Sto-Rox DRAFT Comprehensive Plan 2022-2025

Profile

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LEA Profile

Nestled just over five miles to the northwest of downtown Pittsburgh, Sto-Rox School District serves 1,168 students and their families. Its three square miles encompass the borough of McKees Rocks and Stowe Township -- two strong communities and former football rivals that united in 1966 to form a single school district. With 90 teachers throughout its primary elementary, intermediate elementary, and junior-senior high school, it boasts a low student-teacher ratio of 13:1.

The district's rich history reflects that of the region. The fertile land and abundant wildlife in the corner of the Ohio River Valley that we now call McKees Rocks drew some of the earliest human inhabitants, dating back 5,000 years. In precolonial times, it was home to thriving Native American cultures, including the Adena, Hopewell, and Shawnee. The area is fortunate to have a visible link to this part of its past, as the Adena and, later, the Hopewell peoples constructed the largest burial mound in Western Pennsylvania. During colonial times, the region attracted fur traders and other settlers and was scouted by George Washington as a potential fortification. Although Washington passed on the area for what would become Pittsburgh, he did stay long enough for a historic meeting with the Delaware Indian Chief Shingiss. After the Revolution, the land, which had been gifted to the McKee family, changed hands several times, and finally became part of Stowe Township in 1869.

Although Stowe Township began as a small farming community, the Industrial Revolution and the rise of the railroad would transform the area. Pittsburgh and Lake Erie Railroad (P.&L.E.R.R.) and the Pittsburgh, Chartiers and Youghiogheny Railroad. As the center of repair and maintenance for the burgeoning P.&L.E.R.R., Stowe Township, which included McKees Rocks, grew from a population of 887 in 1889 to 14,702 by 1910, attracting large numbers of immigrants, especially from Germany, Eastern Europe, and Italy. By 1930, McKees Rocks alone had a population of over 18,000. Throughout this time, the area was known as a place where different cultures came together for support and celebration.

The importance of the area was among the reasons for the construction of the McKees Rocks Bridge in 1931, which was the largest bridge in Pennsylvania at the time. Because local railroads remained such a critical part of the nation's infrastructure even as national lines declined, the area remained fairly economically strong until the decline of the region's steel, iron ore, and coal industries.

Naturally, this shift was accompanied by dramatic declines in population, property values, and per capita income, and today, the area still faces these challenges. According to the 2020 U.S. Census for McKees Rocks, the median household income for the area is about 50% of that reported for the City of Pittsburgh and the Commonwealth as a whole. The median home value is about one-third the amount reported for the City of Pittsburgh and one-quarter the amount for the state. Just over 30% of the residents live below the poverty line, more than double the rate for both Pittsburgh and Pennsylvania. Values and income in Stowe Township are slightly higher, but the poverty rate, about 26%, also is more than double that of the state. Accompanying this poverty are high rates of crime; 2022 FBI statistics revealed McKees Rocks to be the most dangerous city in Pennsylvania.

Like the City of Pittsburgh, and so many other places in Pennsylvania, the residents who have chosen to stay -- and those who have come -- have seen and understand the need to reinvent and revitalize their home, while at the same time maintaining the parts of their heritage that make it unique. For the residents of Sto-Rox, the answer is education. Even as the population declined and resources became scarce during the 1990s, the district invested millions in building new schools and modernizing the high school. This tradition continues today as all three schools are supported on-site by community partners to ensure that students, families, and staff have access to the resources that they need to thrive physically, emotionally, and academically. Today, the district maintains a mission of promoting a culture of excellence and high expectations for all – and staff members are poised to do what is necessary to realize it.

Mission and Vision

Mission

Sto-Rox School District prepares students to meet tomorrow's challenges in a rapidly changing world. We empower all students to reach their highest potential by cultivating critical thinking, high academic standards, and strong, positive relationships in a safe and secure environment. Our practices and policies are shaped by respect, kindness, integrity, equity, accountability, and honest and ethical behavior.

Vision

Sto-Rox School District, in partnership with the entire community, will empower every student to reach their potential as a life-long learner who is a responsible, ethical, productive, and compassionate citizen within the global community.

Educational Value Statements

Students

Our students are curious and creative learners who succeed through personal initiative and sustained effort to reach high academic goals. They are creative and critical thinkers who seek knowledge and possess technological competence and collaborative skills. Our students embrace diversity, act kindly and responsibly, and contribute to our community.

Staff

Our educators believe that all students can meet or exceed rigorous academic standards. Teachers, staff, and administrators together form a rich professional learning community where all are supported to enhance our professional craft and improve our effectiveness. Through self-reflection and the critical examination of instructional practices and data, we adjust our teaching and operational systems in order to continuously improve.

Administration

Our administration will work collaboratively with staff, parents, students, and community members to create and support a collaborative learning climate and culture of continuous improvement. As the lead learners in our community, we continuously provide opportunities and support for our

stakeholders to learn from each other as well as from local, regional, national, and global organizations. As stewards of the organization, we ensure the fiscal health of the district, equitable distribution of resources, and cohesion of procedures and processes so that our stakeholders can focus learning and personal growth.   We are responsible in the stewardship of our fiscal resources and fair and equitable in their distribution.

Parents

Our families are integral to the success of our students and schools. Families are active, engaged, and welcomed partners in their child's education, who give valued input and participate in making important decisions about our academic and enrichment programs.

Community

Our diverse community is passionate about equitable educational outcomes for all students. Our civic and community organizations partner with us to promote family engagement, and the well-being and success of our students.

Other (Optional)

Students are our priority. We take pride in our diversity. We hold high expectations for ourselves and our students. We treat each other with respect and act with integrity.

Student Performance Data: Future Ready PA Index

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
According to the 2018-2019 PA Future Ready Index for ELA two subgroups met their interim targets.	The Students with Disabilities subgroup met their interim target and showed an increase from last year. This suggests that the district's move to a full-inclusion model, as well as renewed emphasis of a standards-based curriculum and on professional development has promise. The Black subgroup met their interim target.
According to the 2018-2019 PA Future Ready Index for Math two subgroups met their interim targets.	The Students with Disabilities subgroup met their interim target and showed an increase from the previous year. This suggests that the district's move to a full-inclusion model, as well as renewed emphasis of a standards-based curriculum and on professional development has promise. The Black subgroup met their interim target and showed an increase from the previous year.
According to the 2020-2021 PA Future Ready Index, the four-year cohort graduation rate exceeds the statewide average and the 2030 statewide goal.	The four-year cohort graduation rate is above 95%.
According to the 2020-2021 PA Future Ready Index, one school exceeded the statewide average growth rate in ELA and Math, as well as the statewide average for meeting the career standards benchmark.	The Upper Elementary School's Academic Growth Scores for All Students in ELA and Math were 93 and 88, respectively, exceeding the statewide averages of 75.5 and 74.3. Its percentage for the Career Standards Benchmark for All Students was 94.1%, exceeding the statewide average of 86.2.
All schools have begun a Positive Behavior Interventions and Supports program, and the Upper Elementary School has a Restorative Justice Program.	Begun in 2022, both of these research-based practices have been shown to improve school climate and culture. By implementing these programs, the District has taken an important first step in its plan to improve attendance.
District-wide, all teachers participate in daily professional learning communities (PLCs).	Begun in 2022, PLCs provide support for teachers and administrators to work and learn collaboratively in order to address our goals in developing curricula, enhancing instruction, and improving school climate.
The District's Primary Center and Upper Elementary School have adopted a high level, standards-based program in Math and ELA.	The Eureka Math program is highly rated by EdReports (Meets Expectations) with a score of 14/14 for Focus and Coherence across all grade levels and 16/18 for Rigor & Mathematical Practices across all grade levels. EdReports also rates the Wonders ELA curriculum as meeting

	expectations, with scores, with scores ranging from 93-100% for Text Quality and Building Knowledge across all grade levels.

Challenges

Indicator	Comments/Notable Observations
According to the 2018-2019 PA Future Ready Index for ELA two subgroups did not meet their interim targets.	The All Student Group, White, and Economically Disadvantaged did not meet their interim target, and there was a decline from the previous year. This suggests a need to provide more professional learning and support for teachers so that they are better able to plan engaging, rigorous, and differentiated instruction that meets the needs of all learners.
According to the 2018-2019 PA Future Ready Index for Math two subgroups did not meet their interim targets.	The All Student and Economically Disadvantaged subgroups did not meet their interim target but increased their score from last year. This suggests a need to provide more professional learning and support for teachers so that they are better able to use data to plan engaging, rigorous, and differentiated instruction that meets the needs of all learners. The White subgroup did not meet their interim target and did not increase or decline from the year before.
According to the 2018-2019 and 2020-2021 PA Future Ready Index for Attendance no subgroups met their interim targets.	According to the Future Ready Index the attendance rate for 2017-2018 for all students was 66.5%. This is 18.9% below the state target of 85.4%. To date, the 2018-2019 attendance rate for all students is at 66.2% for all students. This is 1.5% below the previous year. This trend continued in 2020-2021, with regular attendance ranging from 53.7% to 58.3% across all three schools. This suggests a need to improve communication with students and families about the importance of school and education, as well as to strengthen relationships with them and the community to increase engagement and relevance.
Across all schools and subject areas, the 2020-2021 PA Future Ready Index showed that most students were not meeting the statewide growth standard.	Across all schools and subject areas, the 2020-2021 PA Future Ready Index score for Meeting the Statewide Growth Standard was 70. The scale for this score is 50-100. This suggests a need to provide more professional learning and support for teachers so that they are better able to plan engaging, rigorous, and differentiated instruction that meets the needs of all learners.
According to the 2020-2021 PA Future Ready Index, almost half of all students are completing their schooling without meeting the benchmark for career standards.	Despite the high percentage of students meeting the Career Standards benchmark at the Upper Elementary School, the percentage completion at the Junior-Senior High School is 50.6%.
PVAAS and Future Ready data show that most of our students are not proficient in ELA.	At the Junior/Senior High School all student groups did not meet the interim goal/improvement target of percent proficient or advanced in English Language Arts/Literature. Only 3% of our students were proficient or advanced in English Language Art/Literature. At the Primary

	Center, the PA Future Ready Index for ELA is 26.3% which is below the statewide average of 55%.
PVAAS and Future Ready data show that most of our students are not proficient in Math.	At the Junior/Senior High School, all student groups did not meet the interim goal/improvement target for students proficient or advanced in Mathematics/Algebra. Only 5.7%. of our students were proficient or advanced in Mathematics/Algebra. At the Primary Center, the PA Future Ready Index Math overall is 5.3% which is below the statewide average of 37.3%.
PVAAS data show that the majority of students at the Junior/Senior are not proficient in Science/Biology.	All student groups did not meet interim goal/improvement target percent proficient or advanced in Science/Biology was 6.9%. Only 6.9%. of our students were proficient or advanced in Biology.

