 Classroom Teachers 2.25.16   | 2/25/2016 | 3   |
| 262 | WCSD - Grade 5 Classroom Teachers 2.25.16   | 2/25/2016 | 3   |
| 263 | WCSD - 339 Audit Training 2.25.16   | 2/25/2016 | 3   |
| 264 | WCSD - Suicide Prevention 2.25.16   | 2/25/2016 | 3   |
| 265 | WCSD - Suicide Prevention 2.25.16   | 2/25/2016 | 3   |
| 266 | WCSD - Suicide Prevention 2.25.16   | 2/25/2016 | 3   |
| 267 | WCSD - Suicide Prevention 2.25.16   | 2/25/2016 | 3   |
| 268 | WCSD - Suicide Prevention 2.25.16   | 2/25/2016 | 3   |
| 269 | WCSD - Suicide Prevention 2.25.16   | 2/25/2016 | 3   |
| 270 | WCSD - Autism Curriculum 2.25.16  | 2/25/2016 | 3   |
| 271 | WCSD - Textbook and Barcoding Demers 2.25.16  | 2/25/2016 | 3   |
| 272 | WCSD - New Teacher Orientation 2015-2016  | 3/1/2016  | 1   |
| 273 | WCSD - McGraw Hill Professional Development March/May 2016                                | 3/5/2016  | 3.5 |
| 274 | WCSD - LETRS Module 5 on 3.7.16   | 3/7/2016  | 6   |
| 275 | WCSD - LETRS Module 5 on 3.8.16   | 3/8/2016  | 6   |
| 276 | WCSD - SPSTCI Training  | 3/10/2016 | 6   |
| 277 | WCSD - ELA Curriculum and Mapping K-Second Grade 3.17.16                                  | 3/17/2016 | 6   |
| 278 | WCSD - GradPoint Curriculum Writing 3.18.16   | 3/18/2016 | 6   |
| 279 | WCSD - Life Skills Planned Instruction 3.29.16  | 3/29/2016 | 6   |
| 280 | WCSD - New Teacher Orientation 2015-2016  | 4/5/2016  | 1   |
| 281 | WCSD - LETRS Module 7 on 4.6.16   | 4/6/2016  | 6   |
| 282 | WCSD - LETRS Module 7 on 4.7.16   | 4/7/2016  | 6   |
| 283 | WCSD - GradPoint Curriculum Writing 4.8.16  | 4/8/2016  | 6   |
| 284 | WCSD - Suicide Prevention 4.12.16   | 4/12/2016 | 3   |
| 285 | WCSD - Life Skills Planned Instruction 4.12.16  | 4/15/2016 | 4   |
| 286 | WCSD - Life Skills Planned Instruction 4.12.16  | 4/15/2016 | 6   |
| 287 | WCSD - MyOn Presentation 4.18.16  | 4/18/2016 | 3   |
| 288 | WCSD - MyOn Presentation 4.18.16  | 4/18/2016 | 3   |
| 289 | WCSD - FBA and Dyslexia Training 4.22.16  | 4/22/2016 | 3   |
| 290 | WCSD - Virtual Education In-Service 4.27.16   | 4/27/2016 | 3   |
| 291 | WCSD - GradPoint 2.0 on 4.29.16   | 4/29/2016 | 6   |
| 292 | WCSD - New Teacher Orientation 2015-2016  | 5/3/2016  | 1   |
| 293 | WCSD - Family Consumer Science Curriculum Mapping May 2016                                | 5/4/2016  | 12  |
| 294 | WCSD - ELA Curriculum Mapping K-5 May 2016  | 5/4/2016  | 12  |
| 295 | WCSD - ELA Curriculum Mapping K-5 May 2016  | 5/4/2016  | 6   |
| 296 | WCSD - GradPoint 2.0 English Curriculum Writing 5.6.16                                    | 5/6/2016  | 6   |
| 297 | WCSD - K/1 Make and Take 5.10.16  | 5/10/2016 | 3   |
| 298 | WCSD - Reading Program 5.11.16  | 5/11/2016 | 3   |
| 299 | WCSD - Elementary Data Meetings May 2016  | 5/24/2016 | 3   |
| 300 | WCSD - Elementary Data Meetings May 2016  | 5/24/2016 | 3   |

|     |   |               |         |
|-----|---|---------------|---------|
| 301 | WCSD - Elementary Data Meetings May 2016                  | 5/26/2016     | 3       |
| 302 | WCSD - Elementary Data Meetings May 2016                  | 5/26/2016     | 3       |
| 303 | WCSD - Foundations Training 6.3.16                        | 6/3/2016      | 6       |
| 304 | WCSD - Foundations Curriculum Mapping June 2016           | 6/6/2016      | 5.5     |
| 305 | WCSD - Elementary ELA Mapping June 2016                   | 6/13/2016     | 5.5     |
| 306 | WCSD - Reading Curriculum Review                          | 6/14-15/2016  | 3       |
| 307 | WCSD - Curriculum Mapping - Librarians June 2016          | 6/13/2016     | 12      |
| 308 | WCSD - Technology Education Curriculum Re-writing 6.20.16 | 6/20/2016     | 6       |
| 309 | WCSD - Child Study Development Seminar 6.20.16            | 6/20/2016     | 3       |
| 310 | WCSD - Curriculum Mapping June/July 2106                  | 6/27/2016     | 6       |
| 311 | WCSD - Report Card Review & Alignment 7.12.16             | 7/12/2016     | 5.5     |
| 312 | WCSD - Report Card Review & Alignment 7.13.16             | 7/13/2016     | 4       |
| 313 | WCSD - Child Study Development Seminar 2 on 8.5.16        | 8/5/2016      | 3       |
| 314 | WCSD - Transforming the Difficult Child Book Study        | 6/13-8/8/2016 | 5       |
| 315 | WCSD - Special Education Back to School 8.24.16           | 8/24/2016     | 6       |
|     | Total Act 48 Hours Offered                                |               | 1359.25 |





**WARREN COUNTY SCHOOL DISTRICT**  
CENTRAL ADMINISTRATIVE OFFICES  
589 HOSPITAL DRIVE, SUITE A  
WARREN PA 16365-4875

AMY J. STEWART  
SUPERINTENDENT

**2016-2017**

**EDUCATOR EFFECTIVENESS EVALUATION  
SYSTEM**

**CLINICAL AND DIFFERENTIATED  
SUPERVISION PLAN**

---

The Warren County School District does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs, activities or employment practices and provides equal access to the Boy Scouts and other designated youth groups. Inquiries may be directed to Mr. Gary Weber, Title IX/Section 504 Coordinator at 6820 Market Street, Russell, PA 16345 or (814) 723-6900.

