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INTRODUCTION TO THE WOODLAND HILLS SCHOOL DISTRICT

The Woodland Hills School District was formed in July 1981 as the result of a federal court-ordered merger of five school districts.

The District is located in Allegheny County, approximately eight miles east of the City of Pittsburgh and is comprised of 12 communities: Braddock, Braddock Hills, Chalfant, Churchill, East Pittsburgh, Edgewood, Forest Hills, North Braddock, Rankin, Swissvale, Turtle Creek and Wilkins Township. The District covers 13 ½ square miles and is geographically bounded by the Monongahela River on the south and the City of Pittsburgh to the west. Nearly 51,400 people live in approximately 24,200 households within the District's imprint.

Demographics of the municipalities served by the District are varied in racial, ethnic, social and economic composition. Woodland Hills School District is part of the Mon Valley region of Allegheny County. As such, many of the District's communities actively focus efforts on securing opportunities for economic redevelopment in response to the decline of the region's steel industry. Subsequently, the District is situated within dynamic communities that seek innovations for social and economic change.

The Woodland Hills School District serves a diverse student population of approximately 5,250 students. As of the 2005-2006 school year, the District's student body is 41% white, non-Hispanic; 57% black, African-American; 1% Latino/ Hispanic; and 1% Asian/Pacific Islander or American Indian /Alaskan Native. Approximately 60% of the District's students are economically disadvantaged, as compared to the average of 29% of students across the Commonwealth of Pennsylvania.

Woodland Hills School District believes that students are the first priority. The District's focus is on meeting the diverse needs of all learners. As such, the District's success in growing student achievement is evident. Standard & Poor's School Evaluation Services recognizes Woodland Hills for significantly narrowing the achievement gap between economically disadvantaged learners and all students across the 2002-03 and 2003-04 school years. As of August 15, 2005, Woodland Hills School District is one of 61 public school systems in the Commonwealth of Pennsylvania to receive a Notice of Distinction from Standard and Poor's.

Woodland Hills School District is the one of the largest suburban public schools systems in Allegheny County. The District's facilities include 3 primary schools, 3 intermediate schools, 2 junior high schools and one senior high school. Presently, 464 professional employees, in 17 departments, serve the learning needs of the District's students. Woodland Hills School District also employs 26 administrative staff, 131 support staff, 14 counselors, 10 nurses and 68 maintenance and custodial staff. From grades Kindergarten through 12, Woodland Hills School District prides itself on providing each student with an excellent educational experience. In Woodland Hills School District all efforts converge in order to focus on "*Making the Best Better.*"



MISSION STATEMENT

The mission of the Woodland Hills School District is to make students its first priority. The District provides each student with an excellent educational experience that is driven by the highest expectations and prepares students for meaningful participation in all facets of society.

Woodland Hills School District achieves its mission by:

- Developing intellectual skills, interpersonal understanding and respect for diversity;
- Setting high standards of achievement for every student;
- Fostering a challenging, creative, encouraging and safe environment;
- Relying on shared responsibility among staff, students, families and communities.

VISION STATEMENT

We envision the Woodland Hills School District as a dynamic, adaptable and united educational community in which you will see:

- Rigorous curricula built upon strong content and performance standards challenging each student to achieve at high levels.
- All students embracing the importance of their own educational experience and accepting the challenges.
- Highly trained and motivated staff focusing on each student's education and character development while constantly encouraging each student to set and achieve short and long-term goals.
- Active celebration of the individuality and diverse backgrounds of our community.
- A community of learners, that includes students, teachers, administrators, parents and community members, providing opportunities for students to acquire the knowledge and skills to be productive and valued citizens of the local and global communities.
- Technology integrated throughout the curricula and across all grade levels.

BELIEF STATEMENTS

Woodland Hills School District believes that:

- Students must be our first priority.
- Diversity is our strength.
- Each student, with effort and quality instruction, will learn and is capable of achieving high standards.
- Student success is best achieved through the collaborative efforts and support of school, home and community.
- Effective schools promote understanding and appreciation of all people and cultures.
- Excellent schools foster the development of self-esteem, self-motivation and self-discipline.



- Students and staff have a right to learn and work in safe and functional environments and a responsibility to ensure that mutual respect prevails.
- Effective schools challenge each student to set and achieve ambitious short and long-term goals without fear of failure.
- Excellent schools encourage life-long learning and the ability to think critically and creatively.
- Students are motivated to learn when they can connect what they are learning to their lives and see how it will apply to their future.
- Ongoing professional development is essential to maintain a quality educational program.
- Excellent schools function as learning communities where students, home and staff work cooperatively and productively with others.
- Excellent schools encourage a healthy life-style and promote physical, mental and emotional wellness.
- A complete education encompasses the full range of human experience including the arts and sciences, foreign languages, extra-curricular and volunteer activities.

DESCRIPTION OF THE PROCESS: Mid Point Review of the Strategic Plan

The Woodland Hills School District mid-point review of the strategic plan necessitated the involvement of both internal and external constituents. Efforts were made to ensure that the administration, professional staff, education association, community, parents and student were actively involved in the mid-point review process. (A listing of the participants who attended the meeting can be found in Appendix B of this document.)

From July through September 2005, the District worked with both the administrative staff and building level principals in a qualitative review of actions taken in support of the strategic plan's objectives and strategies. A directory of the District's progress, grouped according to the strategic plan objectives, was developed as an outcome of the qualitative review. Subsequently, the directory of progress became a key resource for the Woodland Hills Strategic Plan Mid-Point Review Team.

The Woodland Hills Strategic Plan Mid-Point Review Team met two times during the first full month of the 2005-2006 school year: September 15 and 22, 2005. During the first team meeting the participants were provided an overview of the responsibilities of the mid-point review team, an overview of the Woodland Hills School District's 2001-2008 Strategic Plan document, and an overview of the tools by which to analyze the District's progress on implementation of the strategic plan. The entire mid-point review team was asked to compile information on District needs that emerged since the development of the 2001-2008 strategic plan. After which, each of the mid-point review team members were assigned to one of the following work teams: Negative Attitudes and Home Involvement, Community Relations and Finance/Funding, Curriculum/Diversity and Technology, or District Governance. Each team was charged with analyzing the District's directory of progress and school-level action plans against the objectives and strategies of the strategic plan. Draft status reports were developed as a result of each work team's efforts. The draft reports



reflected the team's perspectives on progress that was considered complete, on-going actions that need to be sustained, recommendations for actions to be initiated, and recommendations regarding the overall status of the objective.

The participants were asked to format the work teams' reports during the second meeting of the Woodland Hills Strategic Plan Mid-Point Review Team. The revised status reports framed the work team's findings in a consistent format. The format required each status report to address the progress the District made toward fulfilling the objective's strategies, recommendations for additional actions concerning the objective, recommendations for revisions to the objective's strategies, and a statement of commitment concerning the objective. Additionally, each work team shared their status reports with the entire strategic plan mid-point review team. In order to bring closure to the process, the Woodland Hills Strategic Plan Mid-Point Review Team expressed a renewed commitment to monitor and support the District's progress on the strategic plan.

PROGRESS AND ACCOMPLISHMENTS: The first three years of the Strategic Plan

Woodland Hills School District has worked diligently to foster a positive school image. District administrators and teachers have developed venues by which to engage parents/guardians and community members. Such venues vary in scale and scope, ranging from the District-wide Key Communicators Committee to site-specific meet-and-greet nights for academic and social engagement. Moreover, a variety of options have been put in place to ensure that the District provides essential information to all stakeholders. Advisory committee meetings, academic and social events, newsletters, school videos, electronic and voice mail communications and community outreach activities typify the means by which the District is evidencing progress with the Negative Attitudes Plan.

Woodland Hills School District has advanced relations with its external stakeholders and constituent groups. District personnel have evidenced service on various community boards and committees, including, but not limited to the following: Allegheny East Mental Health/Mental Retardation, Braddock Community Partnership, Braddock Head Start, Braddock Rotary, Carrie Blast Furnace Redevelopment Project, Health Heritage Foundation, Rankin Christian Center, Rankin Salvation Army, Turtle Creek MH/MR, 4 Kids Early Learning Programs and the Woodland Hills Academic Foundation. District staff have worked aggressively to implement active recruitment campaigns in order to increase parent/guardian membership in the schools' parent-teacher organizations. Additionally, the District's administration has worked closely with the School Board of Directors in oversight issues concerning all aspects of school operations.

To further reinforce the value the District places on its external stakeholders, attention has been directed to improving the quality and frequency of home-to-school involvement. Woodland Hills School District has continued to be responsive to the voice of the parents and student guardians. Examples that evidence the District's drive to include external stakeholders in school matters ranged in scope, from facilitating parent orientations and information sharing sessions to involving



parents/guardians on District advisory committees. Moreover, the District has sought out innovative means in order to increase the home-school connection including, but not limited to the redevelopment of the Woodland Hills School District web site.

Woodland Hills School District maintained instruction and learning as a top priority. The District has worked to close the learning gap between students, while increasing the achievement rate of all learners. In September 2005, Standards and Poor's School Evaluation Services recognized the District for significantly narrowing the achievement gap between economically disadvantaged learners and all students across the 2002-03 and 2003-04 school years. Efforts that typify the District efforts to close the learning gap ranged from the adoption of the Woodland Hills Curriculum Review Cycle to the implementation of benchmark assessments for monitoring student progress. Learning plans, such as *Getting Results* and *Leading for Learning*, have been developed at each school site. Moreover, the building-level learning plans have been shared across the school as well as within in the surrounding school communities in effort to increase parent and community involvement. The District has focused on active student engagement in instruction and learning. For example, a Reading First evaluation of 24 district classrooms indicated that 96.5% of all students were solidly engaged in flexible learning group activities. In addition, teachers have received high-quality professional development from external partners including, but not limited to the University of Pittsburgh's Department of Instruction and Learning, the Learning Research and Development Center at the University of Pittsburgh and Allegheny Intermediate Unit. The District has adopted core instructional programs, such as Trophies and Everyday Math, after extensive consideration of evidence that verifies the resources are research-based. From after school tutoring programs to research-based programs of instruction, Woodland Hills has focused its efforts on providing students a comprehensive, quality educational experience.

The District administration and the School Board of Directors have monitored fiscal management closely. Conscious of the accountability associated with fiduciary matters, the District has sought to take advantage of economic partnerships through consortiums for the procurement of goods and services. Examples of such consortiums included, but were not limited to the following: Allegheny County Schools Health Care Consortium, Allegheny County Intermediate Unit Joint Purchasing Board, English as a Second Language, E-Rate and PEPPM Technology Bidding and Purchasing Program. Additionally, the District has actively sought to secure grants in support of instructional programming. The 21st Century Community Learning Centers, Accountability Block Grant, Comprehensive School Reform Demonstration Grant, Educational Assistance Program, Reading First, Enhancing Education Through Technology (EETT) and Safe and Drug Free Schools and Communities are examples of larger grants that have been secured by the District. The District has sought to take full advantage of partnerships in support of school funding. The District has worked with local consortiums and foundations as well as federal and state programs to provide the best services for students while regulating program costs.

The Woodland Hills School Board of Directors exhibited support for the District's mission, vision and beliefs. Since the inception of the current strategic plan, the Board of Education has accomplished many of its goals. In terms of leadership development, The Board has engaged in various activities sponsored by the National School Boards Association (NSBA) and Pennsylvania School Boards Association (PSBA). The Board has taken an active role in supporting opportunities that enable the community to provide formal input concerning school matters. Moreover, the Board engaged a



variety of standing committees that were designed to capture the voice of the Woodland Hills School Community. Examples of the Board's public engagements included, but were not limited to the Key Communicators Committee, Equity Committee and the Technology Committee. Ultimately, the School Board of Directors maintained focus on District accountability. Beyond adherence to the Pennsylvania School Code for statutory guidelines for governance, the Board actively monitored the following District programs and departments: athletics, building and grounds, curriculum, finance, food services, personnel, technology, special education and transportation.

Woodland Hills School District has advanced technology to support the needs of students. Subsequently, the District has a student to computer ratio that is nearly 2 to 1, with approximately 2,500 computers comprising the District-wide network. The District's roll-out of computers has been made financially viable by the adoption of a diskless Windows boot and client management utility. Additionally, the District has acquired software to support instruction and learning. Examples of District software licenses which have already been acquired include, but are not limited to Accelerated Reader, AUTO CAD, Cognitive Tutor, Computer Curriculum Corporation (CCC), MARS, Microsoft Office, Reading A-to-Z and West Point Bridge Building. In terms of resource development, the District has been successful in securing over \$300,000 in funding from the EETT grant to design and implement a course management system. Moreover, the District has drawn from the experiences and expertise of the community in support of advancing technology. The Woodland Hills Technology Committee, a community advisory group, has provided the District feedback regarding technology for instruction and learning. Many of the opinions expressed by the Technology Committee were reflected in the work of the District's Technology Department. Subsequently, the advisory input of the Technology Committee formed the basis of the District's 2005 website redevelopment project. Since the inception of the strategic plan, the District's facilities remained ahead of the technology curve. The District has evidenced innovative, cost-effective means by which to advance technology as an integral tool for instruction and learning.