Review of Grade Level(s) & Individual Student Group(s)

Strengths

Indicator	Grade Level(s) and/or Student Group(s)	Comments/Notable Observations
2018-2019 PA Future Ready Index ELA	Student with Disabilities; Black	The Students with Disabilities subgroup met their interim target and showed an increase from last year. The Black subgroup also met their interim target. Due to the implementation of the full-inclusion model beginning in the 2018-2019 Academic Year, there has been more emphasis on providing instruction and exposure to the general education curriculum for students with disabilities. This has opened doors for them to be in the same learning environment as their nondisabled peers and receive a multitude of instructional accommodations. Together with a standards-based curriculum and increased focus on professional development, has contributed to growth in this area.
2018-2019 PA Future Ready Index Math	Students with Disabilities; Black	The Students with Disabilities subgroup met their interim target and showed an increase from last year. The Black subgroup met their interim

		target and showed an increase from last year. Due to the implementation of the full-inclusion model beginning in the 2018-2019 Academic Year, there has been more emphasis on providing instruction and exposure to the general education curriculum for students with disabilities. This has opened doors for them to be in the same learning environment as their nondisabled peers and receive a multitude of instructional accommodations. Together with a standards-based curriculum and increased focus on professional development, has contributed to growth in this area.
2020-2021 PA Future Ready Index Four-Year Cohort Graduation Rate	All Students	According to the 2020-2021 PA Future Ready Index, the four-year cohort graduation rate exceeds the statewide average and the 2030 statewide goal. While certainly we take pride in launching the majority of our students into their adult life with a diploma, low rates of attendance as well as low scores for academic growth and a low rate of completion for the career benchmark have caused us to reflect on our expectations for ourselves and our students.
2020-2021 PA Future Ready Index, ELA, Math, and Career Benchmark	Grades 4-6; All Students	The Upper Elementary School's Academic Growth Scores for All Students in ELA and Math were 93 and 88, respectively, exceeding the statewide averages of 75.5 and 74.3. Its percentage for the Career Standards Benchmark for All Students was 94.1%, exceeding the statewide average of 86.2.

Challenges

Indicator	Grade Level(s) and/or Student Group(s)	Comments/Notable Observations
2018-2019 PA Future Ready Index ELA	All Student, White, Economically Disadvantaged subgroups	The All Student, White, and Economically Disadvantaged subgroups did not meet their interim target, and there was a decline from last year.
2018-2019 PA Future Ready Index Math	All Student, White, Economically Disadvantaged subgroups	The All Student and Economically Disadvantaged subgroups did not meet their interim target but increased their score from last year. The White subgroup did not meet their interim target and did not increase or decline from the year before.
2018-2019 and 2020-2021 PA Future Ready Index Attendance	All, Student, White, Economically Disadvantaged, Black, and Students with Disabilities	According to the Future Ready Index the attendance rate for 2017-2018 for all students was at 66.5%. This is 18.9% below the state target of 85.4%. To date, the 2018-2019 attendance rate for all students is at 66.2% for all students. This is 1.5% below the previous year. This trend continued in 2020-2021, with regular attendance ranging from 53.7% to 58.3% across all three schools. This suggests a need to improve communication with students and families about the importance of school and education, as well as to strengthen relationships with them and the community to increase engagement and relevance. In addition, we need to deepen and expand our SAP process to better support learners and reach out to families in need. Finally, we need to provide professional development in areas such as PBIS and Restorative Justice to make school a place where learners want to be.
2020-2021 PA Future Ready Index Meeting the Statewide Growth Standard	K-12; All Students	Across all schools and subject areas, the 2020-2021 PA Future Ready Index score for Meeting

		the Statewide Growth Standard was 70. This scales for this score is 50-100. This suggests a need to provide more professional learning and support for teachers so that they are better able to use data to plan engaging, rigorous, and differentiated instruction that meets the needs of all learners. In addition, we need to deepen and expand our SAP process to better support learners.
2020-2021 PA Future Ready Index Career Benchmark	All Students, Grades 7-12	Despite the high percentage of students meeting the Career Standards benchmark at the Upper Elementary School, the percentage completion at the Junior-Senior High School is 50.6%. At the secondary level, our system for collecting artifacts for the four strands of career readiness in still developing.

Summary

Strengths

Review the strengths listed above and copy and paste 2-5 strengths which have had the most impact in improving your most pressing challenges.

- According to the 2018-2019 PA Future Ready Index for ELA two subgroups met their interim targets. Due to the implementation of the full-inclusion model beginning in the 2018-2019 Academic Year, there has been more emphasis on providing instruction and exposure to the general education curriculum for students with disabilities. This has opened doors for them to be in the same learning environment as their nondisabled peers and receive a multitude of instructional accommodations. Together with a standards-based curriculum and increased focus on professional development, has contributed to growth in this area.

- According to the 2018-2019 PA Future Ready Index for Math two subgroups met their interim targets. Due to the implementation of the full-inclusion model beginning in the 2018-2019 Academic Year, there has been more emphasis on providing instruction and exposure to the general education curriculum for students with disabilities. This has opened doors for them to be in the same learning environment as their nondisabled peers and receive a multitude of instructional accommodations. Together with a standards-based curriculum and increased focus on professional development, has contributed to growth in

this area.

- The District's Primary Center and Upper Elementary School have adopted a high level, standards-based program in Math and ELA.

- District-wide, all teachers participate in daily professional learning communities (PLCs).

- All schools have begun a Positive Behavior Interventions and Supports program, and the Upper Elementary School has a Restorative Justice Program.

Challenges *

Review the challenges listed above and copy and paste 2-5 challenges if improved would have the most impact in achieving your Future Ready PA index targets.

- According to the 2018-2019 and 2020-2021 PA Future Ready Index for Attendance no subgroups met their interim targets. Our challenge with regular attendance impacts time for instruction and the ability to meet students individual learning needs.
- Across all schools and subject areas, the 2020-2021 PA Future Ready Index showed that most students were not meeting the statewide growth standard.

- According to the 2020-2021 PA Future Ready Index, almost half of all students are completing their schooling without meeting the benchmark for career standards.

- PVAAS and Future Ready data show that most of our students are not proficient in ELA.

- PVAAS and Future Ready data show that most of our students are not proficient in Math.

Student Performance Data: Future Ready PA Academics

In addition to reviewing data on the Future Ready PA Index, other state-sponsored and local formative data sources should be reviewed in order to better understand your schools' performance on the Future Ready PA Index metrics. In this section, review other assessment data to gain a deeper understanding of patterns in student performance. List the specific formative data source examined for each area and document your steering committee's comments and notable observations for each data source.

Steps to Complete this Section:
1. *For each content area:*
   - *Determine the data source.*
   - *Review data to determine strengths, challenges, and notable observations.*
   - *Record strengths, challenges, and notable observations in the designated space.*

English Language Arts

Data	Comments/Notable Observations
PA Future Ready Index ELA (2018-2019) – Primary Center	According to the 2018-2019 PA Future Ready Index, the all student group is 25.7% Proficient and Advanced. Our baseline was set at 28.1%. While 25.7 % does not measure the impact of the School Improvement Plan, we are concerned that we have declined from 2017-2018 (28.1%) to this 2108-2019 (25.7%).
PVAAS ELA – Primary Center	The average achievement for the cohort of third graders in 2018 was 33.8 NCE units and the average achievement for the third graders in 2019 was 32.6 NCE units. There is a decline of 1.2 NCE units. This is below the state average achievement for third grade.
2020-2021 1st Grade STAR Data (Fall / Winter)	Percentile Students Percent GE Students Percent Below 25th 9 / 25 22 / 66 0.0 - 0.9 20 /27 49 / 71 25th to 49th 8 / 5 20 / 13 1.0 - 1.9 7 / 8

	17 / 21
	50th to 74th
	6 / 3
	15 / 8
	2.0 - 2.9
	9 / 3
	22 / 8
	75th & Above
	18 5
	44 / 13
	3.0 - 3.9
	4
	7
	4.0 - 4.9
	1
	3
	Fall: Tested (41) Not Tested (85)
	Winter: Tested (38) Not Tested (88)
2020-2021 2nd Grade STAR Data (Fall / Winter)	Percentile
	Students
	Percent
	GE
	Students
	Percent
	Below 25th
	19 / 10
	43 / 71
	0.0 - 0.9
	9 / 5
	20 / 36
	25th to 49th
	6 / 2
	14 / 14
	1.0 - 1.9
	14 / 5
	32 / 36
	50th to 74th
	6 / 1
	14 / 7
	2.0 - 2.9
	8 / 3
	18 / 21
	75th & Above
	13 / 1
	30 / 7
	3.0 - 3.9
	7 / 1
	16 / 7
	4.0 - 4.9
	2

	5 5.0 - 5.9 4 9 Fall: Tested (44) Not Tested (85) Winter: Tested (14) Not Tested (115) Possible for not all teachers to have completed STAR, K-12 choose to utilize DIBELS for more information. STAR Early Literacy (not purchased) would provide more detailed information.
2020-2021 3rd Grade STAR Data (Fall/Winter)	Percentile Students Percent GE Students Percent Below 25th 24 49 0.0 - 0.9 3 6 25th to 49th 7 14 1.0 - 1.9 12 24 50th to 74th 8 16 2.0 - 2.9 13 27 75th & Above 10 20 3.0 - 3.9 9 18 4.0 - 4.9 7 14 5.0 - 5.9 3 6 6.0 - 6.9 2 4

| | Fall: Tested (49) Not Tested (81) |
| | Winter: Tested (48) Not Tested (82) |

English Language Arts Summary

Strengths *

Identify the strengths that are most positively contributing to achievement of your mission, vision and Future Ready PA Index interim targets and could be leveraged in your efforts to improve upon your most pressing challenges.