WWW.WCSDPA.ORG

PHONE: 814/723-6900

FAX: 814/726-1060

## INTRODUCTION

Beginning with the 2013-2014 school year, the Warren County School District implemented the PDE-developed Educator Effectiveness Evaluation System required by Act 82. The practice model, approved by PDE, is Charlotte Danielson's *Enhancing Professional Practice: A Framework for Teaching (2011 Version)*. A key component in creating Educator Effectiveness was the development of Differentiated Supervision Guidelines, which recognize the intensity and time commitment of the formal observation process using Danielson's model, as well as the experience, effectiveness, and professionalism of teachers.

Specifically, the Differentiated Supervision Guidelines state the following:

*"PDE recommends that professional employees who have received a Satisfactory summative evaluation in the previous two years should be eligible to participate in Differentiated Supervision. Prior to the 2013-2014 school year, a Satisfactory performance rating using a previously approved rating tool, e.g., PDE 5501, PDE 426, PDE 427 or PDE 428, may be used to qualify for participation in Differentiated Supervision. It is also recommended that professional employees newly hired by a district should be eligible to participate in Differentiated Supervision only after successfully completing their first year in the Formal Observation Model."*

The guidelines further permit school districts to create a Cycle of Supervision based on the number of teachers requiring Formal Observations. Teachers are assigned to Differentiated Supervision for the length of the Cycle of Supervision except for the required year of Formal Observation. The Warren County School District has developed a three year Cycle of Supervision and assigned each teacher to a cycle year based on their employee status (Non-Tenured, New-to-District Tenured, Tenured, Needs Improvement). The chart below indicates the number of formal and informal observations that will need to be completed for each employee. In addition to the formal and informal observations required for each teacher, administrators are to complete five "teacher walks" per teacher throughout the course of the year.

### Definitions:

*Professional Employee – The term professional employee includes all individuals working in permanent positions requiring certification who have earned, and hold, tenure rights under the Public School Code.*

*Non-Professional Employee - A temporary professional employee is defined in the Public School Code as "an individual who has been employed to perform, for a limited time, the duties of a newly created position or of a regular professional employee whose services have been terminated by death, resignation, suspension or removal." A temporary professional employee works in a position requiring certification and otherwise within the definition of a professional employee, but is in a probationary status and has not yet attained tenure.*



## Warren County School District Observation Schedule

|                       |                              | Formal<br>(Pre /<br>Post) | Informal<br>(No Pre /<br>Post) | Improvement<br>Plan | Timeline | Follow<br>Differentiated<br>Supervision<br>Model |
|-----------------------|------------------------------|---------------------------|--------------------------------|---------------------|----------|--|
| Year                  | Classification               |                           |                                |                     |          |  |
| <b>1</b><br>2016-2017 | Non-Tenured                  | 2                         | 6                              |                     |          |  |
|                       | New to District - Tenured    | 1                         | 4                              |                     |          |  |
|                       | Tenured A *                  | 1                         | 2                              |                     |          |  |
|                       | Tenured B                    |                           | 2                              |                     |          | x  |
|                       | Tenured C                    |                           | 2                              |                     |          | x  |
|                       | Needs Improvement or Failing | every 6<br>weeks          |                                | x                   | x        |  |
| <b>2</b><br>2017-2018 | Non-Tenured                  | 2                         | 6                              |                     |          |  |
|                       | New to District - Tenured    | 1                         | 4                              |                     |          |  |
|                       | Tenured A                    |                           | 2                              |                     |          | x  |
|                       | Tenured B                    | 1                         | 2                              |                     |          |  |
|                       | Tenured C                    |                           | 2                              |                     |          | x  |
|                       | Needs Improvement or Failing | every 6<br>weeks          |                                | x                   | x        |  |
| <b>3</b><br>2018-2019 | Non-Tenured                  | 2                         | 6                              |                     |          |  |
|                       | New to District - Tenured    | 1                         | 4                              |                     |          |  |
|                       | Tenured A                    |                           | 2                              |                     |          | x  |
|                       | Tenured B                    |                           | 2                              |                     |          | x  |
|                       | Tenured C                    | 1                         | 2                              |                     |          |  |
|                       | Needs Improvement or Failing | every 6<br>weeks          |                                | x                   | x        |  |

In addition to the above mentioned required observations, principals are expected to perform five 'teacher walks' per teacher throughout the course of the school year, and enter Anecdotal Notes into PA-ETEP.

## **FORMAL OBSERVATION MODE**

### **Definition:**

Formal Observation is a mode of supervision that enables the teacher to work with his/her supervisor for the purpose of improving the teaching/learning environment by focusing on pedagogy, methodologies, resources, and techniques. Working through the collaborative process, the teacher and supervisor can foster a climate to bring about instructional improvement. This mode includes a pre-observation conference, a formal observation, and a post-observation conference to determine areas for growth and serve as data for the summative evaluation.

### **Requirements:**

All non-tenured teachers, newly-hired tenured teachers, tenured teachers who have received an unsatisfactory/needs improvement/failing evaluation in the previous two years, and teachers in intensive supervision are required to participate in the formal observation mode. Tenured teachers will be required to participate in the formal observation mode once every three (3) years. A teacher may require multiple years in the formal observation mode for improvement, and a principal may place a teacher in the formal observation mode at any time during the school year or cycle, should a need arise.