PROFESSIONAL DEVELOPMENTS PLANS

On September 13, 2005, the Professional Development Committee met to review and make required revisions to the Woodland Hills School District Professional Education Plan. (A copy of the Woodland Hills Professional Education Plan can be found in Appendix C of this document.)



ACTION PLANS

Listed below are the objectives that were identified in the Woodland Hills School District Strategic Plan, as submitted to the Pennsylvania Department of Education in September 2001. A status report of the District's progress concerning each objective is listed below the objectives' strategies.

Objective #1: Negative Attitudes Plan

The WHSD will become the unifying element in fostering a realistic and accurate communication of information among all stakeholders groups within the District.

Strategies:

1. Procedures/Guideline for communicating information to parents and community will be developed and implemented.
2. Important information will be made available to parents and other community stakeholders via the mail, the web, District newsletters, etc.

Status:

The status of the Negative Attitudes Plan is ongoing. To date, many strategies have been advanced in support of Objective #1. However, the Strategic Plan Mid-Point Review Team acknowledges that additional action needs to be taken in support of the Negative Attitudes Plan.

The following recommendations of the Strategic Plan Mid-Point Review Team address the Negative Attitudes Plan.

- The District should consider fostering intra-school activities in order to promote communication and positive attitudes concerning student transitions between the District's school buildings.
- The District should assess the efficacy of communication tools designed to provide a clear means of shared information between home and school at the junior and senior high school level.

It is the belief of the Strategic Plan Mid-Point Review Team that Object #1 is essential to the District's core mission of educational excellence for students. Good communication and unity of purpose of stakeholders has been an objective since the District's onset. Twenty years later, in 2001, the District was granted Unitary Status and with that came an even greater challenge to unify the community and stakeholders around the purpose of educating its young people and removing any remnants of division.



Objective #2: Community Relations Plan

The WHSD and its constituent groups (i.e. business; government; churches; and volunteer organizations) will mutually encourage and support programs and services.

Strategies:

1. Utilize WHSD employees on community boards and committees.
2. Utilize Job Sharing/Shadowing experiences in the community for students.
3. Encourage local realtors to attend Open Houses.
4. Re-evaluate and re-establish the role of PTA/PTO to assist in establishing community relationships.
5. Provide reminders and information for Board Members about events in buildings.
6. Recognize, strengthen and embrace the School Board as a viable and important part of the school community.

Status:

The status of the Community Relations Plan is ongoing and deserves renewed attention. To date, many strategies have been advanced in support of Objective #2. However, the Strategic Plan Mid-Point Review Team acknowledges that additional action needs to be taken in support of the Community Relations Plan.

The following recommendations of the Strategic Plan Mid-Point Review Team address the Community Relations Plan.

- The District should monitor and document its progress towards meeting the Community Relations strategies given all aspects of the District's programs and departments.
- *Network*, a WHSD publication, should be widely distributed to include all residents in the WHSD community, not just those who have children enrolled in the District. Moreover, the development and distribution of an annual issue of *Network* should be given further consideration.
- The District should encourage student, classroom and school-wide community service projects as a means of advancing community relations.
- The District should develop strategies by which to foster relationships with local realtors in effort to increase positive District exposure for potential stakeholders.
- The District should develop a formal directory of community partners including, but not limited to the following organizations: Rankin Christian Center, Woodland Hills Academic Foundation, Communities that Care and public libraries within the District's imprint.
- The District should consider incorporating the relevant strategies from Objective #1: Negative Attitude Plan into the Community Relations Plan in effort to streamline its focus.

It is the belief of the Strategic Plan Mid-Point Review Team that Object #2 fosters awareness, support and pride in Woodland Hills School District. The Community Relations Plan is essential to achieving the District's mission to provide each student with an excellent educational experience that is driven by the highest expectations and prepares students for meaningful participation in all facets of society.



Objective #3: Home Involvement Plan

The quality and frequency of home involvement in our schools will be enhanced.

Strategies:

1. Communicate expectations for volunteer opportunities to the community.
2. Develop a questionnaire for parents to communicate ideas about home involvement.
3. Provide creative uses of time to involve parents and community members in schools.
4. Establish regular dialogue opportunities for District teachers, staff, and parents and community members.

Status:

The status of the Home Involvement Plan is ongoing. To date, many strategies have been advanced in support of Objective #3. However, the Strategic Plan Mid-Point Review Team acknowledges that additional action needs to be taken in support of the Home Involvement Plan.

The following recommendations of the Strategic Plan Mid-Point Review Team address the Home Involvement Plan.

- The District should consider maximizing opportunities to engage parents and student guardians through innovative, cost effective and time efficient means.
- The District should seek out opportunities for community-based engagements concerning school matters including, but not limited to school improvement and academic achievement.

It is the belief of the Strategic Plan Mid-Point Review Team that Object #3 presents a responsibility for all District programs and departments. By establishing consistent, clear and regular means of communication between home and school, parents and student guardians will be empowered as active participants in the education of their children. It is also the belief of the Strategic Plan Mid-Point Review Team that home involvement is on-going and will need to be revisited.



Objective #4: Curriculum and Diversity Plan

Close the achievement gap among the diverse groups within the District (all grades; all schools); Adopt meaningful performance standards; Provide a broad range of educational opportunities for students; Close the parental and community participation gap in the schools; Cultivate respect for scholarship and life-long learning.

Strategies:

1. Identify and implement best practices for enhancing student achievement.
2. Provide opportunities for students to apply their learning beyond the classroom/school.
3. Promote parental involvement in schools.
4. Develop outreach programs for parents.
5. Develop/enhance student outreach, internships and apprenticeships.
 - Use more advertising.
6. Develop/enhance support systems for teachers to increase student achievement.
 - Review existing systems for effectiveness and utilization.
 - Develop support systems, as needed.
7. Promote and utilize flexible student grouping in classrooms.
8. Promote and support staff development specifically directed to best instructional practices being advocated in the District.
9. Develop standards of performance for administration teachers, students, parents and the community.
10. Develop standards of communication for interactions in and among schools, parents and community.
11. Monitor schools annually to assess that the corresponding school Learning Plan is being followed.

Status:

The status of the Curriculum and Diversity Plan is ongoing. To date, many strategies have been advanced in support of Objective #4. However, the Strategic Plan Mid-Point Review Team acknowledges that additional action needs to be taken in support of the Curriculum and Diversity Plan.

The following recommendations of the Strategic Plan Mid-Point Review Team address the Curriculum and Diversity Plan.

- The District should adopt the following addendum in reference to performance standards, as stated in Objective #4.
 - Woodland Hills School District needs to ensure all students evidence mastery of Pennsylvania's Academic Standards. Student mastery of academic standards is substantiated by Pennsylvania's Accountability Plan, which was developed to comply with the No Child Left Behind Act of 2001 (NCLB). Additionally, the District needs to utilize Assessment Anchors as a tool by which to gauge essential content area literacy and numeracy skills in grades 3 through 8 and 11th grade.
- The District should consider additional ways by which students can apply their learning beyond the school/classroom level, not limiting such experiences exclusively to occupational



and vocational settings. Focus areas should include, but not be limited to options for student outreach, internships and apprenticeships.

- The District should consider developing and formalizing stronger processes and protocols concerning communication among schools, parents and community. This recommendation does not discount the many means by which communications are managed within the District and between the District and the community.

It is the belief of the Strategic Plan Mid-Point Review Team that Object #4 has developed since the implementation of the Woodland Hills Strategic Plan. The District's focus on the Curriculum and Diversity Plan has ensured the advancement of the District's mission and vision. It is understood that the efforts necessary for continued progress concerning the Curriculum and Diversity Plan are ongoing.



Objective #5: Finance/Funding Plan

Encourage redevelopment of distressed communities; Fight for fair funding for state and federally mandated programs.

Strategies:

1. Take advantage of economic opportunities provided through consortiums for the procurement of goods and services.
2. Maintain and enhance district and community liaisons with local, state and federal legislators.
3. Develop liaisons with other school districts.
4. Develop partnerships and liaisons with local, state and federal redevelopment programs (i.e., Tri-Boro Development Forum).
5. Cooperate with local governance in community development plans.
6. Encourage representation in organizations that support redevelopment of the school communities.

Status:

It is the belief of the Strategic Plan Mid-Point Review Team that Objective #5 exceeds the capabilities and is outside the mission of the WHSD. However, the Strategic Plan Mid-Point Review Team believes that the District needs to be an advocate for the holistic needs of its students, families and communities. It is the recommendation that the strategies associated with Objective 5: Finance/Funding Plan be reassigned to other objectives, such as the Community Relations Plan.



Objective #6: District Governance Plan

The School Board will model the highest level of professional leadership practice. As leaders, the School Board will establish a formal process for community input.

Strategies:

1. The Board will review and evaluate existing codes of performance and ethics (i.e., PSBA, PASA) and will adopt its own code of expectations.
2. Board members will participate in a series of leadership workshops with an outside facilitator.
3. The Board will review statutory guidelines for governance for school boards.
4. The Board will monitor the Strategic Plan for accountability.
5. The Board will encourage community input in a formal manner.

Status:

The status of the District Governance Plan is ongoing. To date, many strategies have been advanced in support of Objective #6. However, the Strategic Plan Mid-Point Review Team acknowledges that additional action needs to be taken in support of the District Governance Plan.

The following recommendations of the Strategic Plan Mid-Point Review Team address the District Governance Plan.

- The Board should meet to evaluate existing codes of performance and ethics and adopt a code of expectations within one year of this review.
- The Board should receive regular status reports from District Administration in order for the Board to better monitor accountability in the advancement of the District's Strategic Plan.
- The Board should continue to participate in workshops and/or conferences facilitated by outside agents.

It is the belief of the Strategic Plan Mid-Point Review Team that the Board can achieve the goals of Objective #6 if the Board of School Directors maintains focus.



Objective #7: Technology Plan

Technology will be an integral tool for facilitating a greater understanding of the District's curricula; WHSD will have the appropriate technology to support and sustain an excellent educational experience.

Strategy:

1. District facilities will remain technologically ahead of the curve (see Appendix E: Technology Plan 2002-2005 and Appendix F: Technology Plan Addendum 2005-2008).

Status:

The status of the Technology Plan is ongoing. To date, many strategies have been advanced in support of Objective #7. However, the Strategic Plan Mid-Point Review Team acknowledges that additional action needs to be taken in support of the Technology Plan.

The following recommendations of the Strategic Plan Mid-Point Review Team address the Technology Plan.

- The District should consider developing building-based committees, which address technology integration in support of instruction and learning.
- The District should examine and evaluate technology courses at the junior high school level in order to ensure all students develop information and communication technology literacy.
- The District should work with the elementary program to ensure students are using technology for communication, research and productivity.
- The District should ensure that the schools have access to multi-media hardware including, but not limited to digital cameras at the elementary level.
- The District should evaluate student use of email and instant messaging tool within the instructional environment.
- The District should consider software options that may supersede the use of CCC.
- The District should consider implementing a keyboarding class at the 4th grade level.
- The District should ensure the development and implementation of the instructional management system which should include an integrated data warehouse, Intranet communication tool, teacher grade book and parent portal.
- The District should advance the consistent use of email for internal communications.
- The District should remove strategies pertaining to the Cisco Academy from the Technology Plan.
- The District should develop standards to ensure that all District web pages are regularly maintained in order to provide timely and accurate information for stakeholders.
- The District's Technology Department should ensure consistent and timely internal communications regarding technology as it impacts instructional programs.

It is the belief of the Strategic Plan Mid-Point Review Team that Objective #7 can be achieved by following the course set by the Technology Plan. In doing so, the District will stay ahead of the technology curve.



Objective #8: Professional Development Plan

Staff Development in WHSD is viewed as a continuous process that will promote life long learning and excellence for all certificated and non-certificated staff members to enhance student achievement.

Strategy:

1. The Act 48 Plan will be implemented, continuously monitored and modified as necessary to assure staff development excellence.

