August 9, 2018

Re: Pa Chapter 4 Requirements for District Comprehensive Planning and Public Review

**Comprehensive Planning** is a thoughtful data-driven and research-validated planning process facilitated within the Cambria Heights School District. Comprehensive Planning facilitates communication and collaboration, promotes shared practices and resources, and ensures that every stakeholder is working toward common goals. Additionally, Comprehensive Planning assists local education agencies (school districts, charter schools, area vocational technical schools/career and technical centers, and intermediate units) to create and manage a continuous, comprehensive plan to submit to the Department in order to maintain compliance with state and federal mandate.

The Comprehensive Planning (CP) process contains six sections. Those sections are Profile, Core Foundations, Assurances, Needs Assessment, Action Planning and Plan Submission. CP is a continuous process used to ensure that all students are achieving at high levels. All LEAs can create better environments so that more students are successful. Continuous planning of Local Educational Agencies is essential to providing increased student performance and quality results. Innovative, exemplary, and research-validated programs, coupled with staff development, focused and aligned resources, and public participation in planning, are critical factors in districts that demonstrate continuous growth.

Revised Pa Chapter 4 specifies planning requirements for school entities. A school entity is defined as a local education provider (e.g., public school district). Every 6 years, a school entity must develop and implement a comprehensive and integrated K-12 program of student services. This student services plan must be made available for public inspection and comment for 28 days, and then it can be approved by the school entity's governing board.

**Source:** [https://www.education.pa.gov](https://www.education.pa.gov)

The draft Planning Document accompanying this letter will be made available at district building and administrative offices.

* If you have comments, questions and/or recommendations during the 28 day Public Inspection and Comment Period, please contact Cambria Heights SD Administration.
Cambria Heights SD

District Level Plan

07/01/2019 - 06/30/2022
Needs Assessment

Record School Patterns

**Question:**
After reviewing school level accomplishments and systemic challenges, what patterns can you identify among your schools?

What other information do you still need to assess?

**Answer:**
The rate of growth for those scoring proficient or advanced is not sufficient to meet PVAAS goals. The rate of growth for students not scoring proficient demonstrate positive PVAAS growth. Attendance across the district is strong, correspondingly the cohort promotion rate is the high 90%. The need for intensive academic interventions has increased, however, there is a not a corresponding increase in staffing to address these needs. Community feedback is almost universally positive. Increase in the number of students qualifying as economically disadvantaged at the ES is 46% Closing the Achievement Gap is difficult due to the high baseline scores. Improving growth while maintaining high student achievement on the Keystone exams. Improving students' college readiness, as measured by SAT/ACT scores, at the high school level.

District Accomplishments

**Accomplishment #1:**
Student promotion rate is strong.

**Accomplishment #2:**
K-8 students continue to exhibit high student proficiency in ELA and Science.

**Accomplishment #3:**
Interventions systems exist that support students academically and emotionally. Co-teaching is an accepted best practice.

**Accomplishment #4:**
Successful implementation of the educator effectiveness model using PAETEP as a tool of clinical supervision. District plans to implement a differentiated supervision model process.

**Accomplishment #5:**
Student achievement on the Keystone Literature, Algebra 1, and Biology exams is consistently high. The high school curriculum has expanded to offer students more advanced opportunities, including the addition of dual-enrollment courses.

**District Concerns**

**Concern #1:**
The district is concerned with the new PA Core Test scores not reflecting the accomplishment of the students.

**Concern #2:**
The continued maintenance of all buildings is a district wide concern. Aging facilities and the required maintenance will present financial challenges for the future.

**Concern #3:**
The Evaluation of professional staff

**Concern #4:**
Availability of staff to undertake instructional mandates

**Concern #5:**
The district must improve access to adequate technology resources and improvements to infrastructure.

**Prioritized Systemic Challenges**

**Systemic Challenge #1 (Guiding Question #1)** Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.

**Aligned Concerns:**

The district is concerned with the new PA Core Test scores not reflecting the accomplishment of the students.

The Evaluation of professional staff

Availability of staff to undertake instructional mandates
Systemic Challenge #2 (Guiding Question #9) Establish a district system that fully ensures each member of the district community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.

**Aligned Concerns:**

The continued maintenance of all buildings is a district wide concern. Aging facilities and the required maintenance will present financial challenges for the future.

Systemic Challenge #3 (Guiding Question #0) The application of instructional technology will be universal for students and teachers. Technology should become the primary resource for most educational activities in the district.

**Aligned Concerns:**

The district must improve access to adequate technology resources and improvements to infrastructure.
District Level Plan

Action Plans

**Goal #1:** Establish a district system that fully ensures each member of the district community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.

**Indicators of Effectiveness:**

Type: Annual

Data Source: Survey data of parents, students, teachers and community

Specific Targets: The initial survey results will be subject to administrative review and will set a baseline for improvement. Further changes to school level and district approaches will result from the analysis of the initial survey results.

**Strategies:**

*School - Community Relationship Building*

**Description:**

Increase opportunities to invite parents to become involved in various educational activities. This will involve parent trainings, use of social networking tools. The program will promote opportunities to foster improved parent-teacher communication. The district will enhance its relationship with local law enforcement agencies to improve overall building security.

**SAS Alignment:** Safe and Supportive Schools

**Implementation Steps:**

*School - Community Communications*

**Description:**
Employ social networking tools to keep parents informed on a timely basis about all aspects of school operation and activities.

