

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Curriculum Based Professional Learning	• Training on PDE scoring guidelines and priority standards and metrics for all teachers. • Communication of CSI plan to all staff. • Training and continued coaching for all teachers to ensure that all curriculum meets these PA Common Core priority standards and is both horizontally and vertically aligned and that all LMS content aligns with standard-aligned curriculum map • Implement and monitor intervention courses for reading, writing, and math. • Ensure all educators are trained and proficient in instructional design and teaching methods that meet the diverse needs of students. • Administrative Supervisors establish a “Look For” template and checklist that clearly delineates how teachers will be measured on both formal and informal observations as aligned to the Danielson model/PA-EETP • Develop tier two reading, writing, and math interventions. • Train all teachers on instructional design (including WCAG guidelines) within LMS to ensure the minimization of barriers for students • Continue training on Structured Literacy for all teachers. • Assessment construction – how to construct and grade formative, summative, and benchmark assessments and record with consistency in LMS gradebook. • LMS alignment – ensuring all courses in LMS are aligned to the PA common core standards and is aligned both within course progression and between courses and grade progression.
Establish a clear vision for schoolwide data use	• Develop data reporting that clearly shows student measurement using PDE scoring guidelines for English and math. • Ensure that all educators are data literate and can monitor individual student learning strengths and gaps. • Establish clear levels of academic interventions for all students based upon their benchmark and overall grading metrics as measured on BI reports • Teachers develop Student Performance Measures (SPMs) that will show data-informed evidence of student learning growth through curriculum and instruction alignment • Data Literacy – provide frequent training for all teachers on how to read and use student data to identify and address student learning gaps.

Priority: If individual student learning needs are identified and addressed via various instructional strategies and interventions, then students will realize their potential and the benefits of striving to reach high expectations that lead to academic success.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3	Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
English Language Arts	Increase the percentage of students meeting the minimal proficient score on common ELA benchmark assessments from the Quarter 1 baseline by 5%.	Reading	Increase the percentage of students meeting the minimal proficient score on common benchmark assessments from the Quarter 1 baseline by 3%.	Increase the percentage of students meeting the minimal proficient score on common benchmark assessments from the Quarter 1 baseline by 4%.	Increase the percentage of students meeting the minimal proficient score on common ELA benchmark assessments from the Quarter 1 baseline by 5%.	For all 7th and 8th grade English courses, 100% of teachers will use the PA Department of Education's (PDE) Text Dependent Analysis (TDA) TDA Scoring Guideline to establish a baseline score for each student TDA submission out of the 9 rubric metrics.	80% of students who submitted and received an established benchmark in Q1 will increase their scoring using the PDE TDA scoring guideline. All grade 7 and 8 enrollers after Q1 who submit assignments will have their baseline established by teacher using the PDE TDA Scoring guideline.	85% of students will demonstrate growth from their Q2 benchmark using the PDE TDA Scoring guideline. All grade 7 and 8 enrollers after Q2 who submit assignments will have their baseline established by teacher using the PDE TDA Scoring guideline.	90% of students will demonstrate growth from their Q3 benchmark using the PDE TDA Scoring guideline.

Action Plan

Action Plan for: Curriculum Based Professional Learning						
Measurable Goals	Anticipated Output			Monitoring/Evaluation (People, Frequency, and Method)		
- Reading - Math	Implementation will result in increased instructional coherence, data informed decision-making, and more inclusive, responsive teaching practices. These efforts will produce tangible outputs such as aligned curriculum documents, instructional feedback, differentiated lesson plans, and collaborative team practices that directly support student growth and educator capacity.			Will include monthly reviews of learning walk trends, team reflections, lesson plans, and formative data to track PD implementation and instructional shifts. Quarterly routines will involve deeper analysis of goal targets, student outcomes, curriculum alignment, and fidelity of strategies like UDL, informing ongoing adjustments and leadership reporting.		
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resource s/Supports Needed	PD Step?	Com Step?
Training on PDE scoring guidelines and priority standards and metrics for all teachers.	10/05/2026	04/30/2027	Curriculum Coordinator	CSI Funds for TDA Bootcamp	Yes	No
Communication of CSI plan to all staff.	08/19/2026	08/21/2026	Assistant Principal	CSI Plan	Yes	Yes
Training and continued coaching for all teachers to ensure that all curriculum meets these PA Common Core priority standards and is both horizontally and vertically aligned and that all LMS content aligns with standard-aligned curriculum map	08/17/2026	12/11/2026	Curriculum Coordinator	CSI Funds for CCIU training and coaching support	Yes	No
Implement and monitor intervention courses for reading, writing, and math.	08/26/2026	03/10/2027	Educational Supervisor	School data reports	Yes	No
Ensure all educators are trained and proficient in instructional design and teaching methods that meet the diverse needs of students.	08/17/2026	12/11/2026	Educational Supervisor	CSI Funds for CCIU support in training on instructional strategies	Yes	No
Administrative Supervisors establish a "Look For" template and checklist that clearly delineates how teachers will be measured on both formal and informal observations as aligned to the	08/03/2026	10/23/2026	Educational Supervisor	Checklist and rubrics for teacher observations	Yes	No