- Use of STAR and DIBELS will provide us with detailed data about student reading achievement, allowing us to better target instruction in order to meet the needs of all learners. Regular progress monitoring will help us assess their progress and the effectiveness of our instruction.

- Daily Professional Learning Communities (PLCs) will provide support for teachers to analyze reading data and plan instruction.

Challenges *

Identify which challenges noted in your analysis, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures.

- Three of the ELA proficiency subgroups but did not meet the interim target and declined from the year before. The Black subgroup met the interim target but declined from the year before. The Students with Disabilities met the interim target and increased from the previous year.

- Grade 3 Reading is considered an on-track measure. Only 25.7% of the students in grade 3 are on track for future success.
- The existing schedule and current ELA materials presented several challenges particularly in K-2. Challenges included only having 90-minute ELA periods during the hybrid schedule. The disruption to school during the closure in March of 2020 and then several extended periods of time fully virtual added a challenge.

Mathematics

Data	Comments/Notable Observations
PA Future Ready Index Math (2018-2019) -- Primary Center	According to the 2018-2019 PA Future Ready Index, the all-student group is 17.1% Proficient and Advanced. Our baseline was

	set at 10%. While 17.1% does not measure the impact of the School Improvement Plan, we are encouraged that we have increased from 2017-2018 (10%) to this 2018-2019 (17.1%).
PVAAS Math -- Primary Center	The average achievement for the cohort of third graders in 2018 was 29.0 NCE units and the average achievement for the third graders in 2019 was 30.4 NCE units. This is an increase of 1.4 NCE units. This is below the state average achievement for third grade. Reasons include low-level adopted materials entering into the 2018-2019 Academic Year. Also, new program implementation during the 2020-2021 school year was a factor. An additional challenge is fewer hours of in-person instructional time during the hybrid schedule.
2020-2021 Third-Grade Quarter 1 STAR Data	2020-2021 Third-Grade Quarter 1 STAR Data (PR Distribution) to date: Percentile Students Percent Below 25th 32 48% 25th to 49th 12 18% 50th to 74th 6 9% 75th & Above 16 24%

Mathematics Summary

Strengths *

Identify the strengths that are most positively contributing to achievement of your mission, vision and Future Ready PA Index interim targets and could be leveraged in your efforts to improve upon your most pressing challenges.

- All elementary teachers implemented a new math curriculum. Teachers are teaching to clear learning targets, following the standards. STAR data gathered each quarter of the 2019-2020

school year has shown significant gains at each grade level.

- Daily Professional Learning Communities (PLCs) will provide support for teachers to analyze Math data (STAR, CDT) and plan instruction.

Challenges *

Identify which challenges noted in your analysis, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures.

- 60% or more students at the Middle of Year assessment performing Below Grade Level (see Quarter 1 STAR Data table above.).

- The District needs to ensure all teachers participate in ongoing professional learning communities where there is collaborative data inquiry to drive continuous improvement of teaching and learning for all students. Instructional goals need to align with the PA standards and be designed for student variability. More varied sources of data need to be considered in assessing student performance.

Science, Technology & Engineering Education

Data	Comments/Notable Observations
PVAAS data show that the majority of students at the Junior/Senior are not proficient in Science/Biology.	All student groups did not meet interim goal/improvement target percent proficient or advanced in Science/Biology was 6.9%. Only 6.9%. of our students were proficient or advanced in Biology. We are addressing this through professional learning communities that are focusing on curriculum development and instructional practices. In science 7-12, we are using the scope and sequence in the SAS portal be to outline our written curriculum.

Science, Technology & Engineering Education Summary

Strengths *

Identify the strengths that are most positively contributing to achievement of your mission, vision and Future Ready PA Index interim targets and could be leveraged in your efforts to improve upon your most pressing challenges.

- We have daily professional learning communities that are focusing on curriculum development and instructional practices. In science 7-12, we are using the scope and sequence in the SAS portal be to outline our written curriculum.

Challenges *

Identify which challenges noted in your analysis, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures.

- All student groups did not meet interim goal/improvement target percent proficient or advanced in Science/Biology was 6.9%.
- The District needs to ensure all teachers participate in ongoing professional learning communities where there is collaborative data inquiry to drive continuous improvement of teaching and learning for all students. Instructional goals need to align with the PA standards and be designed for student variability. More varied sources of data need to be considered in assessing student performance.

Student Performance Data: Related Academics

In this section, review other content areas in order to better understand your schools' performance in related subjects and skill areas.

Steps to Complete this Section:
1. *Determine Data Source.*
2. *Review data to determine strengths, challenges, and notable observations.*
3. *Record strengths, challenges, and notable observations in the designated space.*
4. *Act 76 requires all articulation agreements to be shared with the public. Upload all articulation agreements unless they are uploaded in your CATS plan.*

Career Readiness

Data	Comments/Notable Observations
We require all students to take a Career Exploration Course at the Junior-Senior High School.	Despite the high percentage of students meeting the Career Standards benchmark at the Upper Elementary School, the percentage completion at the Junior-Senior High School is 50.6%.
The Upper Elementary School exceeded the statewide average for the Career Standards Benchmark.	Students entering the Career Exploration Course lack the foundational skills to access the curriculum at their grade level.
Most students are not career ready.	While students are graduating at high rates, most are not proficient in basic academic skills. Therefore, they are not prepared for post-secondary transition.

Career & Technical Education (CTE)

Data	Comments/Notable Observations	Check if PDE Approved Program
The District sends students to the Parkway West Career and Technology Center (CTC), which serves students from several area districts. Parkway currently offers 16 career programs of study. Students graduate with their high school diploma and the opportunity to earn industry certifications as well as post-secondary credits. The District provides support to students enrolled at Parkway West, including transportation.	From 2018-2021, 80 students were enrolled in this program. However, in that time only 7 completed the program.	X
Enrollment in CTE programs is starting to increase.	Despite declining enrollment from 2018-2021 (31 students in 2018-19, 27 in 2019-20, and 22 in 2020-21), enrollment in 2021-22 increased to 45.	X

Although few students are completing the CTE program, the number of credentials earned is rising.	The number of credentials earned in 2020-21 was 42, almost three times the number from the previous year (15) and 3.5 times the number from 2018-19 (12).	X

The following Related Content areas are not a focus of this plan:

- Arts & Humanities
- Environment & Ecology
- Family & Consumer Sciences
- Health Safety & Physical Education
- Social Studies (Civics & Government, Economics, Geography, History)

Articulation Agreements

X **We do not have any articulation agreements, or all articulation agreements have been uploaded to CATS.**

Summary

Strengths *

Review the comments and notable observations listed previously and record 2-5 strengths which have had the most impact in improving your most pressing challenges.

- The district has a long-standing relationship with at least one CTE provider and many community organizations.

- The district has a career readiness course for all students and a model at one school for collecting benchmark artifacts.

Challenges *

Review the comments and notable observations listed previously and record 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

- Improving our relationship with our CTE provider and expanding other community partnerships may help ensure the success of students enrolled in these programs and other

students identify career pathways that are more interesting and relevant to them.

- Ensuring that students entering the Junior-Senior High School have the requisite foundational skills to access grade-level instruction would ensure that they could more fully participate in career readiness programming and see relevance the grade-level curriculum.

Student Performance Data: Equity Considerations

ESSA requires states to disaggregate achievement and other data by student group, including economically disadvantaged, English Learners, students receiving special education services, and major racial and ethnic groups. Pennsylvania's accountability system follows this facet of the law to ensure maximum transparency around student group performance. In each Future Ready PA Index metric where your LEA noted that one or more student groups is not currently meeting the interim target(s) or 2030 goal(s), examine other state-sponsored and local formative data sources in order to better understand each student group(s)'s needs.

Steps to Complete this Section:
1. *List the specific formative data source examined for each relevant student group.*
2. *Review data to determine strengths, challenges, and notable observations.*
3. *Record strengths, challenges, and notable observations in the designated space.*

English Language Learners

Data	Comments/Notable Observations
Insufficient Future Ready Data	

Students with Disabilities

Data	Comments/Notable Observations
Proficiency ELA (PA Future Ready)	The percent advanced/proficient of 27.3% is 1.6% above the all student group of 25.7% and below the statewide average of 62.1%.
Proficiency Math (PA Future Ready)	The percent advanced/proficient of 21.2% is 4.1% above the all student group of 17.1% and below the statewide average of 45.2%.

Students Considered Economically Disadvantaged

Data	Comments/Notable Observations
PA Future Ready Index ELA	The percent advanced/proficient of 22.8% is 4.5% below the all student group of 25.7% and below the statewide average of 62.1%.
PA Future Ready Index Math	The percent advanced/proficient of 15.2% is 1.9% below the all student group of 17.1% and below the statewide average of 45.2%.

Student Groups by Race/Ethnicity

Student Groups	Comments/Notable Observations
Black	The percent advanced/proficient of 25.0% is .7% below the all student group of 25.7% and below the statewide average of 62.1%.

Summary

Strengths *

Review the comments and notable observations listed previously and record the 2-5 strengths which have had the most impact in improving your most pressing challenges.

- The Students with Disabilities group outperformed the all student group.
- The Black student subgroup proficiency is only slightly below the proficiency of the all student group.
- All identified equity student groups increased their proficiency percentages from the year before in Math.
- The Students with Disabilities group increased their proficiency percentages from the year before in ELA.

Challenges *

Review the comments and notable observations listed previously and record the 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

- There is a gap between the proficiency of the Economically Disadvantaged student group and the all student group.
- The Economically Disadvantaged and Black student group proficiency percentages decreased from the year before.

Designated Schools (CSI/ATSI)

Responsibility for school improvement is shared equally between the school and the LEA. In this section, LEAs will reflect on the most pressing challenges and associated strengths highlighted in the Summary of Strengths and Challenges from the Needs Assessment of the LEA's designated school(s) improvement plan(s).