Status: (see Woodland Hills Professional Education Plan: Appendix C)



APPENDIX A

Report and Signature Form



STRATEGIC PLAN MID-POINT REVIEW REPORT AND SIGNATURE FORM

The Board of School Directors of Woodland Hills School District/AVTS:

_____ **Accepts the report of the strategic planning committee and approves the attached revisions to the strategic plan.**

_____ **Accepts the report of the strategic planning committee that no changes are needed to the strategic plan at this time.**

Signature Board President

Date

Signature Chief School Administrator

Date

Email address



APPENDIX B

Woodland Hills Strategic Plan Mid-Point Review Team



Woodland Hills Strategic Plan Committee

Committee Chairperson

Mr. James Palmiero
Assistant Superintendent

Name

Role

Mr. Norman Catalano	Administrator
Mr. Clanagan	Community Representative
Ms. Lin Demoise	Parent
Ms. Colleen Filiak	Board Member
Ms. Maggie Forbes	Community Representative
Ms. Phyllis Friend	Administrator
Ms. Phillis Hargro	Teacher
Ms. Mary Jean Havern	Teacher
Dr. Randy Lott	Board Member
Mr. Robert Rinsma	Community Representative
Ms. Tracy Snyder	Teacher
Ms. Michelle Sperduto	Teacher
Reverend Michael Thomas	Community Representative
Dr. Roslynn Wilson	Administrator
Alex Laun	Student
Tamon Oshimo	Student
Kassandra Pollard	Student



APPENDIX C

Woodland Hills Professional Education Plan



Woodland Hills School District

**PROFESSIONAL DEVELOPMENT PLAN
2005-2008**

**2430 Greensburg Pike
Pittsburgh, PA 15221
Telephone (412) 731-1300
Fax (412) 731-2974**



Woodland Hills School District

ACT 48

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***Woodland Hills
School District***

ACT 48

Introduction



INTRODUCTION

Act 48 Regulations

Act 48, the Continuing Professional Education law, was passed November 9, 1999 and signed into law by Governor Ridge shortly thereafter. It replaces Act 178, which was the initial continuing professional education legislation for certification maintenance in Pennsylvania. The passage of Act 48 marks a significant iteration of the original law. The mandate now affects all certificate holders regardless of when they received their licensure or what particular licensure they hold. While the state continues to recognize dual level certification, it no longer recognized that Level II is permanent. Henceforth, all professional educators in Pennsylvania will have to maintain a valid (appropriately converted license – Level I to Level II) and an active (current) certificate. Keeping current means to accumulate a prescribed number of hours or credits or professional development within a five-year period of time. Anyone with a certificate issued prior to July 1, 2000 will have 5 years from that date to accrue the credit of hours needed to maintain active certification. Anyone receiving certification on or after July 1, 2000 will have 5 years from the date of issuance of the certificate to accrue the appropriate number of credits.

Five (5) Year Cycle

In order to maintain active certification(s), every professional educator is required to satisfactorily complete a minimum amount of continuing education every five years. Minimum continuing education requirements are stated in credits or hourly equivalents. Over five years, the professional must satisfactorily complete the following requirements:

- Six credits of collegiate courses; or
- Six credits of continuing professional education courses; or
- 180 clock hours of continuing professional education programs, activities or learning experiences; or
- any combination of the three.

For the purpose of calculating hours and credits, one credit of collegiate studies or continuing professional education courses is equivalent to 30 hours of “other programs, activities or learning experiences” of continuing professional education. These other educational programs, activities or learning experiences are to be defined in each School District’s continuing professional education plan.



Inactive Certification Status

Failure to timely comply with continuing education will result in the professional employee's certificate(s) being placed on inactive status. With the exception of substitute service, a teacher or other professional employee cannot perform any duties assigned to their area of certification while inactive status is in effect. A professional educator, who is not employed as a professional or a temporary professional employee, may apply to Pennsylvania Department of Education (PDE) for inactive certification status. Such voluntarily inactive status will suspend the requirements for continuing professional education. Voluntary inactive certification status will only be removed upon completion of 30 hours continuing education within the immediate preceding 12 months. Furthermore, the professional is required to make up the remaining number of hours of professional education courses as existed at the time inactive certification was granted.

Meeting the Needs of the Professional Staff

The ACT 48 Committee used the overall frameworks from the Woodland Hills Strategic Plan and the Woodland Hills Comprehensive Staff Development Framework and Plan as a basis for the development of the ACT 48 plan.

The Woodland Hills School District, in its strategic plan, has as its mission statement:

Woodland Hills School District makes students its first priority. The District provides each student with an excellent educational experience that is driven by the highest expectations and prepares students for meaningful participation in all facets of society.

Staff Development Framework

The staff development framework created an infrastructure within the organization for the assessment of needs, the coordination of staff development and programs and the evaluation of these activities. The framework requires the staff to be involved in a collaborative process for on-going professional development in a collegial environment. The latest research on the effectiveness of the staff development program identified the following characteristics (Standards for Staff Development, National Staff Development Council, 2001).



NSDC Standards for Staff Development (Revised, 2001)

Context Standards

Staff Development that improves the learning of all students:

- Organizes adults into learning communities whose goals are aligned with those of the school and district. (Learning Communities)
- Requires skillful school and district leaders who guide continuous instructional improvement. (Leadership)
- Requires resources to support adult learning and collaboration. (Resources)

Process Standards

Staff development that improves the learning of all students:

- Uses disaggregated student data to determine adult learning priorities, monitor progress and help sustain continuous improvement. (Data-Driven)
- Uses multiple sources of information to guide improvement and demonstrate its impact. (Evaluation)
- Prepares educators to apply research to decision making. (Research-Based)
- Uses learning strategies appropriate to the intended goal. (Design)
- Applies knowledge about human learning and change. (Learning)
- Provides educators with the knowledge and skills to collaborate. (Collaboration)

Content Standards

Staff development that improves the learning of all students:

- Prepares educators to understand and appreciate all students, create safe, orderly and supportive learning environments and hold high expectations for their academic achievement. (Equity)
- Deepens educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards and prepares them to use various types of classroom assessments appropriately. (Quality Teaching)
- Provides educators with knowledge and skills to involve families and other stakeholders appropriately. (Family Involvement)



Mission for Woodland Hills School District's Staff Development:

Staff Development is a continual process to promote life-long learning and excellence for all.

Guiding Beliefs:

We believe that staff development:

- Has as its ultimate goal that every student can learn with effort and quality instruction
- Is an essential component for school improvement
- Is an ongoing process with input and follow-up
- Responds to specific concerns
- Employs the expertise of both district personnel and nationally recognized consultants, and
- Opens communication across all levels to promote school improvement.

Building Level: Building Staff Development Teams

Each of the nine buildings has a team.

Tasks and Functions

- Supervise/support new teachers within the building
- Identify priority building problems/needs and improvement objectives based on staff input and student data
- Involve and inform stakeholders of staff development activities
- Evaluate staff development activities
- Plan/manage staff development activities which address problems and met needs
- Identify resources to resolve problems/needs
- Plan building in-service days
- Develop awareness of the importance of staff development
- Plan the year's calendar in advance

Composition

The elected members will serve a two-year term:

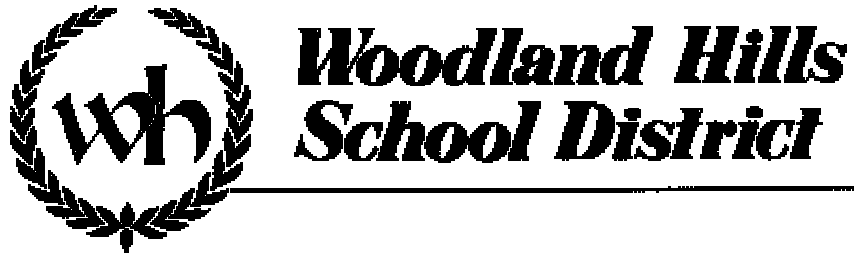
- A teacher elected from each grade level (elementary) or department (secondary)
- Principal
- Representative from special education
- Representative from special areas
- Clinical Supervisor
- Guidance Counselor



Standards for Effective Staff Development

The following standards are a tool to be used by the District Staff Development Council and the Building Staff Development Teams to guide them in their analysis and strengthening of current staff development efforts. These standards represent the qualities necessary to maintain highly effective staff development.

- Effective staff development is aligned with the Strategic Plan, which includes the Mission and Goals of the School District as appropriate for a diverse student body.
- Effective staff development is research based.
- Effective staff development reflects sound instructional practices.
- Effective staff development bases priorities on a careful analysis of student data.
- Effective staff development uses a variety of approaches.
- Effective staff development enables staff to function more effectively and results in improved skills, knowledge and/or attitudes, as well as helping teachers become more accountable for student success.



ACT 48

Professional Education Committee



Professional Education Committee

Selection of Committee Members

The Professional Education Committee is coordinated by the District's Assistant Superintendent. The committee was comprised of teacher representatives and administrative representatives selected by their constituent groups. Included within the group were parents of children, local business representatives and other individuals appointed by the school.

Defining Our Community

The Woodland Hills professional Education Committee includes educators and community members who bring expertise in the area of teacher training. Woodland Hills is fortunate to have a large and diverse community upon which to draw for educational planning. By understanding the students, school and community, and having special knowledge of its business and industrial sector, the school can better meet community needs and utilize available resources in the delivery of its professional education programs.

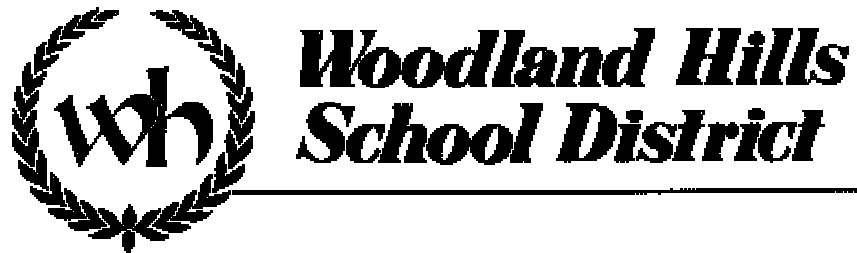
The Professional Education Committee coordinates with existing staff Development Councils and oversees the Professional Education Plan.



Woodland Hills Professional Education Committee

Committee Chairperson
Mr. James Palmiero
Assistant Superintendent

<u>NAME</u>	<u>ROLE</u>
Ms. Barbara Amick	Teacher
Ms. Karen Bloch	Principal
Ms. Linda Cole	Board Member
Mr. Jason Coleman	Teacher
Ms. Darlene Coleman	Community Representative
Ms. Denise Edwards	Teacher
Ms. Deborah Fischer	Teacher
Ms. Robin Frederick	Teacher
Ms. Katie Friend	Teacher
Ms. Patricia Kennedy	Teacher
Ms. Allison Kline	Teacher
Ms. Maureen Kummer	Teacher
Ms. Cheryl Larry	Teacher
Ms. Virginia Lavery	Administrator
Ms. Linda Marcolini	Principal
Ms. Marilyn Messina	Board Member
Mr. Ray Milligan	Teacher
Ms. Sharon Pedrotti	Teacher
Mr. Robert Ploskunak	Teacher
Ms. Phyliss Rinsma	Parent Representative
Mr. Robert Scherrer	Administrator
Ms. Michelle Sperduto	Teacher
Ms. Donna Wagner	Nurse
Ms. Barb Weiser	Teacher
Dr. Roslynne Wilson	Administrator



ACT 48

Needs Assessment



Needs Assessment

The Woodland Hills School District has assessed the educational and staff development needs of the school entity, its professional educators, students and the community. The assessment was conducted through:

School personnel will use the data gathered to define a building Improvement plan for Getting Results for reaching the benchmarks of standards-based schools. This plan will address ACT 48 requirements and focus district efforts in support of teaching and learning.

Additional resources used in the Needs Assessment include:

- The Woodland Hills Strategic Plan
- The Comprehensive Staff Development Framework and Plan
- Technology Plan
- Pennsylvania Standards
- PA Assessment Anchors
- 4 siph Benchmark Assessments
- Principles of Learning from the Learning Research and Development Center's Institute of Learning, University of Pittsburgh
- Recommendations from District Curriculum and Staff Development Evaluations
- Curriculum Cycles (K – 12)
- Induction Plan
- PSSA Test Results
- Terra Nova
- Title I Information
- Woodland Hills School District Curricula (K – 12) in all subject areas



***Woodland Hills
School District***

ACT 48

**Professional Education Philosophy,
Goals and Options**



Professional Education Philosophy, Goals and Options

Professional Education Philosophy

The purpose of the Woodland Hills ACT 48 Plan is to foster a community of learners through an effective ongoing process of staff development.