Danielson model/PA-ETEP						
Develop tier two reading, writing, and math interventions.	08/17/2026	10/23/2026	Curriculum Coordinator	CSI Funds for CCIU support on developing MTSS plan.	Yes	No
Train all teachers on instructional design (including WCAG guidelines) within LMS to ensure the minimization of barriers for students	08/17/2026	10/23/2026	Instructional Design Specialist	CSI Funds for CCIU training on WCAG guidelines and Instructional Design.	Yes	No
Continue training on Structured Literacy for all teachers.	08/26/2026	02/03/2027	Reading Specialist	CSI Funds for CCIU support on Structured Literacy training.	Yes	No
Assessment construction – how to construct and grade formative, summative, and benchmark assessments and record with consistency in LMS gradebook.	08/17/2026	10/23/2026	Curriculum Coordinator	CSI Funds for CCIU support on assessment alignment instruction	Yes	No
LMS alignment – ensuring all courses in LMS are aligned to the PA common core standards and is aligned both within course progression and between courses and grade progression.	08/17/2026	12/11/2026	Curriculum Coordinator	Teacher course materials	Yes	No

Action Plan for: Establish a clear vision for schoolwide data use

Measurable Goals	Anticipated Output			Monitoring/Evaluation (People, Frequency, and Method)		
- Reading - Math	Implementation will result in increased instructional coherence, data informed decision-making, and more inclusive, responsive teaching practices. These efforts will produce tangible outputs such as aligned curriculum documents, instructional feedback, differentiated lesson plans, and collaborative team practices that directly support student growth and educator capacity.			Will include monthly reviews of learning walk trends, team reflections, lesson plans, and formative data to track PD implementation and instructional shifts. Quarterly routines will involve deeper analysis of goal targets, student outcomes, curriculum alignment, and fidelity of strategies like UDL, informing ongoing adjustments and leadership reporting.		
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Develop data reporting that clearly shows student measurement using PDE scoring guidelines for English and math.	08/17/2026	10/23/2026	Data Analyst	CSI Funds for CCIU TDA bootcamp	Yes	No
Ensure that all educators are data literate and can monitor individual student learning strengths and gaps.	08/17/2026	10/23/2026	Curriculum Coordinator	CSI Funds for CCIU support in teacher data literacy training.	Yes	No
Establish clear levels of academic interventions for all students based upon their benchmark and overall grading metrics as measured on BI reports	08/17/2026	10/23/2026	Curriculum Coordinator	CSI Funds for CCIU support in developing MTSS plan.	Yes	No
Teachers develop Student Performance Measures (SPMs) that will show data-informed evidence of student learning growth through curriculum and instruction alignment	08/19/2026	12/11/2026	Educational Supervisor	Teacher SPM	Yes	No
Data Literacy – provide frequent training for all teachers on how to read and use student data to identify and address student learning gaps.	08/17/2026	12/11/2026	Curriculum Coordinator	CSI funds for CCIU support in data literacy and data informed instruction.	Yes	No

Priority: If we implement a curriculum that is both horizontally and vertically aligned with identified and prioritized PA Curriculum standards, then all teachers will have clarity and consistency in instructional expectations and students will experience academic growth through individualized support and interventions.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3	Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Mathematics	Increase the percentage of students meeting the minimal proficient score on common math benchmark assessments from the Quarter 1 baseline by 5%.	Math	Increase the percentage of students meeting the minimal proficient score on common benchmark assessments from the Quarter 1 baseline by 3%.	Increase the percentage of students meeting the minimal proficient score on common benchmark assessments from the Quarter 1 baseline by 4%.	Increase the percentage of students meeting the minimal proficient score on common math benchmark assessments from the Quarter 1 baseline by 5%.	For all 7th and 8th grade math courses, 100% of teachers will use their respective PA Department of Education's (PDE) open-ended math scoring guidelines to establish a baseline score for each student.	80% of students who submitted and received an established benchmark in Q1 will increase their scoring using the PDE open-ended math scoring guidelines. All grade 7 and 8 enrollers after Q1 who submit assignments will have their baseline established by teacher using the PDE open-ended math Scoring guideline.	: 85% of students will demonstrate growth from their Q2 benchmark using the PDE open-ended math Scoring guideline. All grade 7 and 8 enrollers after Q2 who submit assignments will have their baseline established by teacher using the PDE open-ended math Scoring guideline.	Increase the percentage of students meeting the minimal proficient score on common benchmark assessments from the Quarter 1 baseline by 3%.