### **Characteristics of Formal Observation:**

Beginning in the 2013-14 school year, all Formal Observations will use the Teacher Effectiveness Instrument, based upon the Charlotte Danielson model. Requirements of the Formal Observation Mode using the Teacher Effectiveness Instrument and District Guidelines are as follows:

1. The teacher will create and submit a written lesson plan and evidence of Domains 1 and 4 using the district-provided form or online program prior to the pre-observation conference.

*Evidence of Domains 1 & 4*

2. The teacher and administrator will discuss these documents during the pre-observation conference.

3. The supervisor will conduct a formal observation of the lesson discussed in the pre-observation conference, collecting evidence from Domains 2 and 3 and using the district-provided form or online program. Feedback from this observation will be provided to the teacher.

#### *Evidence of Domains 2 & 3*

4. The teacher will self-reflect on the lesson observed, adding additional evidence from Domains 2 & 3, and will use the Danielson Framework rubric to categorize his/her performance on each component. This reflection is submitted to the supervisor at least one day prior to the post-observation conference.
5. The supervisor and teacher will meet in a post-observation conference as scheduled. They will discuss the evidence and rubric, identify categories of performance for the applicable components, and identify an area of improvement.
6. The supervisor will conduct an unannounced walk-through to see how the teacher has demonstrated growth in his/her area of improvement in the classroom. Additional walk-throughs will occur to determine that the teacher has demonstrated growth in his/her area of improvement, collecting evidence that the teacher has experienced observable success.
7. Beginning with the school year 2013-2014, teachers in Formal Observation Mode will receive the appropriate rating on the Teacher Effectiveness Instrument, as evident through the complete Danielson model, and mandated by the state.

### **DIFFERENTIATED SUPERVISION MODE**

The Differentiated Supervision Model that the Warren County School District will employ will be an online action plan completed in PA-ETEP. This will provide an opportunity for teachers to collect evidence to support the approved Individual Action Plan completed by those teachers in the Differentiated Supervision Mode.

In the Differentiated Supervision Mode, they may choose between two models: Self-Directed or Team-Directed professional growth. Differentiated options provide an opportunity for teachers to identify a professional goal aligned to a domain and component from the Danielson Framework that will focus their professional development, with the aim of increasing student achievement. When in this mode, a teacher's professional development activities, as they apply to the Danielson Framework for Teaching and other professional evidence collected throughout the year, are used to develop the teacher's summative evaluation.

Once an Individual Action Plan has been approved, the principal and the professional employee should collaboratively create a timeline to ensure the successful completion of the professional's Differentiated Supervision Action Plan. The professional employee should be required to complete a mid-year review and an end-of-the-year self-reflection report with respect to his/her goal setting, planning, progress, and results. The Differentiated Supervision Action Plan should be aligned to the Danielson *Framework for Teaching* (2011 Version) and related to a district or school initiative designed to improve instructional practices.

### **GOAL SETTING: SELF-DIRECTED AND TEAM-DIRECTED MODELS**

#### ***Goal Setting:***

Goal setting is an essential component of both Self-Directed and Team-Directed models. Teachers in the Differentiated Mode will identify a domain and component on which to focus their professional growth to best impact student achievement. This focus should be an area of need for a teacher or team and result in a goal(s) which is specific, measurable, attainable, realistic, and timely.

There are three types of goals a teacher might consider:

1. Teaching Goals are built around teacher behaviors that are directly related to student outcomes.

#### ***Examples:***

- Use instructional time efficiently, maximizing time on task.
- Teach each lesson with a focus on student engagement.
- Enhance instructional clarity by using such strategies as anticipatory set, outlines and notes, demonstrations, questioning, and closure.

2. Learner Goals relate directly to solving a specific learning problem or improving some particular student deficit.

#### ***Examples:***

- Use various forms of differentiated instruction to address learner profiles.
- Use flexible grouping to address the different levels of achievement among students.
- Use behavioral modification strategies with students in order to increase their spans of attention.

3. Program Goals relate to curriculum areas, course outlines, articulation activities, materials selection, etc.

*Examples:*

- Integrate writing skills (specific procedural directions) into the teaching of science.
- Integrate the teaching of American history and literature

***Goal Development Process:***

1. Reflecting on the past, identify an evidence-based, existing need or area for improvement on which to focus.
2. Identify the domain and component of focus to which this need relates.
3. State your goal.
4. State your reasons for choosing this goal.
5. State your projected increase in achievement/benefit(s) for students.
6. Describe how you will assess whether you have achieved this goal. What evidence will be collected? (Include strategies, observations, reflective practices, and method of collecting results, including benchmarks and/or timelines.)
7. Describe how the chosen model of supervision (Self-Directed or Team-Directed) will help you achieve this goal.
8. Describe any resources/supports needed to achieve your goal.

The *Goal and Action Plan Request Form* is to be submitted to administration and approved following a meeting to determine an appropriate course of action for achieving the desired goal. Please refer to the *Individual Action Plan* in the portfolio worksheet.

**SELF-DIRECTED MODEL**

**Definition:**

The Self-Directed model of supervision enables an individual teacher to engage in a sustained study of a particular domain and component of the Danielson Framework that will enhance teaching skills and increase student achievement as evidenced by supporting data. This practice is also known as action research.

## Characteristics of Self-Directed/Action Research:

Self-Directed/Action Research enables the individual teacher to work independently on professional growth concerns in the areas of research, special teaching projects, or any other areas of personal interest.

Focused activities enable the teacher to work on a particular topic of professional interest, which results in the teacher gaining new knowledge, refining practices and knowledge, or creating new knowledge that will benefit student achievement. Below is a description of each possibility followed by a professional example.