We believe:

- Our primary focus is teaching and learning.
- Uniting the professional staff and community fosters a rich learning environment.
- Professional development fosters increased student achievement.
- A rigorous thinking curriculum, expert instruction and varied assessments must be aligned with standards and current research.
- Teaching practices must be adapted to meet the needs of all students.
- Technology will enhance teaching and learning.



Goals

(cross reference to Section VI – Action Plans)

CURRICULUM

To provide ongoing opportunities for staff development in the review, development and refinement of curriculum that produces and encourages students to become independent learners who are critical thinkers, decision makers, problem solvers and life-long learners who respect and appreciate cultural diversity.

INSTRUCTION

To provide ongoing opportunities for staff development to enhance the implementation of the written curriculum, government mandates, health and safety related issues for the success of all students and/or staff members.

ASSESSMENT

To provide on ongoing opportunities for staff development to use multiple assessment strategies that will monitor student progress, assist with instructional decision-making and provide information for program evaluation.

TECHNOLOGY

To provide ongoing opportunities for staff development in the effective utilization of current technology as it relates to software application, management of technology, as well as integrating technology into the curriculum.

COMMUNITY

To provide opportunities for staff to create and enhance a united Woodland Hills community by engaging parents and community organizations in a variety of educational experiences and activities.



Professional Education Options

Delivery System:

The professional education committee has approved the following list of professional education options that may be used to fulfill the 180-hour requirement with prior approval from the appropriate supervisor/administrator. If the Woodland Hills School District is assuming any costs for the registration, credits, expenses, or providing release time, the district may approve or disapprove the activity and/or payment based upon the terms of the Woodland Hills School District's Teachers' Collective Bargaining Agreement.

- Collegiate studies (e.g. course work accrued during enrollment in a college/university program of studies)
- Continuing professional education courses taken for credit (e.g. enrollment in a college/university level course which is not a part of a program of studies)
- Approved continuing education units sponsored by the Department of Education, Intermediate Unit, and Pennsylvania School Entities
- Curriculum development and other programs designed and delivered at the school entity or grade level as determined by the school entity including, but not limited to curriculum binders
- Participation in professional conference and workshops
- Review, redesign, and restructuring of school programs, organizations and functions as determined by the school entity (e.g. school improvement plans and district improvement plans)
- In-service programs that comply with the professional education criteria presented in the **Professional Education Plan Guidelines**
- Early childhood and child development activities for professional educators whose area of assignment includes Kindergarten through third grade
- Special education activities for professional educators whose area of assignment includes students with special needs
- Other continuing professional education courses, programs, activities or learning experiences sponsored by the Department of Education, Intermediate Units, and Pennsylvania School Entities
- Preparation of continuing professional education courses and in-service or workshop sessions for school districts, the Department of Education, professional conferences, or intermediate units
- Any experience or course related to certification, general pedagogy, and the needs identified in the district's plan
- All activities related to appropriate current educational issues
- Committees work and activities which occur on a regular basis throughout the school year including (e.g. textbook selection committee, assessment committee, technology committee)
- Induction professional development activities occurring during a district or Intermediate Unit's defined induction program
- Professional enhancement as approved by the district
- Mentoring inductees, commensurate to the number of hours of training as a mentor
- Mentoring student teachers, commensurate to the number of hours conferencing with the designated college/university supervisor



- Observations and visitations (e.g. school entity-sponsored visitations for the purpose of improving instruction and student achievement including, but not limited to activities such as observations within the intermediate unit, visitations to other sites outside of the intermediate unit, and business and industry collaboration)
- Education in the workplace, where the work is related to the professional educator's area of assignment
- Participation in in-service courses/workshops relation to English-as-a-Second-Language (ESL) services that are approved by the Pennsylvania Department of Education
- Participation in parent involvement planning and design programs (e.g. specialized training programs involving parents or the promotion of parental involvement in their child's educational process)
- Distance-learning professional development
- Presentations by staff of the school entity
- State sponsored professional education courses, programs, activities, or learning experiences
- Cardiopulmonary resuscitation training (CPR) class on school premises every three years
- First Aid training on school premises every three years
- Pre-approved action research projects
- Learning communities including, but not limited to collaborative analysis of student work, examining student data and study group
- Classroom walk-through/learning walk
- Observation of model lessons

The following activities are **NOT** eligible for ACT 48 hours or credit:

- Unassigned or unsupervised time for study, reading, or other activities outside the scope of the learning experience
- Meeting time devoted to announcements, welcoming speeches, organizational reports
- Time allocated for social activities, refreshment breaks, lunches or dinners
- If the activity is part of your job, then it is considered production and should not be counted toward ACT 48 credit (e.g., most faculty meetings, department meetings, and team meetings are considered production)



***Woodland Hills
School District***

ACT 48

Providers



Providers

The following list includes, but is not limited to approved providers for the District. These providers meet the identified needs as stated in the plan. Other professional agencies that address the goals and identified needs of the plan are also approved.

- Providers approved by local school entities
- Pennsylvania Intermediate Units
- Pennsylvania School Entities (charter schools, private schools)
- The Pennsylvania Department of Education
- Providers approved by the Pennsylvania Department of Education
- Providers approved by Pennsylvania Intermediate Units
- Pennsylvania Universities and Colleges such as California University of Pennsylvania, the University of Pittsburgh, Duquesne University, Carnegie Mellon, Waynesburg College, and Washington and Jefferson College
- Agencies that have formed school/business partnerships with the District such as Vision, Junior Achievement, the local bar association, the local newspaper, the Chamber of Commerce, Math/Science Collaborative, Asset, Focus and other agencies as appropriate.
- Subcontractors (paid or not paid) who are providing services that meet the identified needs including, but not limited to online training and courses, national consultants and experts in the following areas which have been identified as needs in the plan.
- Any and all providers as approved by the Board of School Directors
- State and National Professional Organizations (e.g., ASCD, PAIU, NASSP, NCTE, NCTM, PAESSP, NAESP, PASA, PASCD, PSBA, PSDC, ESL, Council for Exceptional Children)



***Woodland Hills
School District***

ACT 48

Provider List



Woodland Hills School District

Act 48 Provider List

Access PA Workshops
ACLU
ACT/SAT
All University Education Courses
Allegheny County Counselors Programs
Allegheny County Health Department
Allegheny Intermediate Units
American Red Cross
American School Counselor Association
American College Testing Service
Arts Collaborative – Music/Art Theater
Asset – Science
Beaver County Community College
Big East – SAP Workshops
Carlow College
Carnegie Mellon University
Carnegie Science Center – Math/Science Workshops
CCC Computer Training
Council for Exceptional Children (all subdivisions – CEC)
Chatham College – Workshops & Classes
College Board Workshops
Community College of Allegheny County
COMP USA Computer Training
CYFS
Delta Kappa Gamma
Duquesne University
ESL
Fastrunners – Computers
Gannon University – Performance Learning Systems
Gateway Rehabilitation Center
Institute for Learning – University of Pittsburgh
Learning Research & Development – University of Pittsburgh
Lee Cantor and Associates
Library & Information Science – University of Pittsburgh
Link to Learn Classes
McKeever Environmental Learning Center
Mon Valley Education Consortium
National Association of Pupil Services Administrators (NAPSA)
National Athletic Training Association



Woodland Hills School District

Act 48 Provider List

National Center for Education & the Economy
National Collegiate Athletic Association
National Council of Teachers of English (NCTE)
National Council of Teachers of Mathematics (NCTM)
National Education Association
National School Teachers Association (NSTA)
National Staff Development Council
Neighborhood Center Association
PA Association for Gifted Education (PAGE)
PA Association of Student Assistance Professionals (PASAP)
PA Council of Teachers of Foreign Languages (PCTF)
PA Council of Teachers of Mathematics
PA Department of Education
PA School Counselor Association
PA School Library Association
PA School Teachers Association (PSTA)
PA State Education Association (PSEA)
Penn State University
PHEAA
Pittsburgh Action Against Rape
Pittsburgh Mediation Center
Professional Education Programs
School/Public Library
St. Francis Prevention Program
Sylvan Learning Center
Teacher Web Page Design and Training Committee
Three Rivers Reading Council
Three Rivers Technical Conference
Three Rivers Youth
Turtle Creek MH/MR
Urban League
University of Pittsburgh
Western PA School Library Association
Whales Tales
WHEA Art Teachers
Woodland Hills School District – Computer Training
Woodland Hills School District - In-services



***Woodland Hills
School District***

ACT 48

Action Plans



PROFESSIONAL EDUCATION ACTION PLAN

GOAL FOCUS: CURRICULUM

GOAL STATEMENT: The Woodland Hills School District will create a learning environment by providing a curriculum that risk-taker encourages students to become independent learners who are critical thinkers, decision makers, problem solvers, and life-long learners who respect and appreciate cultural diversity.

Action Steps	Projected Timeline	Person(s) Responsible	Resources	Evaluation Criteria
<ol style="list-style-type: none"> 1. Address the literacy needs of all learners. 2. Coordinate and focus staff development activities in the areas of assessment, differentiated instruction, use of technology and findings from evidenced-based research. 3. Improve dialogue/communication on curricular issues among teachers, students, staff, administrators and community. 4. Recognize the critical importance of the primary grades preparation on future student performance. 5. Assess the conditions necessary to increase student performance and devoting appropriate resources to achieving them. 6. Increase student performance at grade levels K-12. 7. Establish and fund a coordinated strategy to infuse multiculturalism into the K-12 curriculum. 8. Expand student exposure to the diversity of cultures and language in the United States and foreign countries. 9. Continue to develop and fund technology strategies that support the curricular goals. 	Ongoing 2005 – 2008	<ul style="list-style-type: none"> • Appropriate administrators and/or professional staff members, and district approved outside providers. • Curriculum specialists • Assessment consultants • Teachers/administrators • AIU • Curriculum coordinators • PA Department of Education • Grade level leaders/teachers • Literacy coaches • Approved outside-of-district consultants 	<ul style="list-style-type: none"> • School Profile Report • PA State Standards • Curriculum • Textbooks • Supplemental Curricular Materials • Curriculum Revision Cycles • National Standards in the specific curricular areas • PA Department of Education (PDE) • Professional Conferences/Workshops • Professional Study Groups • College/University Partnerships • Qualified in-house staff and/or approved outside presenters or workshops • Walk Throughs/Learning Walks 	<ul style="list-style-type: none"> • Planned course outline • District Policy & Procedural Manual • Evidence of implementation of strategies and skills at the classroom level • Learning experience evaluation form(s) • ACT 48 validation form(s) • ACT 48 evaluation form(s) • Records of participation • Documentation of hours/credits • Written training plan • Walk Through Documentation • Lesson/Unit Plans



PROFESSIONAL EDUCATION ACTION PLAN

GOAL FOCUS: INSTRUCTION

GOAL STATEMENT: Implement the written curriculum; government mandates; health and safety related issues using instructional practices for the success of all students and/or staff members.

Action Steps	Projected Timeline	Person(s) Responsible	Resources	Evaluation Criteria
<ol style="list-style-type: none"> 1. Implement active instructional strategies to facilitate learning for students/staff with diverse backgrounds, learning needs and styles. 2. Provide instruction in new strategies, programs, methods and techniques. 3. Provide training in <u>specific</u> areas of instruction. 4. Extend knowledge and skills in practices and strategies that create an inclusive learning environment. 5. Extend the development and implementation of interdisciplinary units and teaching. 6. Implement programs with improve school safety for increased student attainment. 7. Recognize and address at-risk behaviors of students to provide better servicing. 8. Address and determine appropriate action regarding changing issues and trends in public education. 9. Provide training and development opportunities for new and student teachers. 10. Maintaining a professional portfolio (i.e. curriculum binder) 11. Availability of CPR training to all staff a minimum of once every three years. 12. Implement the Middle States Action Plans at WHSD High School. 	<p>Ongoing 2005 – 2008</p>	<ul style="list-style-type: none"> • Appropriate administrators and/or professional staff members • Curriculum specialists • Assessment consultants • Teachers/ Administrators • AIU • Curriculum coordinators • PDE • Department Chairs • Grade level leaders/teachers • District Building Staff Development Teams • District Core Teams • District Guidance Counselors & School Psychologists 	<ul style="list-style-type: none"> • Walk Throughs / Learning Walks • School Profile documentation • In-services and seminars/workshops to update teaching methods • Local NAACP • Administration and faculty • Local Agencies • Heartwood Institute • Caring Habits (HABIT-TAT for Youth & Education) • Grant Foundations and other outside funding sources • PA Department of Education (PDE) • Department Coordinators 	<ul style="list-style-type: none"> • Learning experience evaluation form(s) • ACT 48 validation form(s) • ACT 48 evaluation form(s) • Records of participation • Documentation of hours/credits • Written training plan



PROFESSIONAL EDUCATION ACTION PLAN

GOAL FOCUS: ASSESSMENT

GOAL STATEMENT: The Woodland Hills School District will develop and implement an assessment plan using multiple assessment strategies that will monitor student progress, assist with instructional decision-making, and provide information for program evaluation.