**Start Date:** 8/21/2018     **End Date:** 6/1/2022

**Program Area(s):** Student Services, Educational Technology

**Supported Strategies:**

- School - Community Relationship Building

**Goal #2:** Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.

**Indicators of Effectiveness:**

- Type: Interim
- Data Source: Observation records
- Curriculum maps

**Specific Targets:**

- 2018 - All tested subject curriculum mapped to standards.
- 2019 - 1/2 of all non-tested subjects mapped to related and specific standards
- 2020 - final 1/2 of non-tested subjects mapped to related and specific standards.

**Strategies:**

**Curriculum Mapping**

**Description:** A curriculum map is a working document that illustrates exactly what is taking place in classrooms. Maps reveal what is being taught over the course of a year, within a unit of study, and even down to a specific lesson. Often, a map for a lesson will include essential questions, the content that will be covered, skills students will demonstrate if they understand the content, assessments, and activities. (Sources: Getting Results with Curriculum Mapping)
Differentiating Instruction


SAS Alignment: Instruction

Implementation Steps:

Supporting Accelerated Learning

Description:

The goal of differentiated instruction is to provide targeted teaching for specific populations of learners. Such an approach will allow the district to identify truly gifted students. The district through its individual identified gifted grade level teacher will develop instructional strategies and materials to match student strengths. These identified teachers receive on-going staff development in this area through IU 8.

Start Date: 8/21/2018   End Date: 6/1/2022

Program Area(s): Professional Education, Gifted Education, Educational Technology

Supported Strategies:

- Differentiating Instruction
**Goal #3:** The application of instructional technology will be universal for students and teachers. Technology should become the primary resource for most educational activities in the district.

**Indicators of Effectiveness:**

Type: Annual

Data Source: Inventory of network capacity

Identification of age appropriate applications

Inventory of appropriate technology

Specific Targets: Annual description of network capacity - the director will describe network capacity and network capability

Identification of age appropriate applications and description of usage - the identification will result in a listing of effective technology and applications

Inventory will demonstrate continuous improvement to access

**Strategies:**

*Technology Infrastructure Enhancement/Technology Access and Training Increase*

**Description:** The International Society for Technology in Education cites research that indicates an increase in access to technology has a positive effect on student achievement. (Source: http://www.k12hsn.org/files/research/Technology/ISTE_policy_brief_student_achievement.pdf)

**SAS Alignment:** Instruction, Materials & Resources

**Implementation Steps:**

*Enhancing Technology Resources and Training*

**Description:**

The district will enhance the wireless network and connectivity between buildings. This will enhance security and provide needed connectivity. The
district will improve the ratio of device to student ratio. The district will move towards cloud based resources.

**Start Date:** 8/21/2018    **End Date:** 6/1/2022

**Program Area(s):** Professional Education, Educational Technology

**Supported Strategies:**

- Technology Infrastructure Enhancement/Technology Access and Training Increase
# Appendix: Professional Development Implementation

## Step Details

| LEA Goals Addressed: | Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students. |

<table>
<thead>
<tr>
<th>Start</th>
<th>End</th>
<th>Title</th>
<th>Description</th>
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<th>Person Responsible</th>
<th>Provider</th>
<th>Type</th>
<th>App.</th>
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</thead>
<tbody>
<tr>
<td>Robert Diamond</td>
<td>IU 8</td>
<td>IU</td>
<td>Yes</td>
</tr>
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</table>

<table>
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<tr>
<th>Knowledge</th>
<th>Supportive Research</th>
<th>Designed to Accomplish</th>
</tr>
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<td>Identification practices, best practices in differentiated instruction, effective use of instructional technology and motivational techniques for gifted learners.</td>
<td>American Society of Curriculum Development provides both research and resources for this staff development initiative.</td>
<td>Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.</td>
</tr>
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specialists:

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

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

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

**Training Format**

- Series of Workshops

**Participant Roles**

- Classroom teachers

**Grade Levels**

- Elementary - Primary (preK - grade 1)
- Elementary - Intermediate (grades 2-5)
- Middle (grades 6-8)
- High (grades 9-12)

**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
- Joint planning period activities

**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
The application of instructional technology will be universal for students and teachers. Technology should become the primary resource for most educational activities in the district.

Strategy #1: Technology Infrastructure Enhancement/Technology Access and Training Increase

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</tr>
</tbody>
</table>

**Person Responsible**
Building Principals

**Provider**
Cambria Heights School District

Knowledge
Teachers will acquire familiarity with the technology and will acquire the skills to use these technologies in the classroom. Technologies include the use of Chromebooks and the subsequent usage of Google Applications in the classroom.

Supportive Research
Research has long indicated that teacher familiarity with technology is an essential component for adoption. In addition, the goal of providing 21st Century Learning Environment for students requires the employment of technology and software that allows for collaboration, on-line research and presentation skills.

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.
- Empowers educators to work effectively with parents and community partners.
For school and district administrators, and other educators seeking leadership roles:

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

### Training Format

- LEA Whole Group Presentation
- Series of Workshops
- Professional Learning Communities
- Offsite Conferences

### Participant Roles

- Classroom teachers
- Principals / Asst. Principals
- Supt / Ast Supts / CEO / Ex Dir
- School counselors
- New Staff
- Other educational specialists

### Grade Levels

- Elementary - Primary (preK - grade 1)
- Elementary - Intermediate (grades 2-5)
- Middle (grades 6-8)
- High (grades 9-12)

### Follow-up Activities

- Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
- Creating lessons to meet

### Evaluation Methods

- Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
varied student learning styles

Participant survey