Review the list of challenges documented in the school-level needs assessment for each of the CSI and A-TSI schools in your LEA (see the Summary of Strengths and Challenges from the Needs Assessment section in each school plan).

Comments/Notable Observations

Despite all students showing growth in some areas and some gains for students with disabilities, overall students in the district are not meeting state targets for growth. Only 3% of students are proficient in ELA, only 5.7% are proficient or advanced in Math, and only 6.9% are proficient or advanced in Biology. Curriculum is not consistently aligned to state standards, resulting in a lack of rigor that has an increasing impact on students age they age. In addition, the current curriculum is not designed to be relevant for students or flexible enough for teachers to meet the demands of learner variability. Together with low attendance rates, this set of circumstances means that most learners lack the foundational skills necessary to access the grade-level curriculum by high school, meaning that although graduation rates are high, most students are insufficiently prepared for the careers that lie ahead.

Identify those challenges that are common across all designated schools or those challenges that your LEA deems most pressing to include in your comprehensive plan.

Challenges
- Low attendance rates
- Curriculum is not consistently aligned to state standards, resulting in a lack of rigor that has an increasing impact on students age they age. In addition, the current curriculum is not designed to be relevant for students or flexible enough for teachers to meet the demands of learner variability.
- Most learners lack the foundational skills necessary to access the grade-level curriculum by high school, meaning that although graduation rates are high, most students are insufficiently prepared for the careers that lie ahead.

Supplemental LEA Plans

LEA's have many program-specific plans. Examine other plans and programs to understand the most pressing needs of the LEA, to align priorities across plans, and to identify and resolve conflicts or redundancies. Comment on any notable observations for each program or plan that your LEA deems important to consider as you prepare to write a new comprehensive plan.

Enter NA in the comments/notable observations space for each program or plan not used in this comprehensive plan.

Programs & Plans	Comments/Notable Observations
Special Education Plan	N/A
Title I Program	Focused on improving attendance and instruction, the Title 1 Plan centers on PBIS and PLCs. A major focus of professional development through the PLCs is using relevant data to inform rigorous instruction that is aligned to the standards and that provides appropriate support for learner variability.
Student Services	Our Student Services Assurances (Chapter 12) Report indicates growth areas that would be extensions of the work that we plan to do with Positive Behavior Interventions and Supports. These include developing a Bullying Prevention Program.
K-12 Guidance Plan (339 Plan)	N/A
Technology Plan	N/A
English Language Development Programs	N/A
Financial Recovery Plan	This plan is centered on the following: Fostering on-going quality professional learning: The Recovery Plan focuses on developing its teachers by providing instructional coaches, increasing professional development, creating mentorship for new hires, and instituting other supports. Empowering leadership: Principals and building leaders play a pivotal role in creating a positive school culture and vision for the District. The Recovery Plan focuses on empowering leadership through leadership coaching, improving evaluations of staff and enhancing the ability of principals to make decisions that affect their buildings. Maintaining continuous improvement of instruction: The District will use professional

	learning communities and instructional coaches to help staff review and understand academic data. New positions may be needed to support staff and vertically align curriculum throughout the District. Provide student-centered supports: Through new and ongoing partnerships, the District will be able to provide new supports and resources to children as it works with various agencies to make its schools a safe learning environment for all students.

Summary

Strengths *

Review the comments and notable observations listed previously and record the 2-5 strengths which have had the most impact in improving your most pressing challenges.

- The Recovery Plan focuses on empowering leadership through leadership coaching, improving evaluations of staff and enhancing the ability of principals to make decisions that affect their buildings.

- The District will use professional learning communities and instructional coaches to help staff review and understand academic data.

- Through new and ongoing partnerships, the District will be able to provide new supports and resources to children as it works with various agencies to make its schools a safe learning environment for all students.

- The District has implemented PBIS at all schools, which will be a solid foundation for Bullying Prevention programs and other services to support students.

Challenges

Review the comments and notable observations listed previously and record the 2-5 challenges which if improved would have the most impact in achieving your Mission and Vision.

- Teachers need professional development and support to use relevant data to inform rigorous instruction that is aligned to the standards and that provides appropriate support for learner variability.

- Attendance and instruction are concerns at all schools and grade levels in the district.

- The curriculum needs to be better aligned to state standards. Although much of this work will be done through collaborative curriculum development in PLCs, new positions may be needed to support staff and vertically align curriculum throughout the District.

Conditions for Leadership, Teaching and Learning

There is a substantive evidence base identifying explicit conditions and practices that are most critical for improved teaching and learning for all students. The PA Essential Practices for Districts is divided into five core conditions necessary for school-level improvement efforts to flourish: (1) Empower Leadership for District Continuous Improvement, (2) Focus on Continuous Improvement of Instruction, (3) Provide Student-Centered Supports so That All Students are Ready to Learn, (4) Implement Data-Driven Human Capital Strategies, and (5) Organize and Allocate Resources and Services Strategically and Equitably. Within each of the five conditions, discrete practices are defined to provide a clear playbook for LEAs in their efforts to establish and maintain these core conditions for continuous improvement of student achievement.

Steps to Complete this Section:
1. *Form a Self-Assessment Team.*
2. *Gather and Analyze Multiple Sources of Data to Prepare for the Self-Assessment.*
3. *Self-Assess Current Implementation Using the Essential Practices for Districts Rubric.*
4. *Mark the column that best describes where your LEA is functioning currently in implementing each Essential Practice - Not Yet Evident, Emerging, Operational or Exemplary.*
5. *Determine District Priorities for Improvement.*

Pennsylvania Essential Practices for District Framework

Empower Leadership for District Continuous Improvement

District leadership establishes a vision for continuous improvement and cultivates a culture of collective responsibility to provide the conditions for all students to be college, career, and community ready. There is a shared commitment to collaboratively identify, plan, implement, monitor, evaluate, and communicate the conditions necessary to continuously improve student learning and outcomes.

	Not Yet Evident	Emerging	Operational	Exemplary
Foster a vision and culture of high expectations for success for all students, educators, and families *	○	○	●	○
Establish and maintain a focused system for continuous improvement and ensure organizational coherence *	○	○	●	○
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district *	○	●	○	○

Focus on Continuous Improvement of Instruction

District leadership provides tools, systems, and structures to ensure effective, standards-aligned instructional programs that are evidence based, differentiated, individualized, and informed by data-based planning and reflection.

	Not Yet Evident	Emerging	Operational	Exemplary
Ensure effective, standards-aligned curriculum and assessment *	○	○	●	○
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction *	○	●	○	○
Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning *	○	○	●	○

Provide Student-Centered Supports so That All Students are Ready to Learn

District leadership supports school communities to remove barriers to learning and enhance opportunities for academic success, social and emotional development, and the health and wellness of all students. The district provides ongoing guidance and support to schools to maintain a positive climate conducive to learning.

	Not Yet Evident	Emerging	Operational	Exemplary
Coordinate and monitor supports aligned with students' and families' needs *	○	●	○	○
Partner with local businesses, community organizations, and other agencies to meet the needs of the district *	○	●	○	○

Implement Data-Driven Human Capital Strategies

The district implements and maintains a performance management system that maximizes the effectiveness of district leaders, teachers, and other staff to ensure optimal learning for all students. District leaders, school leaders, teachers, and support staff acquire, enhance, and refine the knowledge, skills and practices necessary to create and support high levels of learning for all students through high-quality, embedded professional learning opportunities.

	Not Yet Evident	Emerging	Operational	Exemplary
Recruit and retain fully credentialed, experienced and high-quality leaders and teachers *	○	○	●	○
Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities *	○	○	●	○

Organize and Allocate Resources and Services Strategically and Equitably

The district is organized and allocates resources (money, staff, professional learning, materials, and additional support) to schools based on the analysis of a variety of data that is disaggregated by student groups to determine district and school needs. Fiscal resources from local, state, and federal programs are used strategically and equitably to achieve the district's goals and priorities.

	Not Yet Evident	Emerging	Operational	Exemplary
Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data *	○	●	○	○
Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities *	○	●	○	○

Summary

Strengths *

With your vision and goals in mind, identify and record which essential practices are currently Operational or Exemplary and could be leveraged to improve your most pressing concerns.

- Teachers are now receiving frequent, timely, systematic feedback on planning, instructional practices, and professional learning.

- Clear and precise expectations for success have been established and communicated to faculty and staff.
- A collective vision for school improvement has been established and communicated to faculty and staff.

- The improvement plan and process have been implemented with fidelity and are continuously monitored.

- A positive behavior support plan is currently in progress and is currently ahead of schedule according to statewide trend data.

Challenges *

With your vision and goals in mind, identify and record which essential practices that are currently Not Yet Evident or Emerging, that if improved, would greatly impact your progress in achieving your mission and vision.

- Although a significant amount of time has been focused on instructional practices, observational data reveals that it is still not consistently rigorous and evidence-based across grade levels.

- The individual academic needs of students are not consistently addressed through differentiated instruction, data-informed practices, and additional supports.`

- A multi-tiered system of academic and behavior supports is not currently solidified and consistently implemented. The data reveals that there is a need to continue refining the focus on Tier 1 interventions.

- We must continue to seek avenues to make meaningful connections with students and families.

- We must maintain high expectations for success for all students, educators, and families.