- **Gaining new knowledge:** A teacher's goal may include the implementation of research-based ideas or instructional strategies that are new to his practice,
  - *e.g., in year one, a physics teacher, whose assessments show evidence that his male students are underperforming his female students, is curious about the research-based effects of single-gender classroom instruction; he attends two workshops on this topic and completes a book study to gain background knowledge on this topic; after presenting his findings to the administration, he is given permission in year two to implement optional single-gender physics classes; in this year, he collects evidence in a portfolio regarding the performance of his male and female students, and sets a direction for the following year.*
- **Refining knowledge:** A teacher's goal may include the use of the district training and resources already provided to improve his/her classroom use of these strategies to increase student achievement,
  - *e.g., the teacher will identify through previous trainings, how his/her use of graphic organizers can be improved; he/she will create new graphic organizers for each unit based on his/her training and reflect on the effectiveness of these improvements in a portfolio of evidence including student achievement data.*
- **Creating knowledge:** A teacher's goal may include the application of training and knowledge to create something new for their profession and/or their students,
  - *e.g., the teacher will develop an online course to make his/her classroom activities accessible to students at home.*

- *e.g., the teacher will create a professional development module that will allow his colleagues that teach 7<sup>th</sup> and 8<sup>th</sup> grade to better understand the Common Core Math Eligible Content, resulting in higher achievement on the Algebra I Keystone Assessment.*

## Requirements

- Complete the district Differentiated Supervision Individual Action Plan (attached), and submit to the building administrator.
- Update and submit Individual Action Plan forms throughout the school year, documenting activities completed toward achieving the approved individual goal.
- Complete the Individual Action Plan Reflection Log (attached), including any and all evidence collected which support the following:
  - Benefits/Insights gained.
  - Difficulties encountered.
  - Possible solutions for improvement.

## TEAM-DIRECTED MODEL

### Definition:

Team-Directed model is a collaborative process in which two or more teachers agree to work together for their own professional growth to improve the achievement of their students. This process may take place in an individual classroom, in a team-teaching set up, or in an interdisciplinary cooperative setting.

### Characteristics of Team-Directed/Action Research:

Team-Directed/Action Research enables the individual teacher to work collaboratively with colleagues on professional growth concerns in the areas of research, special teaching projects, or any other areas of personal interest. Focused activities enable teachers to work on particular topics of interest, which results in the team gaining new knowledge, refining practices and knowledge, or creating new knowledge that will benefit student achievement.

Below is a description of each possibility followed by a professional example:

- **Gaining new knowledge:** The team will conduct research through a variety of sources on a topic of interest and implement the strategies in their rooms, level, or grade. Through a portfolio, evidence will provide implementation results,



- *e.g., the team will conduct a book study on the book entitled Explicit Instruction by Anita Archer; these strategies will be implemented in their classrooms throughout the year; a portfolio of evidence from the impact of these strategies regarding student achievement is presented at the end of the year.*
- **Refining knowledge:** The team's goal may include using district training and resources already provided to improve their classrooms' use of these strategies to increase student achievement,
  - *e.g., the 10<sup>th</sup> grade English teachers will use the SAS and district resources available to them regarding the Common Core Non-Fiction Standards to examine and refine their current non-fiction units; they will assess students collaboratively as they progress and refine re-teaching strategies and resources to increase student achievement on the Keystone Literature exam.*
- **Creating knowledge:** The team's goal may include applying training and knowledge to create something new for their profession and/or their students,
  - *e.g., the team of teachers will create benchmark assessments in mathematics aligned to the PA Core Standards; the team will utilize Webb's Depth of Knowledge (DOK) to include higher order questioning strategies comprised of Levels 2, 3, and 4; they will keep the benchmarks and their student's performance on them in a portfolio.*

## Requirements

- Complete the district Differentiated Supervision Individual Action Plan (attached) and submit to the building administrator.
- Meet as a group for a minimum of one time per month.
- Members are required to attend a majority of the group meetings.
- Complete and submit a monthly Meeting Log.
- Complete the Individual Action Plan Reflection Log (attached), including any and all evidence collected which support the following:
  - Benefits/Insights gained.
  - Difficulties encountered.
  - Possible solutions for improvement.

## CONCLUSION

The guidelines further state that, while formal observations may not occur in Differentiated Supervision, it is recommended that informal observations occur throughout the school year. PDE also recommends that the professional employee should remain in Differentiated Supervision for the length of the Cycle of Supervision except for the required year of Formal Observation. PDE recommends that the principal reserves the right to remove a teacher from Differentiated Supervision at any time and place the teacher in the Formal Observation Model or assign the teacher to a Performance Improvement Plan with Intensive Supervision.

The rating tool requires principals/supervisors to provide a rating in the four (4) domains for all teachers every year, regardless of their mode of supervision. While not collecting evidence through the clinical supervision process, evaluators should use walk-throughs and other strategies to keep informed of a teacher's overall performance throughout the year. In the absence of data to the contrary, the rating assigned to a domain for the employee would revert to their most recent summative evaluation.

Regardless of which mode a teacher is in, all professional employees will be evaluated using Danielson's Teacher Effectiveness Instrument, as per state legislation. Teachers in the Formal Observation Mode and the Differentiated Supervision Mode will be evaluated on all four (4) applicable domains of the Framework.



## Warren County School District High School Reform Plan

| Vision  | Goals and Measures  | Action Plans  |
|---|---|---|
| <b>Collaborative Leadership/Professional Learning Communities</b> | <ul style="list-style-type: none"> <li>• <u>Goal #1:</u> The Warren County School District will provide individualized and needs-based professional development for faculty, staff, and administration with an emphasis on the development of a PLC in each building.</li> <li>• <u>Goal #2:</u> The Warren County School District will continue to support communication among all stakeholders.</li> <li>• <u>Goal #3:</u> The Warren County School District will support systematic school improvement through the development of District approved programming specific to individual building needs.</li> <li>• <u>Goal #4:</u> The Warren County School District will integrate collaborative planning time for high school and middle level teachers.</li> <li>• <u>Goal #5:</u> The Warren County District will provide opportunities for economically disadvantaged students and support a curriculum that will encourage cultural diversity.</li> <li>• <u>Goal #6:</u> The Warren County School District will foster relationships with Post-Secondary Institutions and develop career education pathways for all students.</li> </ul> | <p><b>A:</b> Continue Professional Development for Administrators<br/> <b>B:</b> Professional Development days focused on Goal Planning<br/> <b>C:</b> Recognition of Leadership Activities<br/> <b>D:</b> Develop Online Professional Development Opportunities; Create Digital Archive of Online Learning Opportunities; Promotion of SAS Portal utilization; Effective Support of Differentiated Supervision<br/> <b>E:</b> Development of Induction Program; Effective Utilization of Teacher Coaches<br/> <b>F:</b> Develop a long range plan for administrative leadership in the District</p> <p><b>A:</b> Develop building level leadership teams such as Child Study, GAN, Department Head Meetings, SIT, Student Government<br/> <b>B:</b> Support collaboration with outside agencies as it relates to district goals<br/> <b>C:</b> Continued support for booster groups and school level support groups such as PTO/PTA<br/> <b>D:</b> The District will provide effective communication through a variety of resources such as newsletters, call blasts, surveys, and social media<br/> <b>E:</b> The District will establish a procedure for annual review of District Improvement Data and dissemination of findings to the public</p> <p><b>A:</b> Continue to Support the SWPBIS program in the Youngsville Attendance Area<br/> <b>B:</b> Develop a district-wide school improvement program at both the middle and HS level such as Breaking Ranks and Schools to Watch</p> <p><b>A:</b> Create a collaborative planning environment at both the middle and high school levels</p> <p><b>A:</b> Support targeted field trip opportunities and assemblies for economically disadvantaged students<br/> <b>B:</b> Develop a plan for all students to access technology</p> <p><b>A:</b> Continue to develop plans to enhance dual enrollment opportunities; support higher education initiatives such as college fair and educational field trips; and support military recruiting visits<br/> <b>B:</b> Continue financial support for Hi-Ed Council</p> |