Action Steps	Projected Timeline	Person(s) Responsible	Resources	Evaluation Criteria
<ol style="list-style-type: none"> 1. Design a system to align the curriculum instruction with the assessment. 2. Design, develop and use alternative assessment and strategies. 3. Interpret data and use assessment data to form/drive instruction. 4. Monitor student progress and attainment of transition outcomes. 5. Differentiate instruction of All Learners! 6. Investigate the process for designing and using rubrics as a form of assessing performance and relate to Good Work Charts (GWCs) and criteria charts. 7. Develop further understanding of the contents of currently used standardized tests district-wide. 8. Create a common vocabulary of assessment terms and examples for consistent teacher use. 9. Create common assessments as a way of standardizing student assessment. 	<p>Ongoing 2005 – 2008</p>	<ul style="list-style-type: none"> • Curriculum specialists • Assessment consultants • Teachers/administrators • AIU • Curriculum coordinators • PDE • Grade level leaders/teachers 	<ul style="list-style-type: none"> • School Profile Report • Learning Research & Development Center (LRDC) and the National Center on Education and the Economy (NCEE) • New Standards Performance Standards • PA State Standards • Curriculum • Textbooks • Supplemental Curricular Materials • Revision Cycles • National Standards in the specific curricular areas • PA Department of Education (PDE) • Professional Conferences/Workshops • Professional Study Groups/Teams • College/University Partnerships • Department Coordinator 	<ul style="list-style-type: none"> • Learning experience evaluation form(s) • ACT 48 validation form(s) • ACT 48 evaluation form(s) • Records of participation • Documentation of hours/credit • Written training plan



PROFESSIONAL EDUCATION ACTION PLAN

GOAL FOCUS: COMMUNITY

GOAL STATEMENT: To create and enhance a united Woodland Hills community.

Action Steps	Projected Timeline	Person(s) Responsible	Resources	Evaluation Criteria
<ol style="list-style-type: none"> 1. Use the key communicators & public relations department to make community aware of positive events of the school district. 2. Establish and maintain an involved and informed community. 3. Identify and utilize resources. 4. Establish and continue dialogue with local, state and national representatives to keep abreast of educational issues and legislation. 5. Promote positive perceptions of the school district in each school building through: <ol style="list-style-type: none"> a. Public Relations b. Community People c. Students d. Staff etc. 6. Educate elected officials and community to the exceptional qualities of the Woodland Hills School District. 7. Increase volunteerism in the schools. 8. Illicit legislative support for the Woodland Hills School District. 	<p>Ongoing 2005 – 2008</p>	<ul style="list-style-type: none"> • Public Relations • Audio and Visual Director • Key Communicators • News media • School Administrators • Parent and Teacher Groups • District Staff • School Board Members • Students • Real Estate Agents 	<ul style="list-style-type: none"> • Cable broadcasts for district-wide events. • Churches • District Public Relations Department • Parents and community people • Senior Citizens Community Centers • District Publications • Commercial Community 	<p>Determine if WHSD is providing clear communication to the community and obtaining their involvement through the following methods:</p> <ul style="list-style-type: none"> • ACT 48 validation • ACT 48 review • Competency attainment forms • Records of participation • ACT 48 documentation of hours/credits.



PROFESSIONAL EDUCATION ACTION PLAN

GOAL FOCUS: TECHNOLOGY

GOAL STATEMENT: Integrate technology in the curriculum and for administrative purposes.

Action Steps	Projected Timeline	Person(s) Responsible	Resources	Evaluation Criteria
1. Assess staff knowledge and provide necessary training. 2. Establish technology curriculum for K-12. 3. Requires staff members to utilize technology for administrative purposes; (i.e. Web sites, e-mail lesson plan, use of the WHSD network.) 4. Incorporate technology proficiency into classroom instruction, (i.e., utilize presentational software, on-line resources and projection equipment to support teaching.)	Ongoing 2005-2006 and ongoing 2007-2008 2005-2006 and ongoing	<ul style="list-style-type: none"> • WHSD Technology Staff, Administrators and Teachers • Technology Committee(s) 	<ul style="list-style-type: none"> • WHSD Technology Department, administrators, and teachers providing ongoing and up-to-date in-service information and technology instruction. • Community Resources • Professional Organizations, i.e., conferences, workshops, assistance, etc. • Business and Industry • Local, state and federal training or in-service programs • District collaboratives with other districts in training initiatives. 	<ul style="list-style-type: none"> • Learning experience evaluation form(s) • ACT 48 pre-approval form(s) • ACT 48 evaluation form(s) • Records of participation • Documentation of hours/credits • Written training plan • Classroom observations • Development of the technology curriculum • Technology Needs Assessment Data



***Woodland Hills
School District***

ACT 48

Review Process



Review Process

The responsibilities of the Professional Education Committee are not over once the plan is approved. The Professional Education Committee is a regular, standing committee that meets to monitor and adjust the Professional Education Plan on a yearly basis.

Continued tasks of the Committee include, but are not limited to the following:

- Educating staff and community about the plan
- Monitoring, evaluation and adjusting the plan
- Data analysis and collection of evaluation data
- Continued professional education planning
- Participating in the selection of educational programming
- Monitoring and adjusting options and providers
- Researching and recommending consultants and materials

Amendment Process

It is the responsibility of the Woodland Hills Professional Education Committee to ensure that the goals of the Professional Education Plan are achieved. The plan is designed to meet the educational needs of the school's community and its professional employees. The Committee reviews the plan annually to determine whether or not it continues to reflect those needs.

At the beginning of each school year, recommendations for amendments from the full Professional Education Committee will be incorporated into the Professional Education Plan. The revised plan will be presented to the School Board for annual approval and signatures and then submitted to the Department of Education.

The ACT 48 Workshop Evaluation Form (see Appendix) will be used to help determine the impact of continuing professional development activities and to suggest follow-up opportunities. Forms will be reviewed and utilized during the first and second year of the plan.



***Woodland Hills
School District***

ACT 48

Evaluation



VII. Evaluation

Meeting the Professional Education Criteria

We believe that the content and design of our ACT 48 Professional Education Plan should be determined by the organizational needs of the Woodland Hills School District, as well as the changing Pennsylvania State and Federal policies and initiatives. The professional educational plan meets the professional criteria and strikes a balance between content, pedagogy and other skills needed and includes evidence that meet the following professional education criteria:

- Is related to attainment to the Pennsylvania Academic Standards and high-quality instruction.
- Is designed to address the needs of a school entity and its professional employees.
- Has clear and concise, written content-and skill-based competencies.
- Includes content and instructional methods that are appropriate for the intended competencies to be mastered.
- Is planned and conducted by personnel who have an academic degree or other education and experience appropriate to the subject matter being taught.
- Is research-based, data-driven and contributes to measurable increases in student achievement.
- Provides sufficient support and resources to enable individuals to master new skills.
- Contributes to building learning communities and continuous improvement.
- Requires that participants demonstrate attainment of the competencies.
- Is evaluated by participants.

Evidence that professional criteria are matched to activities will be monitored through the use of the Professional Education Criteria Form (Appendix). This is also evidenced by the School District's focus on extensive professional development to apply new skills and knowledge for teachers in the classroom so all children can achieve success.



***Woodland Hills
School District***

ACT 48

Signature Page



PROFESSIONAL EDUCATION PLAN SIGNATURE FORM

Date Submitted to PDE: _____

School Entity: WOODLAND HILLS SCHOOL DISTRICT

Address: 2430 Greensburg Pike

Pittsburgh, PA Zip Code 15221

Chief School Administrator: Roslynne Wilson, Ed.D.

Contact Person: (typed/printed) James Palmiero

Telephone: (412)-731-1300 x 0198

We affirm that this professional education plan has been developed in accordance with the laws, regulations and guidelines regarding professional education plans and that the plan was recommended by the Professional Education Committee and approved by the school board.

Signature, Board Secretary
Richard A. Day, Business Manager

Date

Signature, Board President
Cynthia Lowery

Date

Signature, Chief School Administrator
Roslynne Wilson, Ed.D., Superintendent

Date

Signature, Professional Education Committee
James Palmiero, Assistant Superintendent

Date

Signature, Woodland Hills Education Association
Barbara Wieser, President

Date



***Woodland Hills
School District***

ACT 48

Appendices



CONTINUING PROFESSIONAL EDUCATION (ACT 48)

**PRE-APPROVAL OF A
PROFESSIONAL EDUCATION LEARNING ACTIVITY / EXPERIENCE
PART I**

Attention Applicant:

If approved, copy and forward to CPE in the Personnel Office. If not approved, immediately contact your building CPE committee member.

Name(s):
Activity Name:
Date(s) / Time:
Sponsor of Activity:
Relation to Professional certificate or assignment:
Relation to WHSD Goal(s) as listed in the Act 48 CPE Plan:
Description of Activity (attach additional information):

CPE Hours to be earned: _____

Signed: _____

Date: _____

Approval: _____

Date: _____



ACT 48 CONTINUING PROFESSIONAL EDUCATION PLAN

ACT 48 PRE-APPROVAL FORM

Employee's Name _____ Date _____

Address _____

_____ Phone _____

Current Assignment _____

COLLEGE / UNIVERSITY CREDIT

College or University Attending _____

Institute Address _____

Course Number _____ Course Title _____

Course Dates _____ Credits to be awarded _____

CONTINUING EDUCATION CREDIT COURSE

Course Number _____ Course Title _____

Course Dates _____ Course Location _____

Credit(s) to be awarded _____

ACTIVITY

Date of Activity _____ Description of Activity _____

Approval: _____ YES _____ NO

Hours to be awarded _____

Principal _____ Date _____
(signature)

Assistant Superintendent _____ Date _____
(signature)



***Woodland Hills
School District***

CERTIFICATE OF COMPLETION

This certificate is awarded to

Name of Recipient
Address
Social Security #

For attending a Professional Development Workshop entitled:

Title

Act 48 Credit =

Your hours will be reported to the Department of Education.
Please maintain this record for your files as documentation of your participation in this workshop.

Assistant Superintendent

Date



Continuing Professional Education Learning Experience Evaluation Form

Title of Activity

Dates

Instructor(s)

QUESTIONS

Please take a few moments to respond to the following questions.

1. How did this activity contribute to your professional growth?

2. How will your engagement in this activity impact your professional work?

3. What will you share with your colleges as a result of this activity?

4. What areas of professional education do you foresee as a future need?

Additional Comments:



***Woodland Hills
School District***

CONTINUING PROFESSIONAL EDUCATION

TITLE: _____

INSTRUCTOR: _____

DATE: _____

SIGN-IN



**Woodland Hills
School District**

CONTINUING PROFESSIONAL EDUCATION

Presented to

Name of Recipient

In recognition of your participation in the following Professional Development Workshop sponsored by Woodland Hills School District.

Title:

Date:

*Hours of
Participation:*

Assistant Superintendent

Date



Date: _____

Your Name: _____

Address: _____

Soc. Security #: _____

Present Certificate: _____

Dear Participant:

This is to certify that you attended the following Professional Development Workshop on

_____.

Title: _____

Act 48 Credit: _____

We will report your hours to the Department of Education. Please maintain this record for your files as documentation of your participation in this workshop.

Sincerely,

Assistant Superintendent



Professional Education Criteria Form

Please place a check mark in the box beside each item to show the source of the data that supports each criterion.

Professional Education Criteria	CPELE FORM*	COURS E DESC	INSTR RESUM	OTHER
1. Is related to attainment of the Pennsylvania Academic Standards and high-quality instruction.				
2. Is planned to address the needs of a school entity and its professional employees.				
3. Has clear and concise, written content and skill-based competencies.				
4. Includes content and instructional methods that are appropriate for the intended competencies to be mastered.				
5. Is planned and conducted by personnel who have an academic degree or other education and experience appropriate to the subject matter being taught.				
6. Is research-based, data-driven and contributes to measurable increases in student achievement.				
7. Provides sufficient support and resources to enable individuals to master new skills.				
8. Contributes to building learning communities and continuous improvement.				
9. Requires that participants demonstrate attainment of the competencies.				
10. Is evaluated by the participants.				