Summary Of Strengths and Challenges

Strengths

Strength	Consideration In Plan
According to the 2018-2019 PA Future Ready Index for ELA two subgroups met their interim targets. Due to the implementation of the full-inclusion model beginning in the 2018-2019 Academic Year, there has been more emphasis on providing instruction and exposure to the general education curriculum for students with disabilities. This has opened doors for them to be in the same learning environment as their nondisabled peers and receive a multitude of instructional accommodations. Together with a standards-based curriculum and increased focus on professional development, has contributed to growth in this area.	No
According to the 2018-2019 PA Future Ready Index for Math two subgroups met their interim targets. Due to the implementation of the full-inclusion model beginning in the 2018-2019 Academic Year, there has been more emphasis on providing instruction and exposure to the general education curriculum for students with disabilities. This has opened doors for them to be in the same learning environment as their nondisabled peers and receive a multitude of instructional accommodations. Together with a standards-based curriculum and increased focus on professional development, has contributed to growth in this area.	No
The District's Primary Center and Upper Elementary School have adopted a high level, standards-based program in Math and ELA.	No
District-wide, all teachers participate in daily professional learning communities (PLCs).	Yes
Teachers are now receiving frequent, timely, systematic feedback on planning, instructional practices, and professional learning.	Yes
Clear and precise expectations for success have been established and communicated to faculty and staff.	Yes
A collective vision for school improvement has been established and communicated to faculty and staff.	Yes
The improvement plan and process have been implemented with fidelity and are continuously monitored.	Yes
A positive behavior support plan is currently in progress and is currently ahead of schedule according to statewide trend data.	Yes
Use of STAR and DIBELS will provide us with detailed data about student reading achievement, allowing us to better target instruction in order to meet the needs of all learners. Regular progress monitoring will help us assess their progress and the effectiveness of our instruction.	No
Daily Professional Learning Communities (PLCs) will provide support for teachers to analyze reading data and plan instruction.	No
	No

All elementary teachers implemented a new math curriculum. Teachers are teaching to clear learning targets, following the standards. STAR data gathered each quarter of the 2019-2020 school year has shown significant gains at each grade level.	Yes
Daily Professional Learning Communities (PLCs) will provide support for teachers to analyze Math data (STAR, CDT) and plan instruction.	No
We have daily professional learning communities that are focusing on curriculum development and instructional practices. In science 7-12, we are using the scope and sequence in the SAS portal be to outline our written curriculum.	No
The district has a long-standing relationship with at least one CTE provider and many community organizations.	No
The Students with Disabilities group outperformed the all student group.	No
The Black student subgroup proficiency is only slightly below the proficiency of the all student group.	No
All identified equity student groups increased their proficiency percentages from the year before in Math.	No
The Students with Disabilities group increased their proficiency percentages from the year before in ELA.	No
The district has a career readiness course for all students and a model at one school for collecting benchmark artifacts.	No
All schools have begun a Positive Behavior Interventions and Supports program, and the Upper Elementary School has a Restorative Justice Program.	No
N/A	No
N/A	No
N/A	No
The Recovery Plan focuses on empowering leadership through leadership coaching, improving evaluations of staff and enhancing the ability of principals to make decisions that affect their buildings.	No
The District will use professional learning communities and instructional coaches to help staff review and understand academic data.	Yes
Through new and ongoing partnerships, the District will be able to provide new supports and resources to children as it works with various agencies to make its schools a safe learning environment for all students.	No
The District has implemented PBIS at all schools, which will be a solid foundation for Bullying Prevention programs and other services to support students.	No

Challenges

Challenge	Consideration In Plan
According to the 2018-2019 and 2020-2021 PA Future Ready Index for Attendance no subgroups met their interim targets. Our challenge with regular attendance impacts time for instruction and the ability to meet students individual learning needs.	Yes
Across all schools and subject areas, the 2020-2021 PA Future Ready Index showed that most students were not meeting the statewide growth standard.	Yes
According to the 2020-2021 PA Future Ready Index, almost half of all students are completing their schooling without meeting the benchmark for career standards.	Yes
PVAAS and Future Ready data show that most of our students are not proficient in ELA.	Yes
Although a significant amount of time has been focused on instructional practices, observational data reveals that it is still not consistently rigorous and evidence-based across grade levels.	Yes
The individual academic needs of students are not consistently addressed through differentiated instruction, data-informed practices, and additional supports.`	Yes
A multi-tiered system of academic and behavior supports is not currently solidified and consistently implemented. The data reveals that there is a need to continue refining the focus on Tier 1 interventions.	Yes
We must continue to seek avenues to make meaningful connections with students and families.	Yes
Three of the ELA proficiency subgroups but did not meet the interim target and declined from the year before. The Black subgroup met the interim target but declined from the year before. The Students with Disabilities met the interim target and increased from the previous year.	No
Grade 3 Reading is considered an on-track measure. Only 25.7% of the students in grade 3 are on track for future success.	No
The existing schedule and current ELA materials presented several challenges particularly in K-2. Challenges included only having 90-minute ELA periods during the hybrid schedule. The disruption to school during the closure in March of 2020 and then several extended periods of time fully virtual added a challenge.	No
60% or more students at the Middle of Year assessment performing Below Grade Level (see Quarter 1 STAR Data table above.).	No
The District needs to ensure all teachers participate in ongoing professional learning communities where there is collaborative data inquiry to drive continuous improvement of teaching and learning for all students. Instructional goals need to align with the PA standards and be designed for student variability. More varied sources of data need to be considered in assessing student performance.	Yes
All student groups did not meet interim goal/improvement target percent proficient or advanced in Science/Biology was 6.9%.	No

Improving our relationship with our CTE provider and expanding other community partnerships may help ensure the success of students enrolled in these programs and other students identify career pathways that are more interesting and relevant to them.	No
There is a gap between the proficiency of the Economically Disadvantaged student group and the all student group.	No
The Economically Disadvantaged and Black student group proficiency percentages decreased from the year before.	No
Low attendance rates	Yes
Curriculum is not consistently aligned to state standards, resulting in a lack of rigor that has an increasing impact on students age they age. In addition, the current curriculum is not designed to be relevant for students or flexible enough for teachers to meet the demands of learner variability.	Yes
Most learners lack the foundational skills necessary to access the grade-level curriculum by high school, meaning that although graduation rates are high, most students are insufficiently prepared for the careers that lie ahead.	Yes
Ensuring that students entering the Junior-Senior High School have the requisite foundational skills to access grade-level instruction would ensure that they could more fully participate in career readiness programming and see relevance the grade-level curriculum.	No
PVAAS and Future Ready data show that most of our students are not proficient in Math.	Yes
The District needs to ensure all teachers participate in ongoing professional learning communities where there is collaborative data inquiry to drive continuous improvement of teaching and learning for all students. Instructional goals need to align with the PA standards and be designed for student variability. More varied sources of data need to be considered in assessing student performance.	No
N/A	No
N/A	No
N/A	No
Teachers need professional development and support to use relevant data to inform rigorous instruction that is aligned to the standards and that provides appropriate support for learner variability.	No
Attendance and instruction are concerns at all schools and grade levels in the district.	No
The curriculum needs to be better aligned to state standards. Although much of this work will be done through collaborative curriculum development in PLCs, new positions may be needed to support staff and vertically align curriculum throughout the District.	No
We must maintain high expectations for success for all students, educators, and families.	Yes

Most Notable Observations/Patterns

The majority of the teachers have embraced the school improvement process; they are collaborating and teaching aligned content. They are following directives, working within the new curriculum, and providing feedback to continually improve the school. Through the School Improvement process and implementation of targeted professional learning, the faculty and staff have recognized the need for differentiated instructional practices to meet individual student needs and then target Tier 2 interventions. It has now become a shared vision rather than an administrative directive. The groundwork for PBIS and curriculum has been laid, but the efforts have not yet fully translated into classroom and building-wide practices that will fully impact the students. PBIS has been fully implemented but it is not consistent across all classrooms. There is still a need for Tier 2 behavioral and attendance supports. The Additional Student Performance Data aligns with the Future Ready PA Index and reveals that most students are not on grade level in Reading and/or Math. STAR and DIBELS data confirm that most students are currently below grade level in reading and/or math.

Analyzing Strengths and Challenges

Strengths

Strength	Discussion Points
District-wide, all teachers participate in daily professional learning communities (PLCs).	We have adjusted the schedules at all schools to ensure that all teachers participate in daily PLCs. In this way, teachers will receive guidance on critical needs, such as data analysis and standards-alignment, as well as time to plan and collaborate based on what they learn. This will support the curricular and instructional enhancements we need to make.
Teachers are now receiving frequent, timely, systematic feedback on planning, instructional practices, and professional learning.	We have adjusted the schedules at all schools to ensure that all teachers participate in daily PLCs. This will give them the support and the confidence that they need to attempt changes to their instructional practices, reflect on the impact of those changes, and make needed refinements.
Clear and precise expectations for success have been established and communicated to faculty and staff.	We have shared the vision and goals of our ATSI plan as well as our Financial Recovery Plan. Both of these plans have been completed with significant input from educators, students, and other stakeholders -- and are being supported through daily PLCS. In this way, we hope to help educators feel that they are valued partners in our success -- a feeling that will contribute to the more positive school climates that we are trying to create in order to improve attendance and instruction.
A collective vision for school improvement has been established and communicated to faculty and staff.	We have shared the vision and goals of our ATSI plan as well as our Financial Recovery Plan. Both of these plans have been completed with significant input from educators, students, and other stakeholders. This process has enabled us to start dialogues that we plan to continue as we work to implement out plan -- dialogues that we hope to leverage into meaningful relationships as we continue to enhance our outreach and develop our PBIS systems.
The improvement plan and process have been implemented with fidelity and are continuously monitored.	School administrators are in daily contact with educators through PLCS, and there are weekly formal meetings among central office and school administrators, as well as multiple informal meetings and regular check-ins with other stakeholders. The results of all meetings are recorded through Meeting Wise agendas. This process ensures that we are regularly assessing our progress on the improvement plan and that any necessary actions are communicated, understood, and implemented.

A positive behavior support plan is currently in progress and is currently ahead of schedule according to statewide trend data.	PBIS will help us develop a more positive climate in our schools, making them places where students want to be and improving relationships with educators that can help inform instruction to be more relevant. These changes should improve both attendance and instruction.
All elementary teachers implemented a new math curriculum. Teachers are teaching to clear learning targets, following the standards. STAR data gathered each quarter of the 2019-2020 school year has shown significant gains at each grade level.	This change will increase the rigor of our instruction and, supported by PLCS, will ensure that teachers are making sound, data-based decisions to plan differentiated instruction and meet the needs of all learners. As PLCs develop, the teachers in this area can provide guidance and feedback to other teachers.
The District will use professional learning communities and instructional coaches to help staff review and understand academic data.	PLCs will provide time and guidance for effective data analysis, planning for learner variability, and ensuring rigor.