## Warren County School District High School Reform Plan

### Curriculum, Instruction, and Assessment

- Goal #7: The Warren County School District will continuously update the curriculum to align with local, state, and national standards and support the usage of Academic Coaches, Coordinators, and Mentor Teachers to assist the development and delivery of actively engaging curriculum.
  - Goal #8: The Warren County School District will promote differentiation both academically and socially through programming that fosters student wellness and academic success.
  - Goal #9: The Warren County School District educators will provide a multitude of learning opportunities for students connected to real-life experiences.
  - Goal #10: The Warren County School District will develop and support the regular assessment and monitoring of student progress.
  - Goal #11: The Warren County School District administrators and educators will work collaboratively to develop activities/extra-curricular/clubs
  - Goal #12: The Warren County School District will adopt a technology plan to improve instruction and enhance learning opportunities.
- A:** Update all planned instruction to align to PA Core
  - B:** Continuous Monitoring and update of curriculum maps
  - C:** Provide rigorous curriculum including AP, Honors, and Dual Enrollment Offerings
  - D:** Support the development and the improvement of the Virtual Academy
  - E:** Provide professional development for educators focused on learning modalities, small group instruction, common planning time, and instructional delivery
  - F:** Allow for peer observation
- A:** Develop schedule that provides longer class periods, appropriate interventions, time for advisory, and enrichment and remediation activities
  - B:** Support activities that promote achievement such as Honor Merit Breakfast, Awards Assemblies, Student of the Week, and Student Assistance Program participation
- A:** Support the School to Work program and cooperative learning experiences
  - B:** Provide Project Based Learning opportunities for students
  - C:** Encourage community engagement of local agencies and businesses such as local law enforcement for school based presentations
  - D:** Implement STEAM programming at all levels
- A:** Develop common assessment per content areas
  - B:** Utilize frequent formative assessments throughout lessons
  - C:** Provide summative assessments aligned to the curriculum/standards
- A:** Develop plan to increase participation in extra-curricular activities
  - B:** Support and promote the participation and development of school based clubs and activities that fosters community engagement and character development
  - C:** Support District-wide initiatives such as the All County Musical.
- A:** Provide professional development to integrate technology appropriately to enhance and support instruction
  - B:** Develop plan for Bring Your Own Device program (BYOD)
  - C:** Integrate technology within lessons in the Curriculum Maps
  - D:** Review the technology policy annually

## Warren County School District High School Reform Plan

### Personalizing Your School Environment

- Goal #13: The Warren County School District will establish appropriate learning communities within each building to promote individualized student learning.
- Goal #14: The Warren County School District will utilize creative scheduling to reduce class size, increase length of class time, and increase flexibility for students.
- Goal #15: The Warren County School District will support systematic school improvement through the development of district approved programming specific to individual building needs.
- Goal #16: The Warren County School District will develop a set of core values that are essential in a democratic and civil society.

**A:** Development of Advisory in Middle and High School  
**B:** Creation of Student Learning Objectives  
**C:** Create a personalized learning environment for students  
**D:** Analyze and evaluate the school pilot programs for SWPBIS  
**E:** Implement Best Practices District-Wide  
**F:** Develop Instructional strategies that focus on differentiation  
**G:** Provide professional development on classroom management strategies  
**H:** Develop a school based program that enhances teacher/student relationships  
**I:** Develop activity program focused on developing student relationships and personalizing student interest

**A:** Review of master schedule; promotion of course opportunities;  
**B:** Alignment of middle level and high school master schedule; increase class time in the schedule; develop common planning and remediation time

**A:** Development of an advisory in the high school with the importance of an adult advocate for each student  
**B:** Creation of team building activities for students  
**C:** Drop-out prevention programming

**A:** Continued recognition and support of clubs such as National Honor Society, Student Council, Ambassadors, and Youth Court  
**B:** Develop curriculum focused on Democratic and Civil Society  
**C:** Develop School Improvement Team including student membership

