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# Pennsylvania Department of Education

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

## **Professional Education Report** **Friday, January 29, 2010** **(Last Approved: Thursday, October 16, 2008)**

**Entity:** Greencastle-Antrim SD  
**Address:** 500 East Leitersburg Street  
Greencastle, PA 17225-1138  
**Phone:** (717) 597-2187  
**Contact Name:** Charles Hoover

## Professional Education Planning Committee

Name	Affiliation	Membership Category	Appointed By
Ami Myers	Parent	Parent	Greencastle Board of School Directors
Bob Crider	Greencastle-Antrim School District	Administrator	Administrator
Daniel Fisher	Board Member	Business Representative	Greencastle Board of School Directors
Garon Gembe	Local Business	Business Representative	Greencastle Board of School Directors
Jeff Shank	Community Representative	Community Representative	Greencastle Board of School Directors
Julie Gembe	Parent	Parent	Greencastle Board of School Directors
Karrie Hefner	Greencastle-Antrim High School	Secondary School Teacher	Teachers
Kathy Hamilton	Greencastle-Antrim School District	Ed Specialist - School Nurse	Educational Specialist
Kerri Barnes	Greencastle-Antrim High School	Secondary School Teacher	Teachers
LuAnn Skutch	Greencastle-Antrim Elementary School	Elementary School Teacher	Teachers
Mark Herman	Greencastle-Antrim Middle School	Administrator	Administrator
Mary Lou Pool	Greencastle-Antrim Elementary School	Elementary School Teacher	Teachers
Molly Moran	Greencastle-Antrim Primary School	Administrator	Administrator
Paul Politis	Board Member	Community Representative	Greencastle Board of School Directors
Ronalyn Bingaman	Greencastle-Antrim Middle School	Middle School Teacher	Teachers
Sue McLaughlin	Greencastle-Antrim Elementary School	Elementary School Teacher	Teachers
Tom Dracz	Greencastle-Antrim High School	Ed Specialist - School Counselor	Educational Specialists
Virginia Gill	Greencastle-Antrim Middle School	Middle School Teacher	Teachers

## Needs Assessment

### Reflections

There are currently no reflections selected for this section.

The Greencastle-Antrim School District is challenged with maintaining a continuous trend of improvement for all students, but must also focus on the IEP and Economically Disadvantaged students. A review of the past three years reveals a steady decline in the percent of advanced/ proficient students in both reading and math. While they met the Achievement Target as set by the state, the decline is a red flag to the district as they move to meet the new achievement targets. The challenge has been addressed by giving the teachers the data they need from the PSSA so that they have a clearer picture of where students are performing and where they need to grow. The continued focus is on teachers using data to lead their instruction. The district has also moved to addressing instructional practices that are proven to be effective by entering the Learning-Focus Schools Model. This will begin the summer of 2008. Curriculums in reading and math were also rewritten this year with a stronger focus on

the state standards and a stronger K-12 continuum.

Based on the 2007-2008 teacher survey results the following were reported as strongly agree or agree. These percentages are reflective of a group of professionals willing to address the needs of students. The Greencastle-Antrim School District is committed to meeting the challenges it faces with NCLB and recognizes we must address data analysis and instructional strategies.

- 73.4% professional development
- 84.9% supportive learning environments
- 69.3% collaborative and communication
- 74.4% curriculum, instruction and assessment
- 82.5% clear and shared focus
- 63.5% high standards and expectations
- 66.2% strong school leadership
- 98.2% parent and community involvement
- 90.8% frequent monitoring of teaching and instruction

The Greencastle-Antrim School District believes that professional development occurs on different levels. The needs of the individual as well as the district needs of the grade level, subject area, building and district must be taken into account when developing worthwhile activities.

## Professional Education Action Plan

# Goal: LEARNING-FOCUSED SCHOOLS MODEL PROJECT

**Description:** Greencastle-Antrim School District is committed to improving teacher instruction. By improving instruction that is research based, pervasive and consistent, the scores of all students on the PSSA will improve.

## Strategy: Balanced Achievement

**Description:** The Learning Focused Schools Project is based on balanced achievement which asks what new or expanded competence do our teachers and administrators need in order to implement exemplary practice.

## Activity: Exemplary Practice

**Description:** Teachers will be trained through Learning Focused Schools Project on Research-Based Instruction

Person Responsible	Timeline for Implementation	Resources
Bob Crider	Start: 12/5/2007 Finish: 4/7/2009	\$50,000.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
7.00	4	25
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Lincoln Intermediate Unit 12	• Intermediate Unit	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Teachers will develop knowledge	Learning-Focused Schools	For classroom teachers, school counselors

and skills of Exemplary Practices, which are defined as practices, strategies and activities that exist on a consistent and pervasive basis in exemplary schools.