Describe evidence checked in "other" category.



APPENDIX D

Woodland Hills Strategic Plan: Directory of Progress



From March through June 2001 the WHSD Strategic Plan Steering Committee developed the following objectives, including strategies and anticipated results.

Objective #1: Negative Attitudes Plan

The WHSD will become the unifying element in fostering a realistic and accurate communication of information among all stakeholders groups within the District.

Strategies:

1. Procedures/Guideline for communicating information to parents and community will be developed and implemented.
2. Important information will be made available to parents and other community stakeholders via the mail, the web, District newsletters, etc.

Accomplishments

Administration	1. WHSD Key Communicators Committee
Special Education	2. The special education program information disseminated via the District website, newsletters, yearly calendars and flyers.
Curriculum Department	1. WHSD Parent Math Advisory Committee 2. WHSD Reading First Parents Nights 3. Reading First guidelines distributed to parents. 4. WHSD Title I Parent Advisory Committee 5. WHSD Title I Parent/Community nights 6. Educational Assistance Program (EAP) tutoring packets - distributed to parents and community 7.
Pupil Personnel Services	1. English as a Second Language (ESL) parent orientations 2. Gifted Education Steering Committee and community meetings
Technology	1. Redevelopment of WHSD website as an effective information portal for universal access 2. Enhancing Education Through Technology (EETT) grant
Buildings	1. Meet and Greet, Reading, and Math Nights, <i>Moms and Muffins, Dads and Donuts</i> 2. Student mentoring program for Rankin students, in partnership with Triumph Baptist Church 3. Update school web pages 4. Principals' Coffees – meetings with parent community 5. School newsletters 6. Move-Up Days – new student orientations 7. School fairs, featuring community tables 8. School calendars, featuring site-based events 9. School videos, featuring faculty and facilities



	10. Daily Planners and Communication folders for parent communications 11. Establish parent reference library / resource center 12. Support PTO projects and activities, including newsletters 13. Public presentation of school improvement plans / <i>Getting Results</i> 14. Student Council Meetings 15. Annual Parent/Guardian Open House 16. Teacher initiated home contacts – <i>good news messages</i>
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Objective #2: Community Relations Plan

The WHSD and its constituent groups (i.e. business; government; churches; and volunteer organizations) will mutually encourage and support programs and services.

Strategies:

1. Utilize WHSD employees on community boards and committees.
2. Utilize Job Sharing/Shadowing experiences in the community for students.
3. Encourage local realtors to attend Open Houses.
4. Re-evaluate and re-establish the role of PTA/PTO to assist in establishing community relationships.
5. Provide reminders and information for Board Members about events in buildings.
6. Recognize, strengthen and embrace the School Board as a viable and important part of the school community.

Accomplishments

Administration	1. District administrators provide updates for the Board of School Directors via sub-committee meetings
Special Education	2. The Special Education program supervisor serves as a Board member for Allegheny East Mental Health/Mental Retardation. 3. Secondary gifted program at WHHS has established a vocational mentorship program for students.
Curriculum Department	1. Active participation on WHSD Academic Foundation 2. Participation in the Heritage Health Foundation Meetings 3. Partnership with the ECI Centers and 4KIDS 4. Committee work supporting the Carrie Blast Furnace Redevelopment Project 5. Partnership with Boyce College Middle Campus 6. Rankin Community Project
Pupil Personnel Services	1. The Pupil Personnel Services program director serves as liaison with the Braddock Community Partnership
Buildings	1. The principals serve regional advisory Boards; including, but not limited to: Rankin Salvation Army, Braddock Rotary, Communities that Care



	<ol style="list-style-type: none"> 2. The principals maintain collaborative relationship with community partners; including, but not limited to: Turtle Creek MH/MR, Braddock Head Start, Education Policy Leadership Center, Asset Leadership 3. Invitations extended to School Board Members to conduct school walk-throughs 4. Solicitation by PTO for candidates for the Board of School Directors
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Objective #3: Home Involvement Plan

The quality and frequency of home involvement in our schools will be enhanced.

Strategies:

1. Communicate expectations for volunteer opportunities to the community.
2. Develop a questionnaire for parents to communicate ideas about home involvement.
3. Provide creative uses of time to involve parents and community members in schools.
4. Establish regular dialogue opportunities for District teachers, staff, and parents and community members.

Accomplishments

Curriculum Department	<ol style="list-style-type: none"> 1. WHSD Parent Math Advisory Committee 2. WHSD Reading First Parents Nights 3. Reading First guidelines distributed to parents. 4. WHSD Title I Parent Advisory Committee 5. WHSD Title I Parent/Community nights 6. Educational Assistance Program (EAP) tutoring packets - distributed to parents and community 7. Reading First District Leadership team – including parent representation
Pupil Personnel Services	<ol style="list-style-type: none"> 1. English as a Second Language (ESL) parent orientations 2. Gifted Education Steering Committee and community meetings
Technology	<ol style="list-style-type: none"> 1. Redevelopment of WHSD website as an effective information portal for universal access
Buildings	<ol style="list-style-type: none"> 1. School Improvement Plans / <i>Getting Results</i> delivered at community sites 2. Community-based Black History Month speakers 3. Open school Reading Night Activities 4. Develop reading incentive programs 5. Family nights, focusing on Math, Reading, Cultural Heritage 6. Saturday Tutoring Program



Objective #4: Curriculum and Diversity Plan

Close the achievement gap among the diverse groups within the District (all grades; all schools); Adopt meaningful performance standards; Provide a broad range of educational opportunities for students; Close the parental and community participation gap in the schools; Cultivate respect for scholarship and life-long learning.

Strategies:

1. Identify and implement best practices for enhancing student achievement.
2. Provide opportunities for students to apply their learning beyond the classroom/school.
3. Promote parental involvement in schools.
4. Develop outreach programs for parents.
5. Develop/enhance student outreach, internships and apprenticeships.
 - Use more advertising.
6. Develop/enhance support systems for teachers to increase student achievement.
 - Review existing systems for effectiveness and utilization.
 - Develop support systems, as needed.
7. Promote and utilize flexible student grouping in classrooms.
8. Promote and support staff development specifically directed to best instructional practices being advocated in the District.
9. Develop standards of performance for administration teachers, students, parents and the community.
10. Develop standards of communication for interactions in and among schools, parents and community.
11. Monitor schools annually to assess that the corresponding school Learning Plan is being followed.

Accomplishments

Special Education	<ol style="list-style-type: none"> 1. Training and support for <i>progress monitoring</i> provided PaTTAN and AIU. 2. WHSD special education teachers promoting differentiated strategies via cooperative teaching pilot program in regular education classes.
Curriculum Department	<ol style="list-style-type: none"> 1. Adoption of the WHSD Curriculum Review cycle 2. Partnership with Duquesne University as a Professional Development School 3. Partnership with University of Pittsburgh: Dr. Isabel Beck 4. Partnership with Allegheny Intermediate Unit: Power4Kids 5. Curriculum audits in Reading and Math / curriculum alignment with PA Academic Standards and Assessment Anchors 6. Reading First SBRR approach to balanced literacy 7. Comprehensive School Reform Demonstration (CSRSD) grant recipient 8. Partnership with Math/Science Collaborative (MSP)



	<ol style="list-style-type: none"> 9. Reading libraries leveled to support Guided Reading initiative 10. Secondary math curriculum review 11. Implementation of MARS Science program for 6th grade 12. Implementation of <i>Trophies</i> reading program at the elementary level 13. Implementation of <i>Every Day Math</i> 14. EAP tutoring program 15. SHINE tutoring program 16. Professional Development workshops – including; but, not limited to: PSSA <i>Ready Set Go</i>, Word Work, Literacy Circles, and Adopt an Anchor Strategies 17. Junior High School vocabulary program 18. Development of internal assessment system
Pupil Personnel Services	<ol style="list-style-type: none"> 1. SAP and ESAP programs
Technology	<ol style="list-style-type: none"> 1. Data warehousing / <i>Comprehensive Data Analysis</i> (CDA) web-based application.
Building	<ol style="list-style-type: none"> 1. Development and implementation of school improvement plans / <i>Getting Results</i> 2. Implementation of curriculum binders / curriculum mapping process, and district curriculum 3. Classroom-based tutoring 4. Principal Parent Libraries 5. School-based Reading and Math committees 6. WHHS Middle States Accreditation for Growth objectives and action plans 7. WHHS redevelopment of departmental meetings to reinforce learning and instruction 8. Formative assessments – including; but, not limited to DIBELS, DRA, 4Sight Benchmark Assessments 9. Summative assessments – including; but, not limited to Terra Nova, Otis Lennon, PSSA



Objective #5: Finance/Funding Plan

Encourage redevelopment of distressed communities; Fight for fair funding for state and federally mandated programs.

Strategies:

1. Take advantage of economic opportunities provided through consortiums for the procurement of goods and services.
2. Maintain and enhance district and community liaisons with local, state and federal legislators.
3. Develop liaisons with other school districts.
4. Develop partnerships and liaisons with local, state and federal redevelopment programs (i.e., Tri-Boro Development Forum).
5. Cooperate with local governance in community development plans.
6. Encourage representation in organizations that support redevelopment of the school communities.

Accomplishments

Special Education	<ol style="list-style-type: none"> 1. The Special Education program supervisor represents WHSD at the AIU Special Education Liaisons meetings in which funding issues are addressed. 2. The Special Education program supervisor represents WHSD at the eastern area role-alike Special Education Liaisons meetings in which funding issues are addresses.
Pupil Personnel Services	<ol style="list-style-type: none"> 1. English as a Second Language consortium 2. Allegheny County Health Consortium – Wellness Day
Technology	<ol style="list-style-type: none"> 1. Participation in the PEPPM statewide bid/purchasing program 2. The Director of Technology represents WHSD at the AIU Technology Coordinators meetings in which funding issues are addressed.
Buildings	<ol style="list-style-type: none"> 1. CSRD funds allocated to enhance learning and instruction 2. Promote teacher application for mini-grants awarded by the WHSD Academic Foundation 3. Mini-grants, including; but, not limited to - Dominion Peoples' Gas and Title I



Objective #6: District Governance Plan

The School Board will model the highest level of professional leadership practice; As leaders, the School Board will establish a formal process for community input.

Strategies:

1. The Board will review and evaluate existing codes of performance and ethics (i.e., PSBA, PASA) and will adopt its own code of expectations.
2. Board members will participate in a series of leadership workshops with an outside facilitator.
3. The Board will review statutory guidelines for governance for school boards.
4. The Board will monitor the Strategic Plan for accountability.
5. The Board will encourage community input in a formal manner.

Accomplishments

Buildings	1. Principals serve on District committees; including, but not limited to: Strategic Planning, Act 48 Professional Education Plan
School Board of Directors	<ol style="list-style-type: none"> 1. Reviewed existing codes of performance and ethics from NSBA and PSBA 2. Members attended a variety of NSBA or PSBA workshops and conferences 3. Attended Two Board retreats were during the 2004-2005 school year 4. Referenced the Pennsylvania School Code for statutory guidelines for governance for school boards 5. Monitored the WHSD Strategic Plan for Accountability 6. Served on numerous committees including the Equity Committee, Technology Committee, Key Communicators Committee.

Objective #7: Technology Plan

Technology will be an integral tool for facilitating a greater understanding of the District’s curricula; WHSD will have the appropriate technology to support and sustain an excellent educational experience.

Strategy:

1. District facilities will remain technologically ahead of the curve (Technology Plan).

Accomplishments

Technology	1. Routine, daily maintenance of WHSD technology infrastructure
Buildings	<ol style="list-style-type: none"> 1. Maintain and update school webpage on District web site 2. Provide educational leadership in the area technology integration in instruction and learning 3. Site-based technology committees 4. Professional development offerings – including; but, not limited to training provided by ASSET 5. Implementation of instructional software – including; but, not limited to CCC, A-Z Reading, Study Island



Objective #8: Professional Development Plan

Staff Development in WHSD is viewed as a continuous process that will promote life long learning and excellence for all certificated and non-certificated staff members to enhance student achievement.

Strategy:

1. The Act 48 Plan will be implemented, continuously monitored, and modified as necessary to assure staff development excellence.