## Warren County School District High School Reform Plan

| Strategy / Action   | Person Responsible   | Measurement  | Resources   | Due Date  |
|---|--|--|---|---|
| <b>Goal #1</b>  | The Warren County School District will provide individualized and needs-based professional development for faculty, staff, and administration with an emphasis on the development of a PLC in each building. |  |   |   |
| (A) Continue Professional Development for Administrators.   | Central Administration   | Leadership Survey; SPP; Principal Effectiveness  | Providing professional development plan for each administrator  | August 2016                                     |
| (B) District-Wide and School-Based Professional Development focused on Goal Planning  | Central and District Administration  | Test Scores; Observations; Walkthroughs; Student Data; Lesson Plans  | PSSA; Keystones; Benchmark Assessments (Study Island; Dibels); CDT's; Student Demographics; Curriculum and Diary Maps; Teacher Surveys  | Ongoing   |
| (C) Recognition of Leadership Activities  | Central and District Administration  | Data Collection of number teachers recognized for providing professional development opportunities to colleagues | Formal Letter provided by Director of Curriculum and Instruction; Board Recognition; Continue to provide those individuals with ongoing professional development opportunities as teacher-leaders | August 2016 (Implement)<br><br>July 2017 (Data) |
| (D) Develop Online Professional Learning Opportunities; Create Digital Archive of Online Learning Opportunities; Promotion of SAS Portal utilization; Effective Support of Differentiated Supervision | District Administration and Teacher Coaches  | SAS Participation; Teacher Surveys; Administrative Review of Differentiated Supervision Goals                    | SAS Portal; Differentiated Supervision Plans; Teacher Coaches   | August 2016                                     |
| (E) Development of Induction Program; Effective Utilization of Teacher Coaches  | Rhonda Decker and Teacher Coaches  | Induction Manual and Review of Completion  | Induction Manual  | May 2016 (Completed)                            |
| (F) Develop a long range plan for administrative leadership in the District   | Central Administration   | Induction Manual and Review of Completion  | Induction Manual (Principal-Version)  | August 2017                                     |
| <b>Goal #2</b>  | The Warren County School District will continue to support communication among all stakeholders.   |  |   |   |
| (A) Develop building level leadership teams such as Child Study, GAN, Department Head Meetings, SIT, Student Government   | District Administration  | School-Level Portfolio and Meeting Minutes   | School-Level Portfolio; Meeting Minutes   | July 2017                                       |



## Warren County School District High School Reform Plan

|  |  |   |  |                               |
|--|--|---|--|-------------------------------|
| (B) Support collaboration with outside agencies as it relates to district goals  | Central and District Administration  | Roundtable Discussion and Minutes; Documentation of Usage of Outside Agencies | State/County Outside Agencies;   | Ongoing                       |
| (C) Continued support for booster groups and school level support groups such as PTO/PTA   | District Administration; Athletic Directors  | Regular Meetings  | Bylaws; Meeting Minutes  | Ongoing                       |
| (D) The District will provide effective communication through a variety of resources such as newsletters, call blasts, surveys, and social media | District Administration  | End-of-Year Survey to Parents (Where they feel Communication comes from?)     | Call Blast System Results; Media Views (Facebook; Etc); Google Surveys; Parent Newsletters                 | Ongoing<br>June 2017 (Survey) |
| (E) The District will establish a procedure for annual review of District Improvement Data and dissemination of findings to the public           | District Administration  | Successful Completion of Data Analysis Framework; Board Presentations         | Framework for Data Analysis  | August 2017                   |
| <b>Goal #3</b>   | The Warren County School District will support systematic school improvement through the development of District approved programming specific to individual building needs. |   |  |                               |
| (A) Continue to support SWPIS in Youngsville Area  | Rhonda Decker  | SWIS Data   | SWIS Program; PD   | Ongoing                       |
| (B) Develop a district wide school improvement program at both the middle and HS level such as Breaking Ranks and Schools to Watch.              | Rhonda Decker; Building Administrators   | Improvement Data  | Schools to Watch; Breaking Ranks; This We Believe  | June 2016                     |
| <b>Goal #4</b>   | The Warren County School District will integrate collaborative planning time for high school and middle level teachers.  |   |  |                               |
| (A) Create a collaborative planning environment at both the middle and high school levels  | District Administration  | Master Schedule   | Structured Team Agenda; Team Meeting Minutes; Administrative Attendance at Meetings; Teacher-Coaches Input | August 2017                   |
| <b>Goal #5</b>   | The Warren County School District will provide opportunities for economically disadvantaged students and support a curriculum that will encourage cultural diversity.        |   |  |                               |
| (A) Support targeted field trip opportunities and assemblies for economically disadvantaged students   | Central and District Administration  | Review of Educational Field Trips and Assemblies provided to students         | Community and District Support; 21 <sup>st</sup> Century Program   | August 2016                   |

## Warren County School District High School Reform Plan

|   |   |  |  |                        |
|---|---|--|--|------------------------|
| (B) Develop a plan for all students to access technology  | District Administration; Technology Department  | Technology Access Usage; BYOD; (Computer/Devices) on a Daily Basis                 | Technology Plan; Technology Support; Technology Grant Opportunities  | July 2017              |
| <b>Goal #6</b>  | The Warren County School District will foster relationships with Post-Secondary Institutions and develop career education pathways for all students.  |  |  |                        |
| (A) Continue to develop plans to enhance dual enrollment opportunities; support higher education initiatives such as college fair and educational field trips; and support military recruiting visits | Rhonda Decker; Eric Mineweaser; District Administration; School Counselor(s)  | Student Participation within Dual Enrollment; Military and College Enrollment Data | Meeting(s) with Dual Enrollment Committee Teams; Continued Collaboration with HI-ED; Documented Dates of College Fair and Military Recruiting Visits | Ongoing<br>(July 2017) |
| (B) Continue financial support for Hi-Ed Council  | Rhonda Decker   | Financial Report   | Funds go to support educational opportunities such as School-Work-Coordinator as well as activities such as, 'Woodmobile', Job-Shadowing; etc.       | Ongoing                |
| <b>Goal #7</b>  | The Warren County School District will continuously update the curriculum to align with local, state, and national standards and support the usage of Academic Coaches, Coordinators, and Mentor Teachers to assist the development and delivery of actively engaging curriculum. |  |  |                        |
| (A) Update all planned instruction to align to PA Core  | Rhonda Decker; Curriculum Coordinators; Teachers  | Review of Assessment Data; Annual Curriculum Review                                | Curriculum Connector; Curriculum Maps; Teacher-Coaches   | Ongoing                |
| (B) Continuous Monitoring and update of curriculum maps   | Rhonda Decker; Curriculum Coordinators; Teachers  | Review of Assessment Data; Annual Curriculum Review                                | Curriculum Connector; Curriculum Maps; Teacher-Coaches   | Ongoing                |
| (C) Provide rigorous curriculum including AP, Honors, and Dual Enrollment Offerings   | All District Personnel  | Review of Assessment Data; Enrollment Data   | eSchool Data (Grades); AP Scores; Educational Partner Feedback   | Ongoing                |
| (D) Support the development and the improvement of the Virtual Academy  | Rhonda Decker; Virtual Academy Staff  | Student Participation; Successful Completion                                       | Virtual Academy Website; Informational Page  | Ongoing                |