Project is based on research from the The Education Evaluation consortium which is Funded by the US Department of Education and Pew Educational Forum.

and education specialists:

- Enhances the educator's content knowledge in the area of the educator's certification or assignment.
- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

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

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

### **Educator Groups Which Will Participate in this Activity**

#### **Role**

- Classroom teachers
- Principals / asst. principals
- Other educational specialists

#### **Grade Level**

- Early childhood (preK-grade 3)
- Middle (grades 6-8)
- Elementary (grades 2-5)
- High school (grades 9-12)

#### **Subject Area**

- Reading, Writing, Speaking & Listening
- Mathematics

#### **Follow-up Activities**

- Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
- Analysis of student work, with administrator and/or peers
- Creating lessons to meet varied student learning styles
- Peer-to-peer lesson discussions

#### **Evaluation Methods**

- Student PSSA data
- Standardized student assessment data other than the PSSA
- Participant survey
- Review of participant lesson plans

- Lesson modeling with mentoring
- Journaling and reflecting

**Status:** Not Started — Overdue

## **Activity: Learning-Focused Toolbox**

**Description:** The Learning-Focused Toolbox and the Power Curriculum is an easy to use, comprehensive solution for developing standards driven units and lessons for learning. With the Power Curriculum educators collaboratiavel proritize, organize, and actualize a curriclum that really raises achievement

<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Bob Crider	Start: 8/5/2008 Finish: 10/20/2009	\$25,000.00

### **Professional Development Activity Information**

<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
7.00	2	15

<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>
Lincoln Intermediate Unit 12	<ul style="list-style-type: none"> <li>• Intermediate Unit</li> </ul>	Approved

### **Knowledge and Skills**

Educators will be able to create Learning-Focused Lessons and create Learning Units that are aligned with state standards that suppor exemplary instruction focused on student learning and raising achievement

### **Research and Best Practices**

Learning-Focused provides the most comprehensive model for balanced achievement using a reserch-based framework and support solutions focused on learning.

### **Designed to Accomplish**

*For classroom teachers, school counselors and education specialists:*

- Enhances the educator's content knowledge in the area of the educator's certification or assignment.
- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

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

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students

are aligned to each other as well as to Pennsylvania's academic standards.

- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

### Educator Groups Which Will Participate in this Activity

#### Role

- Classroom teachers
- Principals / asst. principals
- Other educational specialists

#### Grade Level

- Early childhood (preK-grade 3)
- Middle (grades 6-8)
- Elementary (grades 2-5)
- High school (grades 9-12)

#### Subject Area

- Reading, Writing, Speaking & Listening
- Mathematics

#### Follow-up Activities

- Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
- Creating lessons to meet varied student learning styles
- Peer-to-peer lesson discussions
- Lesson modeling with mentoring

#### Evaluation Methods

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

**Status:** Not Started — Overdue

## Goal: MATHEMATICS

**Description:** At least 56% of all students will be proficient in Mathematics, as measured by the annual state-wide PSSA assessments from 2008 to 2010

At least 67% of all students will be proficient in Mathematics, as measured by the annual state-wide PSSA assessments in 2011

At least 78% of all students will be proficient or advanced in Mathematics, as measured by the annual state-wide PSSA assessments in 2012

At least 89% of all students will be proficient or advanced in Mathematics, as measured by the annual state-wide PSSA assessments in 2013

At least 100% of all students will be proficient or advanced in Mathematics, as measured by the annual state-wide PSSA assessments in 2014

## Strategy: Benchmark Assessment

**Description:** The district recognizes the need for a benchmark assessment that will provided teachers with reliable standards based information on their students to lead their instruction. The district will pilot the Measures of Academic Progress(MAP) from the Northwestern Evaluation Association (NWEA) in grades 1, 4, 6, and 10 for the 2008-2009 school year and then grades kindergarten through 11 in 2009-2010

### Activity: Measures of Academic Progress

**Description:** Inservice Training

Person Responsible	Timeline for Implementation	Resources
Mary Frey	Start: 8/28/2008 Finish: 10/10/2008	\$46,000.00

#### Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
7.00	1	40
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Greencastle-Antrim School District	<ul style="list-style-type: none"> <li>School Entity</li> </ul>	Approved

**Knowledge and Skills**  
How to administer the computerized Measures of Academic Progress (MAP)

**Research and Best Practices**  
Research may be found at [www.nwea.org](http://www.nwea.org). Northwest Evaluation Association is a not-for-profit organization committed to helping school districts throughout the nation improve learning for all students.