Accomplishments

Special Education	<ol style="list-style-type: none"> 1. The Special Education program supervisor monitors the staff's compliance with the WHSD Act 48 Professional Education Plan. 2. The Special Education program has fulfilled the WHSD Act 48 Profession Education Plan by providing mandatory in-service to all staff on special education issues.
Curriculum Department	<ol style="list-style-type: none"> 1. WHSD personnel present at major state and local conferences – including October 10 County-Wide Professional Development Day 2.
Building	<ol style="list-style-type: none"> 1. Developed and implemented professional development sessions – including; but, not limited to DIBELS, 4Sight Benchmark Assessments, DRA, differentiated instruction, learning centers, learning communities, guided reading, restorative justice, special education 2. Conduct annual professional development of needs assessment 3. Administer professional development program evaluations following site-based training sessions 4. Participation on the Act 48 Professional Education Committee



APPENDIX E

Woodland Hills Technology Plan 2002 - 2005: Goals and Objectives



Woodland Hills School District Technology Plan: Objectives and Strategies (with action steps)

Curriculum and Learning

Objective:

All students will actively use technology to support and enhance their learning in all curriculum areas. Staff will be trained in the use of any instructional technology prior to it being implemented in applicable curriculum programs.

Key:

Y1Q1 = July 2002 – September 2002

Y1Q2 = October 2002 – December 2002

Y1Q3 = January 2003 – March 2003

Y1Q4 = April 2003 – June 2003

Y2Q1 = July 2003 – September 2003

Y2Q2 = October 2003 – December 2003

Y2Q3 = January 2004 – March 2004

Y2Q4 = April 2004 – June 2004

Y3Q1 = July 2004 – September 2004

Y3Q2 = October 2004 – December 2004

Y3Q3 = January 2005 – March 2005

Y3Q4 = April 2005 – June 2005

Strategies:

1. Form a Curriculum Use of Technology Committee (sub-committee of the Technology Committee) that will plan and guide the development of expanded curriculum use of technology within the District.
 - o The Curriculum Use of Technology Committee plans and guides the development of expanded curriculum use of technology
 - o Create committee charter, rules of organization and membership list for Curriculum Use of Technology
2. For the purposes of reporting and research, all students will be provided with the opportunity and instruction to search the Internet and/or employ appropriate software (CD-ROMs, databases) to gather credible information. For example, social science students may use technology to access historical information and up-to-date information on current political, economic and social events throughout the world.
 - o Purchase RAM storage capable device allowing school-based storage of required CD-ROMs ¹
 - o Y1Q1: Develop new or revise existing curriculum plans to support Objectives C102, C103, C104, C105, C106, I102 (Minimum number per grade per year: Primary=5, Intermediate=7, Junior Highs=9, High School=11)
 - o Y1Q2: Perform Staff Development on new/revise curriculum plans for Objectives C102, C103, C104, C105, C106, I102 (Minimum number per grade per year: Primary=5, Intermediate=7, Junior Highs=9, High School=11)



- Y2Q1: Develop new or revise existing curriculum plans to support Objectives C102, C103, C104, C105, C106, I102 (Minimum number per grade per year: Primary=5, Intermediate=7, Junior Highs=9, High School=11)
 - Y2Q2: Perform Staff Development on new/revise curriculum plans for Objectives C102, C103, C104, C105, C106, I102 (Minimum number per grade per year: Primary=5, Intermediate=7, Junior Highs=9, High School=11)
 - Y3Q1: Develop new or revise existing curriculum plans to support Objectives C102, C103, C104, C105, C106, I102 (Minimum number per grade per year: Primary=5, Intermediate=7, Junior Highs=9, High School=11)
 - Y3Q2: Perform Staff Development on new/revise curriculum plans for Objectives C102, C103, C104, C105, C106, I102 (Minimum number per grade per year: Primary=5, Intermediate=7, Junior Highs=9, High School=11)
3. All students will be taught to use word processing for final presentation of class projects and reports. They will be expected to use the features of this program to help them develop language skills, improve style and grammar, and enhance their editing skills.
- Y1Q1: Develop new or revise existing curriculum plans to support Objectives C102, C103, C104, C105, C106, I102 (Minimum number per grade per year: Primary=5, Intermediate=7, Junior Highs=9, High School=11)
 - Y1Q2: Perform Staff Development on new/revise curriculum plans for Objectives C102, C103, C104, C105, C106, I102 (Minimum number per grade per year: Primary=5, Intermediate=7, Junior Highs=9, High School=11)
 - Y2Q1: Develop new or revise existing curriculum plans to support Objectives C102, C103, C104, C105, C106, I102 (Minimum number per grade per year: Primary=5, Intermediate=7, Junior Highs=9, High School=11)
 - Y2Q2: Perform Staff Development on new/revise curriculum plans for Objectives C102, C103, C104, C105, C106, I102 (Minimum number per grade per year: Primary=5, Intermediate=7, Junior Highs=9, High School=11)
 - Y3Q1: Develop new or revise existing curriculum plans to support Objectives C102, C103, C104, C105, C106, I102 (Minimum number per grade per year: Primary=5, Intermediate=7, Junior Highs=9, High School=11)
 - Y3Q2: Perform Staff Development on new/revise curriculum plans for Objectives C102, C103, C104, C105, C106, I102 (Minimum number per grade per year: Primary=5, Intermediate=7, Junior Highs=9, High School=11)
4. All students will have the opportunity to enhance multimedia presentation skills by using hardware, such as digital cameras, video cameras, and scanners, and software such as Microsoft (MS) Word, MS PowerPoint, MS Front Page, MS Publisher, MS Paint, and photo manipulation software. Microsoft Office User Specialist (MOUS) Certification preparation guidelines will be followed.
- Y1Q1: Develop new or revise existing curriculum plans to support Objectives C102, C103, C104, C105, C106, I102 (Minimum number per grade per year: Primary=5, Intermediate=7, Junior Highs=9, High School=11)
 - Y1Q2: Perform Staff Development on new/revise curriculum plans for Objectives C102, C103, C104, C105, C106, I102 (Minimum number per grade per year: Primary=5, Intermediate=7, Junior Highs=9, High School=11)



- Y2Q1: Develop new or revise existing curriculum plans to support Objectives C102, C103, C104, C105, C106, I102 (Minimum number per grade per year: Primary=5, Intermediate=7, Junior Highs=9, High School=11)
 - Y2Q2: Perform Staff Development on new/revise curriculum plans for Objectives C102, C103, C104, C105, C106, I102 (Minimum number per grade per year: Primary=5, Intermediate=7, Junior Highs=9, High School=11)
 - Y3Q1: Develop new or revise existing curriculum plans to support Objectives C102, C103, C104, C105, C106, I102 (Minimum number per grade per year: Primary=5, Intermediate=7, Junior Highs=9, High School=11)
 - Y3Q2: Perform Staff Development on new/revise curriculum plans for Objectives C102, C103, C104, C105, C106, I102 (Minimum number per grade per year: Primary=5, Intermediate=7, Junior Highs=9, High School=11)
5. Through the use of email and Instant Messaging software, students will communicate with people from other cultures. This will help develop student appreciation, tolerance, and acceptance of other cultures.
- Y1Q1: Develop new or revise existing curriculum plans to support Objectives C102, C103, C104, C105, C106, I102 (Minimum number per grade per year: Primary=5, Intermediate=7, Junior Highs=9, High School=11)
 - Y1Q2: Perform Staff Development on new/revise curriculum plans for Objectives C102, C103, C104, C105, C106, I102 (Minimum number per grade per year: Primary=5, Intermediate=7, Junior Highs=9, High School=11)
 - Y2Q1: Develop new or revise existing curriculum plans to support Objectives C102, C103, C104, C105, C106, I102 (Minimum number per grade per year: Primary=5, Intermediate=7, Junior Highs=9, High School=11)
 - Y2Q2: Perform Staff Development on new/revise curriculum plans for Objectives C102, C103, C104, C105, C106, I102 (Minimum number per grade per year: Primary=5, Intermediate=7, Junior Highs=9, High School=11)
 - Y3Q1: Develop new or revise existing curriculum plans to support Objectives C102, C103, C104, C105, C106, I102 (Minimum number per grade per year: Primary=5, Intermediate=7, Junior Highs=9, High School=11)
 - Y3Q2: Perform Staff Development on new/revise curriculum plans for Objectives C102, C103, C104, C105, C106, I102 (Minimum number per grade per year: Primary=5, Intermediate=7, Junior Highs=9, High School=11)
6. Students will be provided opportunities to utilize technology-base programs currently existing or added in the district (i.e. Computer Curriculum Corporation, Cognitive tutor software, Cisco Academy & Carnegie Info Link). For example, use of cognitive tutor software in mathematics may be expanded and the district will investigate, purchase, and implement software that enhances student's skills, understandings and uses of graphing and modeling, statistical analysis and tables of information that are consistent with national and state math and science standards. For example, interactive software and hardware for music instruction may be implemented.
- Investigate emerging curriculum software and purchase licenses
 - Y1Q1: Develop new or revise existing curriculum plans to support Objectives C102, C103, C104, C105, C106, I102 (Minimum number per grade per year: Primary=5, Intermediate=7, Junior Highs=9, High School=11)



- Y1Q2: Perform Staff Development on new/revised curriculum plans for Objectives C102, C103, C104, C105, C106, I102 (Minimum number per grade per year: Primary=5, Intermediate=7, Junior Highs=9, High School=11)
 - Y2Q1: Develop new or revise existing curriculum plans to support Objectives C102, C103, C104, C105, C106, I102 (Minimum number per grade per year: Primary=5, Intermediate=7, Junior Highs=9, High School=11)
 - Y2Q2: Perform Staff Development on new/revised curriculum plans for Objectives C102, C103, C104, C105, C106, I102 (Minimum number per grade per year: Primary=5, Intermediate=7, Junior Highs=9, High School=11)
 - Y3Q1: Develop new or revise existing curriculum plans to support Objectives C102, C103, C104, C105, C106, I102 (Minimum number per grade per year: Primary=5, Intermediate=7, Junior Highs=9, High School=11)
 - Y3Q2: Perform Staff Development on new/revised curriculum plans for Objectives C102, C103, C104, C105, C106, I102 (Minimum number per grade per year: Primary=5, Intermediate=7, Junior Highs=9, High School=11)
7. Special needs students will use instructional technology that adapts to individual needs. Hardware adaptations will be made such that special needs students can be successfully involved with technology.
- Investigate for possible purchase available special needs hardware
8. Computer Curriculum Corporation (CCC) software usage will be evaluated and lessons learned will be applied across all schools consistently, improving its effectiveness and efficiency.
- Investigate various audio headset alternatives for CCC use (inexpensive student-owned model, sturdier wired model, wireless) and prototype in several classroom/lab settings across the district.
 - Based on successful outcome of a particular audio headset trial, purchase audio headsets for all CCC lab and CCC classroom installations
 - Investigate best CCC usage practices and lessons-learned at the elementary schools, make recommendations, and develop guidelines
9. A Technology Support/Webmaster staff member may be added to each school building's staff either on a part-time (Primary/Intermediate) or full-time (Secondary) basis.
- Add one Technology Support/Webmaster staff member to work full-time at the High School and one Technology Support/Webmaster staff member to work full-time and be shared between each Junior High School (186-day work year)
 - If first-year program successful and expansion approved, and one Technology Support/Webmaster giving 1 FTE at High School and 1 FTE at each Junior High. (186-day work year)²
 - If second-year program successful and expansion approved, add two Technology Support/Webmaster staff members (186-day work year) and shift one existing central Tech Support staff members to be shared part-time at the six elementary schools
10. A Keyboarding class may be established at the 4th Grade level.
- Add one portable computer lab to each intermediate building
 - Staff development in 4th Grade Keyboarding class curriculum plan
 - Develop curriculum plans to support 4th grade Keyboarding class



11. Wireless network capability will be established in all district school and administration facilities, covering each entire building.
 - o Purchase any remaining required hardware to support wireless network capability district-wide.
12. Video distribution capability and a video production curriculum will be established in all three Secondary schools.
 - o Purchase required video distribution equipment for Jr Highs
 - o Purchase required video distribution equipment for High School
 - o Setup and configure three differing prototype video distribution classrooms, one in each Secondary School, such that District choices of hardware and configuration can be made³
 - o Complete wiring of video distribution equipment at the High School
 - o Complete wiring of video distribution equipment at the Jr Highs
 - o Investigate and upgrade (as required) classroom Electrical Power Distribution system in the two Junior Highs in order to support Video Distribution
 - o Investigate and upgrade (as required) classroom Electrical Power Distribution system in the High School in order to support Video Distribution
 - o Staff development at High School in video production capability and curriculum plans
 - o Staff development at Jr Highs in video production capability and curriculum plans
 - o Develop curriculum plans / morning announcement plans for video production at Jr Highs and High School
13. A Rent-to-own and Rental Portable Computing Device (PCD) program for District staff may be established in Year 1
 - o Develop policies, guidelines, contracts for Rent-to-own and Rental program
 - o Purchase twenty-five PCDs for first-year Prototype program
 - o Staff Development in proper care and use of PCD's and Prototype program requirements
 - o Y2Q1: Assuming Prototype program successful, purchase required PCD's based on staff survey establishing number of sign-ups (max 50)
 - o Y2Q2: Assuming Prototype program successful, Staff Development in proper care and use of PCD's and program requirements
 - o Y3Q1: Assuming Prototype program successful, purchase required PCD's based on staff survey establishing number of sign-ups (max 50)
 - o Y3Q2: Assuming Prototype program successful, Staff Development in proper care and use of PCD's and program requirements
14. A Rent-to-own and Rental Portable Computing Device (PCD) program for two consecutive grades may be established, starting in Year 3. The grade level curriculum will be "digitized" to take advantage of PCD accessibility. Remote tie-in capability will be expanded to support this program. Grants and Local Business donations will ensure that every student has at least a rental PCD. If successful, the program will be expanded to other grades in the next Technology Plan.
 - o If program is approved, purchase PCD's
 - o If program is approved, purchase appropriate equipment to support remote tie-in capability