## Warren County School District High School Reform Plan

|   |   |   | (Materials)   |                       |
|---|---|---|---|-----------------------|
| (E) Provide professional development for educators focused on learning modalities, small group instruction, common planning time, and instructional delivery        | Rhonda Decker   | PD Surveys  | Teacher- Coaches; Principals; IU #5                                       | Ongoing               |
| (F) Allow for peer observation  | District Administration   | Observation Form  | Observation Form  | June 2017             |
| <b>Goal #8</b>  | The Warren County School District will promote differentiation both academically and socially through programming that fosters student wellness and academic success. |   |   |                       |
| (A) Develop schedule that provides longer class periods, appropriate interventions, time for advisory, and enrichment and remediation activities                    | Gary Weber  | eSchool Data; Behavioral Data; SIT Meeting Minutes                              | Master Schedule; SWPBIS   | November 2017         |
| (B) Support activities that promote achievement such as Honor Merit Breakfast, Awards Assemblies, Student of the Week, and Student Assistance Program participation | Building Administration   | Scheduled Events; WTO publication; SAP data                                     | SIT and SAP Teams   | Ongoing               |
| <b>Goal #9</b>  | The Warren County School District educators will provide a multitude of learning opportunities for students connected to real-life experiences.                       |   |   |                       |
| (A) Support the School to Work program and cooperative learning experiences   | District Administration   | Job Shadowing; College Fair; Financial Aid Night; Woodmobile; Career Days; Etc. | School-to-Work Coordinator  | Ongoing               |
| (B) Provide Project Based Learning opportunities for students   | Building Administration and Teachers  | Curriculum and Diary Maps which should include PBL's                            | NWSB (EverFi); IU #5; Outside Community Support; (PD needed in this area) | June 2017             |
| (C) Encourage community engagement of local agencies and businesses such as local law enforcement for school based presentations                                    | District and Building Administration  | Informative Assemblies/Presentations to students/staff                          | Human Services; Local Law Enforcement; Outside Agencies                   | Ongoing               |
| (D) Implement STEAM programming at all levels   | District and Building Administration  | Curriculum and Diary Maps which should include STEAM activities                 | NWSB (EverFi); IU #5; Carnegie Mellon                                     | June 2017             |
| <b>Goal #10</b>   | The Warren County School District will develop and support the regular assessment and monitoring of student progress.   |   |   |                       |
| (A) Develop common assessment per content areas   | Academic Teaching Coaches; Teachers;  | Curriculum and Diary Maps; Department   | Teachers; SAS Portal; Planned Course Instruction                          | June 2016 (Math Comp) |

## Warren County School District High School Reform Plan

|  |  |   |  |  |
|--|--|---|--|--|
|  | Building Administration  | Meetings to design Common Assessments                                     |  | June 2017<br>(Plan for remainder of cores) |
| (B) Utilize frequent formative assessments throughout lessons  | Academic Teaching Coaches; Teachers; Building Administration   | Formal Observations; Walkthroughs; Anecdotal Notes; Curriculum/Diary Maps | Curriculum and Diary Maps              | June 2017                                  |
| (C) Provide summative assessments aligned to the curriculum/standards  | Academic Teaching Coaches; Teachers; Building Administration   | Formal Observations; Walkthroughs; Anecdotal Notes; Curriculum/Diary Maps | Curriculum and Diary Maps              | June 2017                                  |
| <b>Goal #11</b>  | The Warren County School District administrators and educators will work collaboratively to develop activities/extra-curricular/clubs. |   |  |  |
| (A) Develop plan to increase participation in extra-curricular activities  | Athletic Director; Athletic Coordinators; Club Advisors; Building Administration   | Participation Numbers and review of activities offered to students        | School Improvement Team                | June 2018                                  |
| (B) Support and promote the participation and development of school based clubs and activities that fosters community engagement and character development | Club Advisors and Building Administration  | Participation Numbers and review of activities offered to students        | School Improvement Team                | June 2018                                  |
| (C) Support District-wide initiatives such as the All County Musical   | District and Building Administration   | Scheduled Events  | Financial Support                      | Ongoing                                    |
| <b>Goal #12</b>  | The Warren County School District will adopt a technology plan to improve instruction and enhance learning opportunities.              |   |  |  |
| (A) Provide professional development to integrate technology appropriately to enhance and support instruction  | Technology Department; Rhonda Decker   | Surveys of needed professional development in area of technology          | Professional Development Opportunities | August 2016 and Ongoing                    |
| (B) Develop plan for Bring Your Own Device program (BYOD)  | Technology Department and District Administration  | Guidelines Designed to Enhance BYOD and provide proper procedures         | Approved Guidelines and Procedures     | September 2016                             |
| (C) Integrate technology within lessons in the Curriculum Maps   | Academic Teaching Coaches; Teachers;   | Completion of Curriculum Maps with evidence of                            | Curriculum and Diary Maps              | June 2017                                  |

