Professional Development Activities

CDT						
Action Step	**Audience**	**Topics to be Included**	**Evidence of Learning**	**Lead Person/Position**	**Anticipated Timeline Start Date**	**Anticipated Timeline Completion Date**
• Partner with the CCIU to provide Professional Learning for educational staff on the CDT providing a clear rationale of the assessment and how it will be used to personalize learning. • Instructional staff will be trained on how to set up and effectively proctor CDTs for students. (2nd Wednesday all staff PD) • Distribute CDT information with rationale and process to students and parents/guardians to promote participation and assessment accuracy. Record for students • Instructional staff is trained on how to read and optimize CDT data results to personalize instruction. • Distribute individual student CDT results and growth goals to all students and parents/guardians to promote student growth and success.	Principals, teachers, students	Overview of the Classroom Diagnostic Tool, how to access and provide support to students for log in and taking assessments, how to run reports and use to inform instruction, and provide information to students and parents on how these results indicate success on the PSSA and Keystone assessments.	Successful administration of ELA and Math CDT assessment, reports provided to staff, students and staff and used to individual learning for students.	Curriculum Lead, CCIU	08/19/2024	12/20/2024
Learning Formats						

Type of Activities	Frequency	Observation and Practice Framework Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	Beginning of year and ongoing as CDTs are completed and analyzed	• 1b: Demonstrating Knowledge of Students • 1d: Demonstrating Knowledge of Resources • 1f: Designing Student Assessments • 3a: Communicating with Students • 3d: Using Assessment in Instruction • 4b: Maintaining Accurate Records • 4c: Communicating with Families • 4e: Growing and Developing Professionally	Teaching Diverse Learners in Inclusive Settings

SAS Assessment Builder

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
• Instructional staff is trained on how to use the Standards Aligned System (SAS) portal assessment builder to monitor student growth and/or learning gaps.	One time and ongoing support and refreshers as needed	Overview and how to navigate the PDE SAS portal and practice in using the Assessment Builder to create assessments aligned to their subject area.	Development and implementation of assessments using the PDE SAS Assessment Builder	Curriculum Lead, CCIU	09/20/2024	02/21/2025

Learning Formats

Type of Activities	Frequency	Observation and Practice Framework Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	One time and ongoing support and refreshers as needed	• 1a: Demonstrating Knowledge of Content and Pedagogy • 1c: Setting Instructional Outcomes • 1f: Designing Student Assessments • 2b: Establishing a Culture for Learning • 3d: Using Assessment in Instruction	

Instructional Strategies

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
• Provide Professional Learning on the School Improvement Plan and how staff will work together to promote student academic growth and increased graduation rates. • Partner with the CCIU to provide Professional Learning on adaptable curriculum and Personalized Learning strategies such as Universal Design for Learning and Student Centered Learning.	Teachers	Strategies and practices to increase student engagement and meet individual student needs through implementation of UDL and student-centered learning	Observational data, work completion, and grades	Curriculum Lead, CCIU	08/19/2024	05/30/2025

Learning Formats

Type of Activities	Frequency	Observation and Practice Framework Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Staff	• 1b: Demonstrating Knowledge of Students • 1d: Demonstrating Knowledge of Resources • 2b: Establishing a Culture for Learning • 3a: Communicating with Students • 3b: Using Questioning and Discussion Techniques • 3c: Engaging Students in Learning • 4a: Reflecting on Teaching • 4d: Participating in a Professional Community	

Vison and Job-Embedded PL

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
• Provide Professional Learning on the School Improvement Plan and how staff will select a job-embedded professional learning pathway related to their role. • Partner with the CCIU to provide Professional Learning for educational staff on establishing vision statement and goal(s). All staff create OneNote Portfolio with early vision and goal work.	Professional development on Structured Literacy and ways to use techniques and tools to personalize instruction and remediate learning gaps.	Observational data on implementation of Structured Literacy principles and increased scores on assessments where students are required to use reading skills	Reading Specialists	Curriculum Lead, CCIU	08/19/2024	05/30/2025

Learning Formats

Type of Activities	Frequency	Observation and Practice Framework Met in this Plan	This Step Meets the Requirements of State Required Trainings
Professional Learning Community (PLC)	Varied: Beginning of year and PLC team meetings	• 4d: Participating in a Professional Community • 4e: Growing and Developing Professionally • 1d: Demonstrating Knowledge of Resources • 2b: Establishing a Culture for Learning • 2a: Creating an Environment of Respect and Rapport	

Structured Literacy

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
• AHCCS Reading Specialists train staff on Structured Literacy and ways to use techniques and tools to personalize instruction and remediate learning gaps.	Teachers	Professional development on Structured Literacy and ways to use techniques and tools to personalize instruction and remediate learning gaps.	Observational data on implementation of Structured Literacy principles and increased scores on assessments where students are required to use reading skills	Reading Specialists	08/19/2024	05/30/2025

Learning Formats

Type of Activities	Frequency	Observation and Practice Framework Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	One time and ongoing as new staff come on board	• 4e: Growing and Developing Professionally • 1a: Demonstrating Knowledge of Content and Pedagogy • 1b: Demonstrating Knowledge of Students • 1e: Designing Coherent Instruction • 1f: Designing Student Assessments • 3d: Using Assessment in Instruction	Structured Literacy