- If program is approved, purchase required operating system and software licenses for PCD's
 - If program is approved, Staff development occurs on revised "digitized" curriculum plans and program logistics
 - If program is approved, hire one full-time Program Administrator/Facilitator
 - Technology Committee investigates feasibility and logistics of program, investigates funding resources, and makes broad recommendation
 - If program is approved, grade level curriculum will be "digitized" to take advantage of PCD accessibility
 - If program is approved, provide training to students and parents on program logistics in preparation for program implementation in Year 3
15. To adequately support the curriculum, replace the student workstations on a three-to-five-year cycle, where the time span depends on judgments of emerging technology, repair status of district technology and software requirements. Current TC judgment is that a five-year cycle is appropriate and that approximately 20% of district student workstations (100 per quarter, 400 totals) will be replaced each year.
- Purchase and place within the district 100 computers in Y1Q1
 - Purchase and place within the district 100 computers in Y1Q2
 - Purchase and place within the district 100 computers in Y1Q3
 - Purchase and place within the district 100 computers in Y1Q4
 - Purchase and place within the district 100 computers in Y2Q1
 - Purchase and place within the district 100 computers in Y2Q2
 - Purchase and place within the district 100 computers in Y2Q3
 - Purchase and place within the district 100 computers in Y2Q4
 - Purchase and place within the district 100 computers in Y3Q1
 - Purchase and place within the district 100 computers in Y3Q2
 - Purchase and place within the district 100 computers in Y3Q3
 - Purchase and place within the district 100 computers in Y3Q4
16. To adequately support the curriculum, replace peripherals and infrastructure hardware such as printers, scanners, projectors, digital cameras, servers, network switches, etc. where the time span depends on judgments of repair status of existing district technology, software requirements and emerging technology.
- Replace required printers, scanners, projectors, digital cameras, and other key peripherals by new purchases where the time span depends on Tech Dept judgments of repair status of existing district technology, software requirements, and emerging technology
 - Replace required servers, network switches and other key infrastructure hardware by new purchases where the time span depends on Tech Dept judgments of repair status of existing district technology, software requirements and emerging technology

Administration and Management

Objective:

Teachers, administrators and management personnel will become adept in the application of managerial and communication software programs.



Strategies:

1. Most administrative correspondence and lesson plans will be distributed via the District network and electronic mail.
 - o Develop procedures on how most administrative correspondence and lesson plans will be distributed via the District network and electronic mail
 - o Perform staff development on how most administrative correspondence and lesson plans will be distributed via the District network and electronic mail.
2. Daily student attendance will be taken in the classroom via Administrative Software.
 - o Develop process and procedures on how daily student attendance will be taken in the classroom via Administrative Software
 - o Perform Staff Development on how daily student attendance will be taken in the classroom via Administrative Software
3. Staff will be trained in the use of Administrative software to a level appropriate for their job description.
 - o Provide Staff Development of teachers and administrators describing how to improve communication through use of electronic mail and the Internet, and how to best use Administrative software

Communication and Information Access

Objective:

Expand the application of communication and information software throughout the district buildings and into the district communities.

Strategies:

1. The District will encourage sharing and understanding among teachers and administrators through improved communication with electronic mail and the Internet.
 - o Provide Staff Development for teachers and administrators describing how to improve communication through use of electronic mail and the Intranet, and how to best use Administrative software
 - o Develop procedures explaining how teachers and administrators can better communicate via electronic mail and the Intranet
2. Web pages created and maintained by students and staff will contain pertinent school district and community news helping to foster good citizenship, involvement, and volunteerism.
 - o Y1Q1: Develop new or revise existing curriculum plans to support Objectives C102, C103, C104, C105, C106, I102 (Minimum number per grade per year: Primary=5, Intermediate=7, Junior Highs=9, High School=11)
 - o Y1Q2: Perform Staff Development on new/revise curriculum plans for Objectives C102, C103, C104, C105, C106, I102 (Minimum number per grade per year: Primary=5, Intermediate=7, Junior Highs=9, High School=11)
 - o Y2Q1: Develop new or revise existing curriculum plans to support Objectives C102, C103, C104, C105, C106, I102 (Minimum number per grade per year: Primary=5, Intermediate=7, Junior Highs=9, High School=11)



- Y2Q2: Perform Staff Development on new/revised curriculum plans for Objectives C102, C103, C104, C105, C106, I102 (Minimum number per grade per year: Primary=5, Intermediate=7, Junior Highs=9, High School=11)
 - Y3Q1: Develop new or revise existing curriculum plans to support Objectives C102, C103, C104, C105, C106, I102 (Minimum number per grade per year: Primary=5, Intermediate=7, Junior Highs=9, High School=11)
 - Y3Q2: Perform Staff Development on new/revised curriculum plans for Objectives C102, C103, C104, C105, C106, I102 (Minimum number per grade per year: Primary=5, Intermediate=7, Junior Highs=9, High School=11)
3. Posting of homework assignments on each school's web page will be encouraged.
- Develop guidelines on storage and access of homework assignments over Intranet
 - Y1Q1: Perform Staff Development on posting homework assignments and storage and access of student portfolios over Intranet
 - Y2Q1: Perform Staff Development on posting homework assignments and storage and access of student portfolios over Intranet (Changes from previous year)
 - Y3Q1: Perform Staff Development on posting homework assignments and storage and access of student portfolios over Intranet (Changes from previous year)
4. Teachers will use technology to evaluate students by electronically storing their work in portfolios. This also will permit teachers to share student work with other teachers as well as with parents or guardians while maintaining student privacy.
- Develop guidelines on storage and access of portfolio work over Intranet
 - Y1Q1: Perform Staff Development on posting homework assignments and storage and access of student portfolios over Intranet
 - Y2Q1: Perform Staff Development on posting homework assignments and storage and access of student portfolios over Intranet (Changes from previous year)
 - Y3Q1: Perform Staff Development on posting homework assignments and storage and access of student portfolios over Intranet (Changes from previous year)
5. Parents will be able to access school news and announcements through home computers to increase awareness and involvement. Parents and guardians will use email and Internet web access to promote teacher/parent communications.
- Communicate teacher email addresses and web access techniques to the parents and guardians via a send home paper and publicize email address and standard naming convention.
6. Student grade information will be available for parents via secure Internet access using Administrative software.
- Develop procedures governing student grade information access by parents and guardians over the Internet
 - Acquire and implement Administrative software supporting the student grade information access objective
 - Y2Q2: Perform Staff Development on student grade information access capabilities by parents and guardians
 - Y3Q2: Perform Staff Development on student grade information access capabilities by parents and guardians



7. Additions will be made to the district web site. The web site will be developed as a marketing tool for the District. Copies of the Strategic Plan, Technology Plan, school board agendas and select board policies will be added to the web site.
 - o Make additions to the district web site. The web site will be developed as a Marketing tool for the District. Copies of the Strategic Plan, Technology Plan, school board agendas and select board policies will be added to the web site

Objective:

Expand community access to district technology knowledge and resources.

Strategies:

1. Qualified students will become involved in the community by teaching technology to interested community residents using district technology resources.
 - o Perform Staff Development for EDR staff sponsors
 - o Develop program guidelines for qualified students to become involved in the community by teaching technology to interested community residents using district technology resources
 - o Implement EDR Program for Y2
 - o Implement EDR Program for Y3
2. The District will explore the possibility of using grants and other sources of outside funding to extend the Cisco Academy opportunity to members of the community.
3. The District will provide access to technology at community sites such as local libraries and tutorial centers.
 - o Develop plans for expansion of access to technology at community sites such as local libraries and tutorial centers.
 - o Expand access to technology at community sites such as local libraries and tutorial centers
4. An annual District-sponsored Community Technology Day will be established with technology demonstrations, technology-related contests and prizes.
 - o Develop plans (including funding source initiatives) for an annual District-sponsored Community Technology Day will be established with technology demonstrations, technology-related contests and prizes.
 - o Hold the Y2 annual District-sponsored Community Technology Day with technology demonstrations and technology-related contests and prizes
 - o Hold the Y3 annual District-sponsored Community Technology Day with technology demonstrations and technology-related contests and prizes
5. Allow placement of web pages for no charge on District servers for District Parent/Teacher organizations, community groups serving student and District needs, and organizations renting District facilities. Provide student webmasters (supporting Objective I1O2) if required.
 - o Develop policies and procedures governing applicable groups' web pages
 - o Notify applicable groups of existence of Objective I205 program and arrange for student webmasters' support



APPENDIX F

Woodland Hills Technology Plan Addendum 2005 - 2008: Goals and Objectives



District Information

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District: Woodland Hills School District
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Superintendent: Dr. Roslynne H. Wilson
Contact Name: Joyce Sullivan
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Prior Plan Narrative

The district achieved all of the curricular and administrative goals in its prior technology plan although the objectives and action steps taken were sometimes different than those presented in the original plan. The district was successful in achieving our goals due the on-going support of the school board and administration in promoting the introduction of new technology into the classroom. A comprehensive plan of staff development, training and gradual integration of technology coupled with financial support allowed the district to successfully achieve its technology goals. In the final year of the plan, the district was also able to secure grant funding for web-based projects that is allowing us to expand communication in to the communities. The district acquired a \$9.0 million technology bond to build its infrastructure, but in the last few years of the plan had to primarily rely on local funding to continue to expand and replace technology in the buildings. The district continues to be faced with socio-economic problems in our communities that don't allow students to have technology available in their homes. Bridging and building on the home/school/community partnership will continue to involve the use and availability of technology. The future needs of our district will be to continue to enhance community and parental involvement.

Mission and Vision Statement

The Woodland Hills School District will provide each students with a working knowledge of current and evolving technologies in the diverse local and global communities, a passion for life-long learning in an ever-changing technological society, and the wisdom to participate as a productive and caring citizen. Our schools will challenge students to set ambitious technical goals and strive to achieve them without fear of failure. This mission will be accomplished only through active, cooperative efforts of the home, school and community and a commitment to the Pennsylvania State Standards.

The WHSD vision is to provide equity of technology access across the district for the entire student population, across all grade levels and within all classrooms. The vision is committed to the PA Standards. Its primary focus is an educational program where students will have experiences with connectivity to vast educational resources through the Internet. Second, the vision also includes an instructional staff committed to using technology related competencies to create an educational program that promotes student achievement. The vision finally includes a district where parental and



community awareness is increased when these stakeholders have access to school news, student information, and announcements via the Internet and the WHSD website.

Goals & Strategies

Goal - All students and staff will actively use technology to support and enhance learning.

Strategy - Maintain a high-speed wide area network and multiple Internet connections to deliver instructional content to the end-user systems

Technology/Service - Internet connectivity and high-speed wide area network

Budget: 975000.00

Funding Source: Local Budget **Funding Source:** E-Rate Funding

Professional Development

On-going training for Technology Department Network Administrator that will be provided through trade publications, seminars and professional conferences.

Monitoring/Evaluation

On-going monitoring of the network will be performed by the Network Administrator to ensure it is adequately meeting the educational needs of the district. Bandwidth utilization will be measured along with latency and other network functionality aspects.

Goal - Enhance community and parental involvement through technology.

Strategy - Maintain a high-speed wide area network and multiple Internet connections to deliver district and student information to parents and community members.

Professional Development

On-going training for Technology Department Network Administrator that will be provided through trade publications, seminars and professional conferences.

Monitoring/Evaluation

On-going monitoring of the network will be performed by the Network Administrator to ensure it is adequately meeting the educational needs of the district. Bandwidth utilization will be measured along with latency and other network functionality aspects.