#### Designed to Accomplish

*For classroom teachers, school counselors and education specialists:*

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

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

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

#### Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> <li>Classroom teachers</li> <li>Principals / asst. principals</li> <li>Other</li> </ul>	<ul style="list-style-type: none"> <li>Early childhood (preK-grade 3)</li> <li>Middle (grades 6-8)</li> <li>Elementary (grades 2-5)</li> <li>High school (grades 9-12)</li> </ul>	<ul style="list-style-type: none"> <li>Reading, Writing, Speaking &amp; Listening</li> <li>Mathematics</li> </ul>

educational  
specialists

**Follow-up Activities**

- Faculty meetings

**Evaluation Methods**

- Standardized student assessment data other than the PSSA
- Participant survey
- Test completion (Review that each teacher was able to complete the assessment with each of their students)

**Status:** Not Started — Overdue

**Strategy: IEP and ED subgroups**

**Description:** The Greencastle-Antrim School District will focus attention on improving the performance of subgroups on the PSSA.

**Activity: Data Analysis**

**Description:** Teachers will use all data available to target specific instructional areas of subgroups.

**Person Responsible**

Mary Frey

**Timeline for Implementation**

Start: 10/15/2008  
Finish: 6/7/2017

**Resources**

-

**Professional Development Activity Information**

**Number of Hours Per Session**

7.00

**Total Number of Sessions Per School Year**

1

**Estimated Number of Participants Per Year**

40

**Organization or Institution Name**

Greencastle-Antrim School District

**Type of Provider**

- School Entity

**Provider's Department of Education Approval Status**

Approved

**Knowledge and Skills**

The educators will develop the capacity to design and implement instructional ladders, differentiate instruction and use the Lexile Framework for Reading. The Leadership Team participants will develop the capacity to establish desired goals for the group, sustain the momentum, support differentiation and structure answerability.

**Research and Best Practices**

www.nwea.org

**Designed to Accomplish**

*For classroom teachers, school counselors and education specialists:*

- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
- Empowers educators to work effectively with parents and community partners.

*For school and district administrators, and*



other educators seeking leadership roles:

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

### Educator Groups Which Will Participate in this Activity

#### Role

- Classroom teachers
- Principals / asst. principals
- Other educational specialists

#### Grade Level

- Early childhood (preK-grade 3)
- Middle (grades 6-8)
- Elementary (grades 2-5)
- High school (grades 9-12)

#### Subject Area

- Reading, Writing, Speaking & Listening
- Mathematics

#### Follow-up Activities

- Analysis of student work, with administrator and/or peers
- Creating lessons to meet varied student learning styles
- Peer-to-peer lesson discussions

#### Evaluation Methods

- Student PSSA data
- Standardized student assessment data other than the PSSA
- Participant survey

**Status:** Not Started — Overdue

## Goal: READING

**Description:** At least 63% of all students will be proficient in Reading, as measured by the annual state-wide PSSA assessments from 2008 to 2010.

At least 72% of all students will be proficient in Reading as measured by the annual state-wide PSSA assessments in 2011.

At least 81% of all students will be proficient in Reading as measured by the annual state-wide PSSA assessments in 2012.

At least 91% of all students will be proficient in Reading as measured by the annual state-wide PSSA assessments in 2013.

At least 100% of all students will be proficient in Reading as measured by the annual state-wide PSSA assessments in 2014.

## **Strategy: Benchmark Assessment**

**Description:** The district recognizes the need for a benchmark assessment that will provide teachers with reliable standard based information on their students to lead their instruction. The district will pilot the Measures of Academic Progress (MAP) from Northwestern Evaluation Association (NWEA) in grades 1, 4, 6, and 10 for the first year and then grades kindergarten through 11 in 2009-2010.

### **Activity: Measures of Academic Progress**

**Description:** Inservice Training

<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Mary Frey	Start: 8/5/2008 Finish: 10/20/2009	\$62,000.00

#### **Professional Development Activity Information**

<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
7.00	1	40
<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>
Greencastle-Antrim School District	<ul style="list-style-type: none"> <li>School Entity</li> </ul>	Approved

#### **Knowledge and Skills**

How to administer the computerized Measures of Academic Progress (MAP)

#### **Research and Best Practices**

Research may be found at [www.nwea.org](http://www.nwea.org) Northwest Evaluation Association is a not-for-profit organization committed to helping school districts throughout the nation improve learning for all students.