## Warren County School District High School Reform Plan

|   |  |   |   |               |
|---|--|---|---|---------------|
|   | Building Administration  | technology integration  |   |               |
| (D) Review the technology policy annually                               | Technology Department and District Administration  | Documented Review of Technology Policy  | Meeting(s) held with Technology Department for Policy Review  | November 2016 |
| <b>Goal #13</b>   | The Warren County School District will establish appropriate learning communities within each building to promote individualized student learning. |   |   |               |
| (A) Development of Advisory in Middle and High School                   | District and Building Administration   | Development of Consistent Advisory at Middle and High School Level                          | Review of Advisory Program(s) through Schools-to-Watch and Other Districts  | June 2017     |
| (B) Creation of Student Learning Objectives                             | District and Building Administration   | Year-End Data Analysis of Individual SLO's of each teacher                                  | SLO Document  | June 2017     |
| (C) Create a personalized learning environment for students             | Building Administration and Teachers   | Building Plan to create personalized learning environment for students                      | SIT Minutes; SWPBIS for Pilot Schools; Designed Career Portfolio  | June 2017     |
| (D) Analyze and evaluate the school pilot programs for SWPBIS           | District and Building Administration   | Administrative and IU Team Meetings to discuss success rate of SWPBIS                       | SIT and SWPBIS Minutes  | June 2017     |
| (E) Implement Best Practices District-Wide                              | Academic Teaching Coaches; Building Administration and Teachers  | Professional Development to Share Best Practices with Colleagues; Curriculum and Diary Maps | Evidence of Professional Development Opportunities that focus on Best Practices; Completed Maps with implementation of Best Practices District-Wide             | Ongoing       |
| (F) Develop Instructional strategies that focus on differentiation      | Academic Teaching Coaches; Building Administration and Teachers  | Professional Development to Share Best Practices with Colleagues; Curriculum and Diary Maps | Evidence of Professional Development Opportunities that focus on Differentiated Instruction; Completed Maps with implementation of Best Practices District-Wide | Ongoing       |
| (G) Provide professional development on classroom management strategies | Academic Teaching Coaches; Building Administration   | Professional Development on Classroom Management Strategies; Academic and                   | Evidence of Professional Development Opportunities that focus on Classroom Management Strategies  | June 2017     |

## Warren County School District High School Reform Plan

|  |  |   |  |               |
|--|--|---|--|---------------|
|  |  | Behavioral Data   |  |               |
| (H) Develop a school based program that enhances teacher/student relationships   | Academic Teaching Coaches; Building Administration and Teachers; School Improvement Team   | Development of Advisory Program; Adult Advocate for each Student; Positive Communication between teacher/student/parent         | School Improvement Team and Parent Communication Log                           | June 2017     |
| (I) Develop activity program focused on developing student relationships and personalizing student interest                                      | Building Administration and Teachers   | Development of Advisory Program; Adult Advocate for each Student; Positive Communication between teacher/student/parent         | School Improvement Team; Student Interest Survey; and Parent Communication Log | June 2017     |
| <b>Goal #14</b>  | The Warren County School District will utilize creative scheduling to reduce class size, increase length of class time, and increase flexibility for students.               |   |  |               |
| (A) Review of master schedule; promotion of course opportunities   | District and Building Administration   | Develop master schedule that aligns middle and high school  | eSchool; Building Tours of Districts   | June 2017     |
| (B) Alignment of middle level and high school master schedule; increase class time in the schedule; develop common planning and remediation time | District and Building Administration   | Develop master schedule to embed common planning time and increased class time  | eSchool; Building Tours of Districts   | November 2016 |
| <b>Goal #15</b>  | The Warren County School District will support systematic school improvement through the development of district approved programming specific to individual building needs. |   |  |               |
| (A) Development of an advisory in the high school with the importance of an adult advocate for each student                                      | District and Building Administration   | Development of Advisory Program; Adult Advocate for each Student; Positive Communication between teacher/student/parent         | School Improvement Team and Parent Communication Log                           | June 2017     |
| (B) Creation of team building activities for students  | Building Administration and Teachers   | Development of Advisory Program that encompasses Team Building Activities   | Advisory Program   | Ongoing       |
| (C) Drop-out prevention programming  | School Counselors; Truancy Officer; District and Building Administration   | Providing Career Education Opportunities for Students; Identifying Necessary Supports for Student Success; Engaging Students in | Community Agencies; Hi-Ed; Truancy Officer; Child Study                        | August 2017   |



## Warren County School District High School Reform Plan

|  |   |   |  |              |
|--|---|---|--|--------------|
|  |   | Classroom Activities and<br>other Extra-Curricular<br>Opportunities   |  |              |
| <b>Goal #16</b>  | The Warren County School District will develop a set of core values that are essential in a democratic and civil society. |   |  |              |
| (A) Continued recognition and support of clubs such as National Honor Society, Student Council, Ambassadors, and Youth Court | District and Building Administration  | Building and District Recognition of Club Success Stories   | Board Meetings; School Assemblies  | Ongoing      |
| (B) Develop curriculum focused on Democratic and Civil Society   | District and Building Administration  | Provide opportunities for students to develop skills in decision-making; critical thinking; and communication | Community-Based Projects; Student Learning Projects; Student Council; Ambassadors; Youth Court | August 2017  |
| (C) Develop School Improvement Team including student membership   | District and Building Administration  | School Improvement Team Minutes   | District-Wide SIT Template that will act as guideline for School Improvement Team Meetings     | October 2016 |





| HIGH SCHOOL REFORM BELL SCHEDULE IDEAS |       |       |   |
|--|-------|-------|---|
| SEVEN PERIOD DAY / 53-MINUTE CORES     |       |       |   |
| HR and Period 1                        | 7:55  | 8:53  | School Day beginning<br>at 7:55<br>w/ 3 minutes in<br>between<br>classes  |
| Period 2                               | 8:56  | 9:49  |   |
| Period 3                               | 9:52  | 10:45 |   |
| Period 4                               | 11:22 | 12:15 | Lunch A 10:48 11:18   |
| Lunch A                                | 10:48 | 11:18 |   |
| Period 5                               | 12:18 | 1:11  |   |
| Period 4                               | 10:48 | 11:41 | Lunch B 11:44 12:14   |
| Lunch B                                | 11:44 | 12:14 | Lunch C 12:40 1:10  |
| Period 5                               | 12:17 | 1:10  | Please Note: All cores<br>are 53 minutes long<br>with the exception of<br>HR and Period 1 as it is<br>58 minutes long to<br>include student<br>attendance |
| Period 4                               | 10:48 | 11:41 |   |
| Period 5                               | 11:44 | 12:37 |   |
| Lunch C                                | 12:40 | 1:10  |   |
| Period 6                               | 1:14  | 2:07  |   |
| Period 7                               | 2:10  | 3:04  |   |

**DRAFT**