Challenges

Challenge	Discussion Points	Priority For Planning	Priority Statement
According to the 2018-2019 and 2020-2021 PA Future Ready Index for Attendance no subgroups met their interim targets. Our challenge with regular attendance impacts time for instruction and the ability to meet students individual learning needs.	Reasons for this challenge include school safety and climate; lack of rigorous, relevant, and engaging instruction; and weak relationships with families and community partners.	Yes	To address issues of school climate as well as relationships with families and communities, PBIS will be implemented with fidelity at all schools, supported by Restorative Justice practices and a districtwide communication plan. This will enable us to make the learning environment a safer, more welcoming place to be and to establish meaningful dialogues with and among students, educators, families, and community partners. We believe that these dialogues will also help inform instruction to increase the relevance of our curriculum for students.
Across all schools and subject areas, the 2020-2021 PA Future Ready Index showed that most students were not meeting the statewide growth standard.		No	

According to the 2020-2021 PA Future Ready Index, almost half of all students are completing their schooling without meeting the benchmark for career standards.		No	
PVAAS and Future Ready data show that most of our students are not proficient in ELA.		No	
Although a significant amount of time has been focused on instructional practices, observational data reveals that it is still not consistently rigorous and evidence-based across grade levels.	While professional development has been provided, there is little follow-up to support teachers in implementing changes.	Yes	Daily administrator-led PLCs will provide a safe space for educators to collaborate, received feedback, and reflect on new instructional practices. Through this process, more effective practices will become embedded in instruction.
The individual academic needs of students are not consistently addressed through differentiated instruction, data-informed practices, and additional supports.`	A multi-tiered system of academic and behavior supports is not currently solidified and consistently implemented. The data reveals that there is a need to continue refining the focus on Tier 1 interventions.	Yes	We are laying the foundation for a comprehensive and consistent multi-tiered system of academic and behavior supports through daily PLCSs that will emphasize data analysis and effective Tier 1 instruction. Our schedule also will permit weekly SAP meetings to ensure that more specific student needs are addressed.
A multi-tiered system of academic and behavior supports is not currently solidified and consistently implemented. The data reveals that there is a need to continue refining the focus on Tier 1 interventions.		No	
We must continue to seek avenues to make meaningful connections with students and families.		No	
The District needs to ensure all teachers participate in ongoing professional learning communities where there is collaborative data inquiry to drive continuous improvement of teaching and learning for all		No	

students. Instructional goals need to align with the PA standards and be designed for student variability. More varied sources of data need to be considered in assessing student performance.			
Low attendance rates		No	
Curriculum is not consistently aligned to state standards, resulting in a lack of rigor that has an increasing impact on students age they age. In addition, the current curriculum is not designed to be relevant for students or flexible enough for teachers to meet the demands of learner variability.	Teachers lack the time and expertise to analyze their data appropriately so that they can accurately ascertain student needs and plan appropriately scaffolded instruction to address the relevant standards.	Yes	PLCs will provide time and guidance for effective data analysis, planning for learner variability, and ensuring rigor.
Most learners lack the foundational skills necessary to access the grade-level curriculum by high school, meaning that although graduation rates are high, most students are insufficiently prepared for the careers that lie ahead.		No	
PVAAS and Future Ready data show that most of our students are not proficient in Math.		No	
We must maintain high expectations for success for all students, educators, and families.		No	

Goal Setting

Priority: To address issues of school climate as well as relationships with families and communities, PBIS will be implemented with fidelity at all schools, supported by Restorative Justice practices and a districtwide communication plan. This will enable us to make the learning environment a safer, more welcoming place to be and to establish meaningful dialogues with and among students, educators, families, and community partners. We believe that these dialogues will also help inform instruction to increase the relevance of our curriculum for students.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Regular Attendance	Attendance across the district will grown to at least 80% by 2025.	Attendance	Attendance across the district will grow to at least 65% by 2023.	Attendance across the district will grow to at least 72% by 2024.	Attendance across the district will grown to at least 80% by 2025.
School climate and culture	By 2025, all three schools will meet or exceed PA PBIS standards for Universal (Tier 1) and Targeted (Tier 2) Implementation With Fidelity.	School Climate	By 2023, all three schools will meet the PA PBIS criteria for Universal (Tier 1) Initial Implementation With Fidelity.	By 2024, all three schools will meet or exceed the PA PBIS criteria for Universal (Tier 1) Sustained Implementation With Fidelity	By 2025, all three schools will meet or exceed PA PBIS standards for Universal (Tier 1) and Targeted (Tier 2) Implementation With Fidelity.

Priority: Daily administrator-led PLCs will provide a safe space for educators to collaborate, received feedback, and reflect on new instructional practices. Through this process, more effective practices will become embedded in instruction.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Essential Practices 1: Focus on Continuous Improvement of Instruction	By 2025, at least 80% of all students will show growth on CDT, DIBELS, STAR, or other acceptable progress monitoring tools, resulting in overall proficiency increases of at least 50%.	Instructional Practices for Academic Growth & Proficiency	By 2025, at least 30% of all students will show growth on CDT, DIBELS, STAR, or other acceptable progress monitoring tools, resulting in overall proficiency increases of at least 20%.	By 2025, at least 50% of all students will show growth on CDT, DIBELS, STAR, or other acceptable progress monitoring tools, resulting in overall proficiency increases of at least 35%.	By 2025, at least 80% of all students will show growth on CDT, DIBELS, STAR, or other acceptable progress monitoring tools, resulting in overall proficiency increases of at least 50%.

Priority: We are laying the foundation for a comprehensive and consistent multi-tiered system of academic and behavior supports through daily PLCSs that will emphasize data analysis and effective Tier 1 instruction. Our schedule also will permit weekly SAP meetings to ensure that more specific student needs are addressed.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Essential Practices 3: Provide Student-Centered Support Systems	By 2025, districtwide MTSS will meet the criteria for "Exemplary" as defined by the PA-MTSS Needs Assessment & Implementation Tool.	MTSS	By 2023, districtwide MTSS will meet or exceed the criteria for "Emerging" as defined by the PA-MTSS Needs Assessment & Implementation Tool.	By 2024, districtwide MTSS will meet or exceed the criteria for "Operational" as defined by the PA-MTSS Needs Assessment & Implementation Tool.	By 2025, districtwide MTSS will meet the criteria for "Exemplary" as defined by the PA-MTSS Needs Assessment & Implementation Tool.

Priority: PLCs will provide time and guidance for effective data analysis, planning for learner variability, and ensuring rigor.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Professional learning	By 2025, 90% of teacher lesson plans and assessments will be aligned to the appropriate grade-level standard with scaffolding for individual learner needs identified through data analysis.	Curriculum Rigor & Variability	By 2023, 30% of teacher lesson plans and assessments will be aligned to the appropriate grade-level standard with scaffolding for individual learner needs.	By 2025, 60% of teacher lesson plans and assessments will be aligned to the appropriate grade-level standard with scaffolding for individual learner needs.	By 2025, 90% of teacher lesson plans and assessments will be aligned to the appropriate grade-level standard with scaffolding for individual learner needs identified through data analysis.

Professional Development Activities

Improving Tier 1 Instruction						
Action Step	**Audience**	**Topics to be Included**	**Evidence of Learning**	**Lead Person/Position**	**Anticipated Timeline Start Date**	**Anticipated Timeline Completion Date**
• Teachers will actively use the Universal Design for Learning (UDL) Framework to guide their planning to achieve consistently rigorous instruction with appropriate levels of support. • Schedules have been adjusted to ensure that all teachers have daily PLCs. While some PLCs will focus on areas specific to teachers' disciplines (ELA, Math), duties (SAP/MTSS/PBIS), and/or social-emotional learning, at least 2 per week will focus on establishing a solid instructional foundation. Content for these will be guided by the Danielson Framework for Teaching, CAST's Universal Design for Learning (UDL) Framework, and the UDL-FFT Crosswalk. As part of this work, teachers will receive support to ensure that their lessons are rigorous, engaging, and aligned to the	Teachers and administrators	UDL Framework from CAST UDL-Danielson Crosswalk: Connections between the UDL Framework and Danielson Framework for Teaching Data Selection and Analysis	Posted standards-aligned goals in all classrooms Observable and clear evidence of universally designed instruction in all classrooms Improved student achievement data Reduced student disciplinary referrals	Superintendent, Building Principals supported by outside consultants	09/01/2022	08/31/2025

appropriate content standards. • PLCs will provide support to teachers in analyzing formal and informal student data as well as making data-based decisions to plan instruction. Specific attention will be focused on CDT, DIBELS, STAR, PSSA, and Keystone data as well as teacher-created formative and summative assessments. PLCs will be facilitated using research-based discussion protocols and Visible Thinking Routines from the School Reform Initiative, Harvard's Project Zero, and Agency by Design, among others. • Teachers will use the UDL Framework as the basis for tracking the supports provided to students during Tier 1 instruction. This information will be integrated into the MTSS process. • As schools gain more experience with PLCs and teachers deepen their instructional practice and lesson planning, we will collectively revise and improve our curriculum district-wide using the research-based Understanding by Design Model in						

Type of Activities	Frequency	Choose Observation and Practice Framework	This Step Meets the Requirements of State Required Trainings
conjunction with the UDL Framework.			