#### **Designed to Accomplish**

*For classroom teachers, school counselors and education specialists:*

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

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

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

**Educator Groups Which Will Participate in this Activity**

<p><b>Role</b></p> <ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Principals / asst. principals</li> <li>• Other educational specialists</li> </ul> <p><b>Follow-up Activities</b></p> <ul style="list-style-type: none"> <li>• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> <li>• Faculty meeting,</li> </ul>	<p><b>Grade Level</b></p> <ul style="list-style-type: none"> <li>• Early childhood (preK-grade 3)</li> <li>• Middle (grades 6-8)</li> <li>• Elementary (grades 2-5)</li> <li>• High school (grades 9-12)</li> </ul> <p><b>Evaluation Methods</b></p> <ul style="list-style-type: none"> <li>• Student PSSA data</li> <li>• Standardized student assessment data other than the PSSA</li> <li>• Participant survey</li> <li>• Test Completion (Review that each teacher was able to complete the assessment with each of their students)</li> </ul>	<p><b>Subject Area</b></p> <ul style="list-style-type: none"> <li>• Reading, Writing, Speaking &amp; Listening</li> <li>• Mathematics</li> </ul>
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**Status:** Not Started — Overdue

**Strategy: IEP and ED subgroups**

**Description:** The Greencastle-Antrim School District will focus attention on improving the PSSA scores of students in the following subgroups: IEP and economically disadvantaged

**Activity: Data Analysis**

**Description:** Teachers will utilize all data sources available to target specific instructional areas of subgroups.

<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Mary Frey	Start: 10/10/2008 Finish: 10/9/2009	-

**Professional Development Activity Information**

<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
7.00	1	40

<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider’s Department of Education Approval Status</b>
Greencastle-Antrim School District	<ul style="list-style-type: none"> <li>• School Entity</li> </ul>	Approved

<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>
The educators will develop the capacity to design and implement instructional ladders, differentiate instruction and use the Lexile Framework for Reading. The Leadership Team participants will develop the capacity to establish desired goals for the group, sustain the momentum, support differentiation and	www.nwea.org	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>• Increases the educator’s <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> </ul>

structure answerability.

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

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

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

### **Educator Groups Which Will Participate in this Activity**

#### **Role**

- Classroom teachers
- Principals / asst. principals
- Other educational specialists

#### **Grade Level**

- Early childhood (preK-grade 3)
- Middle (grades 6-8)
- Elementary (grades 2-5)
- High school (grades 9-12)

#### **Subject Area**

- Reading, Writing, Speaking & Listening
- Mathematics

#### **Follow-up Activities**

- Analysis of student work, with administrator and/or peers
- Creating lessons to meet varied student learning styles
- Peer-to-peer lesson discussions

#### **Evaluation Methods**

- Student PSSA data
- Standardized student assessment data other than the PSSA
- Participant survey

**Status:** Not Started — Overdue

## **Annual Review Process**

The Greencastle-Antrim School District's Act 48 Professional Educational Plan is reviewed annually. Each year participates in professional development activities complete evaluations of the specific activities/workshops/presentations. These provided feedback for the professional development steering committee on the program effectiveness and adjustments can then be made for future trainings.

The progress and effectiveness of the Professional Education Plan will be evaluated annually in May by the Professional Development Committee. This review will include the monitoring of professional education plan; the selection and scheduling of learning activities and providers; and an on going evaluation of continuing professional education activities. The committee will review evaluations of continuing professional educational activities and conduct yearly needs assessment.

During the annual evaluation/review all suggested and approved changes to the plan will be submitted to the

Board of School Directors for review and approval. After Board approval the revisions will be submitted to PDE.

## **Supporting Documents**

There are currently no supporting documents selected for this section.

## **Contact Information**

## Appendix B

### Entity Information Page

**Entity:** Greencastle-Antrim SD

**Address:**

500 East Leitersburg Street

Greencastle, PA 17225-1138

**Superintendent or Chief Administrative Officer:** C. Gregory Hoover

**E-mail:** cghoover@greencastle.k12.pa.us

**Telephone:** (717) 597-2187

**Fax:** (717) 597-3497

**Professional Education Committee Chairperson:** Rjobert Crider

**E-mail:** rbcrider@greencastle.k12.pa.us

**Telephone:** (717) 597- 2186

**Fax:** (717) 597-2130

**Act 48 Reporting Contact:** Robert Crider

**E-mail:** rbcrider@greencastle.k12.pa.us

**Telephone:** (717) 597-2186

**Fax:** (717) 597-2130