Learning Formats

Type of Activities	Frequency	Choose Observation and Practice Framework	This Step Meets the Requirements of State Required Trainings
Professional Learning Community (PLC)	Daily	• 1a: Demonstrating Knowledge of Content and Pedagogy • 1b: Demonstrating Knowledge of Students • 1c: Setting Instructional Outcomes • 1d: Demonstrating Knowledge of Resources • 1e: Designing Coherent Instruction • 1f: Designing Student Assessments • 2a: Creating an Environment of Respect and Rapport • 2b: Establishing a Culture for Learning • 2c: Managing Classroom Procedures • 2d: Managing Student Behavior • 2e: Organizing Physical Space • 3a: Communicating with Students • 3b: Using Questioning and Discussion Techniques • 3c: Engaging Students in Learning • 3d: Using Assessment in Instruction • 3e: Demonstrating Flexibility and Responsiveness • 4a: Reflecting on Teaching • 4b: Maintaining Accurate Records • 4c: Communicating with Families • 4d: Participating in a Professional Community • 4e: Growing and Developing Professionally • 4f: Showing Professionalism	
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Weekly or as needed	• 1a: Demonstrating Knowledge of Content and Pedagogy • 1b: Demonstrating Knowledge of Students	

		• 1c: Setting Instructional Outcomes • 1d: Demonstrating Knowledge of Resources • 1e: Designing Coherent Instruction • 1f: Designing Student Assessments • 2a: Creating an Environment of Respect and Rapport • 2b: Establishing a Culture for Learning • 2c: Managing Classroom Procedures • 2d: Managing Student Behavior • 2e: Organizing Physical Space • 3a: Communicating with Students • 3b: Using Questioning and Discussion Techniques • 3c: Engaging Students in Learning • 3d: Using Assessment in Instruction • 3e: Demonstrating Flexibility and Responsiveness • 4a: Reflecting on Teaching	
Course(s)	Weekly or as needed	• 1a: Demonstrating Knowledge of Content and Pedagogy • 1e: Designing Coherent Instruction • 1f: Designing Student Assessments	
Conference	Weekly or as needed	• 1a: Demonstrating Knowledge of Content and Pedagogy • 1b: Demonstrating Knowledge of Students • 1c: Setting Instructional Outcomes • 1d: Demonstrating Knowledge of Resources • 1e: Designing Coherent Instruction • 1f: Designing Student Assessments • 2a: Creating an Environment of Respect and Rapport • 2b: Establishing a Culture for Learning • 2c: Managing Classroom Procedures • 2d: Managing Student Behavior • 2e: Organizing Physical Space	

		3a: Communicating with Students 3b: Using Questioning and Discussion Techniques 3c: Engaging Students in Learning 3d: Using Assessment in Instruction 3e: Demonstrating Flexibility and Responsiveness 4a: Reflecting on Teaching 4b: Maintaining Accurate Records 4c: Communicating with Families 4e: Growing and Developing Professionally	
Collaborative curriculum development	Weekly or as needed	1a: Demonstrating Knowledge of Content and Pedagogy 1b: Demonstrating Knowledge of Students 1c: Setting Instructional Outcomes 1d: Demonstrating Knowledge of Resources 1e: Designing Coherent Instruction 1f: Designing Student Assessments 2a: Creating an Environment of Respect and Rapport 2b: Establishing a Culture for Learning 3a: Communicating with Students 3b: Using Questioning and Discussion Techniques 3c: Engaging Students in Learning 3d: Using Assessment in Instruction 3e: Demonstrating Flexibility and Responsiveness 4a: Reflecting on Teaching	

PBIS & MTSS Development

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
• Teachers will use the UDL Framework as the basis for tracking the supports provided to students during Tier 1 instruction. This information will be integrated into the MTSS process. • In August 2022, all three schools in the district rolled out an initial PBIS program. Teachers and administrators will work with outside consultants to develop and refine PBIS to meet the needs of students, staff, and the community. • Teachers and administrators will use PBIS tenets to guide communication with caregivers and families to communicate about student academic and social-emotional progress, as well as to build relationships that support PBIS. • Our Intermediate School has begun a Restorative Justice program	Teachers & Administrators	PBIS, Classroom Management, Restorative Justice, Supporting Students and Families, Communication	Posted standards-aligned goals in all classrooms Reduced student disciplinary referrals Increased attendance Feedback from staff, students and families	Superintendent, Building Principals supported by outside consultants	08/22/2022	08/31/2025

to support more positive approaches to student behavior issues as well as to build dialogue and community. We expect the staff in this building to be able to work actively to help other schools adopt the model at or before the conclusion of this plan. • We will develop a clear and accurate process for ensuring that data from our PBIS and Restorative Justice programs is integrated fully into MTSS districtwide, so that Tier 2 and 3 interventions are informed by Tier 1 supports.					

Learning Formats

Type of Activities	Frequency	Choose Observation and Practice Framework	This Step Meets the Requirements of State Required Trainings
Professional Learning Community (PLC)	Daily	• 1b: Demonstrating Knowledge of Students • 2a: Creating an Environment of Respect and Rapport • 2b: Establishing a Culture for Learning • 2c: Managing Classroom Procedures • 2d: Managing Student Behavior • 2e: Organizing Physical Space • 3a: Communicating with Students • 3b: Using Questioning and Discussion Techniques	

		• 3c: Engaging Students in Learning • 3e: Demonstrating Flexibility and Responsiveness • 4a: Reflecting on Teaching • 4b: Maintaining Accurate Records • 4c: Communicating with Families • 4d: Participating in a Professional Community • 4e: Growing and Developing Professionally • 4f: Showing Professionalism	
Inservice day	2-3 times per year	• 1b: Demonstrating Knowledge of Students • 2c: Managing Classroom Procedures • 2a: Creating an Environment of Respect and Rapport • 2b: Establishing a Culture for Learning • 2d: Managing Student Behavior • 3a: Communicating with Students • 3b: Using Questioning and Discussion Techniques • 3c: Engaging Students in Learning • 3e: Demonstrating Flexibility and Responsiveness • 4a: Reflecting on Teaching • 4b: Maintaining Accurate Records • 4c: Communicating with Families • 4e: Growing and Developing Professionally • 4f: Showing Professionalism • 4d: Participating in a Professional Community	
Workshop(s)	1-2 times per year or as needed	• 1b: Demonstrating Knowledge of Students • 2a: Creating an Environment of Respect and Rapport • 2b: Establishing a Culture for Learning • 2c: Managing Classroom Procedures • 2d: Managing Student Behavior • 2e: Organizing Physical Space • 3a: Communicating with Students	

		3b: Using Questioning and Discussion Techniques 3c: Engaging Students in Learning 3d: Using Assessment in Instruction 3e: Demonstrating Flexibility and Responsiveness 4a: Reflecting on Teaching 4b: Maintaining Accurate Records 4c: Communicating with Families 4d: Participating in a Professional Community 4e: Growing and Developing Professionally 4f: Showing Professionalism	
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Daily as needed	3b: Using Questioning and Discussion Techniques 2e: Organizing Physical Space 2d: Managing Student Behavior 2c: Managing Classroom Procedures 2b: Establishing a Culture for Learning 2a: Creating an Environment of Respect and Rapport 4c: Communicating with Families 4a: Reflecting on Teaching	

Leadership Development

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
• As schools gain more experience with PLCs and teachers deepen their instructional practice, we will explore opportunities for teachers to assume more of a leadership role in facilitating and directing PLCs following Meeting Wise and Data Wise best practices. • Our Intermediate School has begun a Restorative Justice program to support more positive approaches to student behavior issues as well as to build dialogue and community. We expect the staff in this building to be able to work actively to help other schools adopt the model at or before the conclusion of this plan. • As schools gain more experience with PLCs and teachers deepen their instructional practice and lesson planning, we will collectively revise and improve our curriculum district-wide using the research-based Understanding by Design Model in conjunction with the UDL Framework.	Teachers	Facilitation Strategies, Visible Thinking Routines, Meeting Wise and Data Wise processes	Teachers	Building Principles	05/01/2024	08/31/2025

Learning Formats

Type of Activities	Frequency	Choose Observation and Practice Framework	This Step Meets the Requirements

			of State Required Trainings
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Daily or as needed	4d: Participating in a Professional Community 4b: Maintaining Accurate Records 4c: Communicating with Families 4e: Growing and Developing Professionally 4f: Showing Professionalism 2b: Establishing a Culture for Learning 1a: Demonstrating Knowledge of Content and Pedagogy 1d: Demonstrating Knowledge of Resources 4a: Reflecting on Teaching 3d: Using Assessment in Instruction 1f: Designing Student Assessments 1e: Designing Coherent Instruction	
Independent study	Daily or as agreed between participants and administration	4f: Showing Professionalism 4e: Growing and Developing Professionally 4d: Participating in a Professional Community 4c: Communicating with Families 4b: Maintaining Accurate Records 4a: Reflecting on Teaching 3d: Using Assessment in Instruction 2b: Establishing a Culture for Learning 2a: Creating an Environment of Respect and Rapport 1f: Designing Student Assessments 1e: Designing Coherent Instruction 1a: Demonstrating Knowledge of Content and Pedagogy 1d: Demonstrating Knowledge of Resources 3e: Demonstrating Flexibility and Responsiveness	
Workshop(s)	1-2 times per year or as needed	1a: Demonstrating Knowledge of Content and Pedagogy 1d: Demonstrating Knowledge of Resources	

		1e: Designing Coherent Instruction 1f: Designing Student Assessments 2a: Creating an Environment of Respect and Rapport 2b: Establishing a Culture for Learning 3d: Using Assessment in Instruction 3e: Demonstrating Flexibility and Responsiveness 4a: Reflecting on Teaching 4b: Maintaining Accurate Records 4c: Communicating with Families 4d: Participating in a Professional Community 4e: Growing and Developing Professionally 4f: Showing Professionalism	

Communications Activities

External Outreach & Relationship Development					
Action Step	**Audience**	**Topics to be Included**	**Type of Communication**	**Anticipated Timeline Start Date**	**Anticipated Timeline Completion Date**
• In August 2022, all three schools in the district rolled out an initial PBIS program. Teachers and administrators will work with outside consultants to develop and refine PBIS to meet the needs of students, staff, and the community. • Teachers and administrators will use PBIS tenets to guide communication with caregivers and families to communicate about student academic and social-emotional progress, as well as to build relationships that support PBIS. • Our Intermediate School has begun a Restorative Justice program to support more positive approaches to student behavior issues as well as to build dialogue and community. We expect the staff in this building to be able to work actively to help other schools adopt the model at or before the conclusion of this plan.	Students, Community Partners, Families, General Public	Restorative Justice, PBIS, Positive Behavior Support Strategies, Social Emotional Learning, Self-care -- information about these topics as well as stories and evidence of how they are transforming our district.	Superintendent and Building Principals with support from Intermediate Unit	09/01/2022	08/31/2025

Communications	
Type of Communication	**Frequency**
Posting on district website	At least weekly updates and stories on the district website and social media accounts
Presentation	2-3 times per year or as needed
Email	At least monthly or as needed
Other	Building principals and teachers will develop more personalized communications as they learn the needs and preferences of their communities.

Internal Outreach & Relationship Building

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
• In August 2022, all three schools in the district rolled out an initial PBIS program. Teachers and administrators will work with outside consultants to develop and refine PBIS to meet the needs of students, staff, and the community. • Teachers and administrators will use PBIS tenets to guide communication with caregivers and families to communicate about student academic and social-emotional progress, as well as to build relationships that support PBIS. • Our Intermediate School has begun a Restorative Justice program to support more positive approaches to student behavior issues as well as to build dialogue and community. We expect the staff in this building to be able to work actively to help other schools adopt the model at or before the conclusion of this plan.	Students, staff	Restorative Justice, PBIS, Positive Behavior Support Strategies, Social Emotional Learning, Self-care -- information about these topics as well as stories and evidence of how they are transforming our district.	Superintendent and Building Principals with support from Intermediate Unit	09/01/2022	08/31/2025

Communications

Type of Communication	Frequency
Posting on district website	At least weekly updates and stories on the district website and social media accounts
Email	At least monthly or as needed
Other	We will hold Assemblies and other events to promote our programs and celebrate group successes.
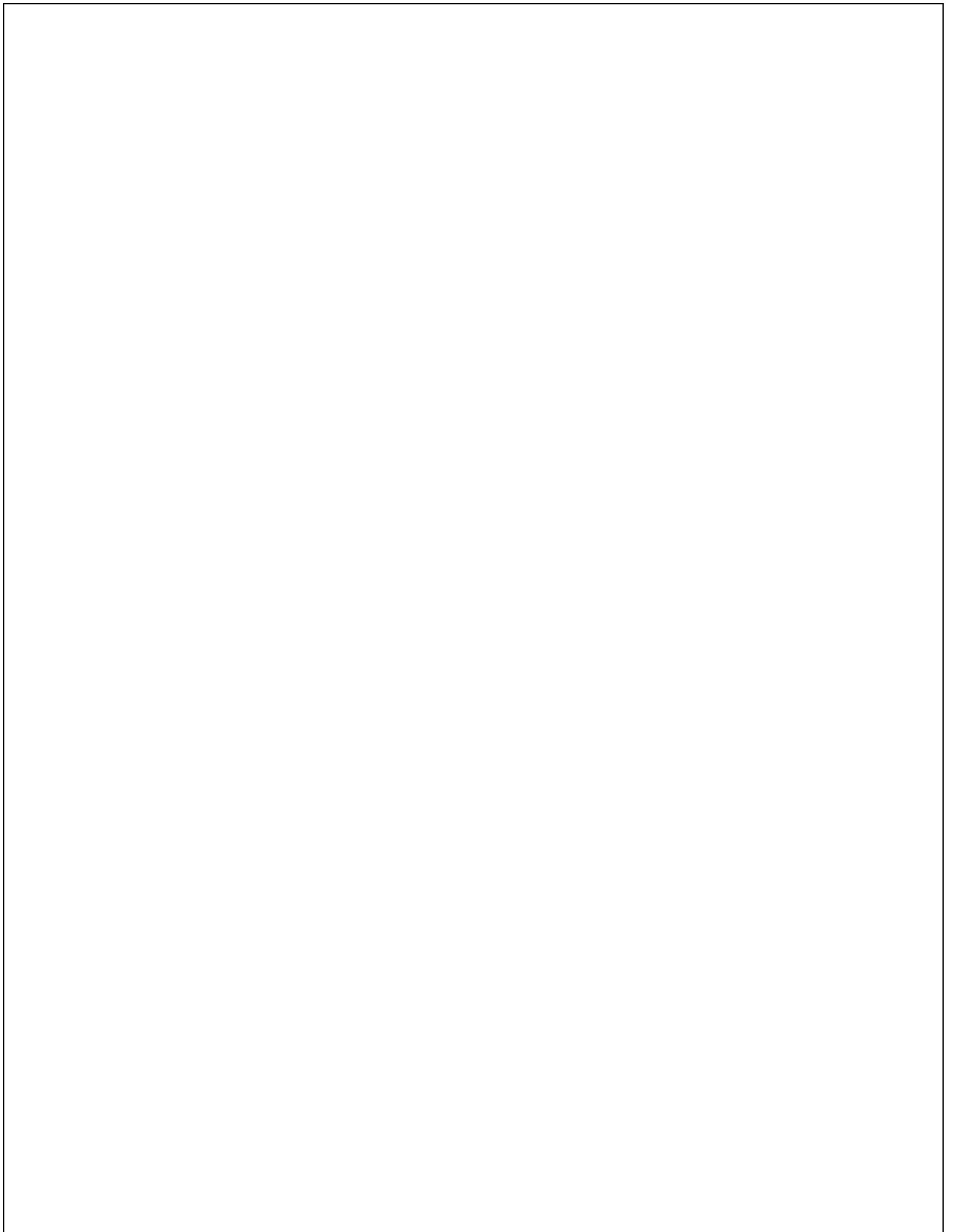
Other State Required Reports:
Academic Standards and Assessment Requirements (Chapter 4)

Profile

LEA Type: Sto-Rox School District   AUN: 103028853

Address: 300 Ewing Road, McKees Rocks, PA 15316

Single Point of Contact Name: Megan Marie Van Fossan

Single Point of Contact Email: mvanfossan@srsd.k12.pa.us

Single Point of Contact Phone Number: 412-771-3213 ext. 3030

Chief School Administrator: Megan Marie Van Fossan

Chief School Administrator Email: mvanfossan@srsd.k12.pa.us

Academic Standards and Planning

Chapter 4 specifies the minimum curriculum requirements that are to be provided within each grade band. **Chapter 4 PDF Document**

A written curriculum framework specifies what and when content is taught for each subject within the LEA. In this section, LEAs identify whether a written curriculum exists for each subject area and in what grade spans the subject is taught.

Steps to Complete this Section:

1. *For each subject, identify whether a written curriculum exists for each grade span. Select all that apply. Select NA only if a written curriculum framework does not exist for any grade spans.*
2. *Next, identify in what grade spans the subject is taught. Select all that apply.*

	Written Curriculum Exists					Subject is Taught			
	K-2	3-5	6-8	9-12	N/A	K-2	3-5	6-8	9-12
PA-Core English Language Arts	☐	☐	☑	☑	☐	☑	☑	☑	☑
PA-Core Mathematics	☑	☑	☑	☑	☐	☑	☑	☑	☑
Science and Technology	☐	☐	☑	☑	☐	☑	☑	☑	☑
Environment and Ecology	☐	☐	☐	☐	☑	☐	☐	☑	☑
Civics and Government	☐	☐	☐	☑	☐	☐	☐	☐	☑
Economics	☐	☐	☐	☐	☑	☐	☐	☐	☑
Geography	☐	☐	☐	☐	☑	☐	☐	☑	☑
History	☐	☐	☐	☐	☑	☐	☐	☑	☑
Arts and Humanities	☐	☐	☐	☐	☑	☐	☐	☑	☑
Health, Safety, and Physical Education	☐	☐	☐	☐	☑	☐	☐	☑	☑
Family and Consumer Sciences	☐	☐	☐	☐	☑	☐	☐	☑	☑
Reading and Writing for Science and Technical Subjects	☐	☐	☐	☐	☑	☐	☐	☐	☐
Reading and Writing for History and Social Studies	☐	☐	☐	☐	☑	☐	☐	☐	☐
Career Education and Work	☐	☐	☑	☑	☐	☐	☐	☑	☑
World Languages	☐	☐	☐	☐	☑	☐	☐	☑	☑
Alternate Academic Content Standards for Math	☐	☐	☐	☐	☑	☐	☐	☑	☑
Alternate Academic Content Standards for English Language Arts	☐	☐	☐	☐	☑	☐	☐	☑	☑
Driver's Education	☐	☐	☐	☐	☑	☐	☐	☐	☐
Business, Computer and Information Technology	☐	☐	☐	☐	☑	☐	☐	☑	☑
English Language Development	☐	☐	☐	☐	☑	☐	☐	☑	☑
K-12 Computer Science	☐	☐	☑	☑	☐	☐	☐	☑	☑
American School Counselor Association for Students/Interpersonal Skills	☐	☐	☐	☑	☐	☐	☐	☐	☑
PA Early Childhood Education	☐	☐	☐	☐	☑	☐	☐	☐	☐
School Climate	☐	☐	☑	☑	☐	☐	☐	☑	☑

Assurances: Standards Alignment

The academic standards are benchmark measures that define what students should know and be able to do at specified grade levels beginning in grade 3. The standards are promulgated as state regulations. As such, they must be used as the basis for curriculum and instruction in Pennsylvania's public schools.

[*Academic Standards Page*](#)

Steps to Complete this Section:

1. *For each grade span, specify if the Curriculum is aligned to the PA State Standards. If marked "no", provide an explanation for why "no" and describe the plan to comply with this regulation.*
2. *Type responses to questions.*
3. *Upload a sample of your locally developed curriculum from one subject in one grade level that utilizes your LEA standardized format if the LEA has created a locally developed curriculum.*
4. *Indicate if a priority for Comprehensive Plan.*

A. Grade K-2 locally developed curriculum is aligned to PA Core/Academic Content Standards * NO

As noted in the Mass Insight report, our district has been struggling for a significant period of time. In an attempt to meet children where they are, teachers moved away from the standards-aligned curriculum.

B. Grade 3-5 locally developed curriculum is aligned to PA Core/Academic Content Standards * NO

As noted in the Mass Insight report, our district has been struggling for a significant period of time. In an attempt to meet children where they are, teachers moved away from the standards-aligned curriculum.

C. Grade 6-8 locally developed curriculum is aligned to PA Core/Academic Content Standards * NO

As noted in the Mass Insight report, our district has been struggling for a significant period of time. In an attempt to meet children where they are, teachers moved away from the standards-aligned curriculum.

D. Grade 9-12 locally developed curriculum is aligned to PA Core/Academic Content Standards * NO

As noted in the Mass Insight report, our district has been struggling for a significant period of time. In an attempt to meet children where they are, teachers moved away from the standards-aligned curriculum.

E. Our LEA has a standardized format for mapping LEA curriculum to the PA Core/Academic Standards. NO

1. **Describe your LEA's process for reviewing alignment to the PA Academic Standards and evaluating and updating the written curriculum. Include timelines and personnel involved.**
   This process has begun (2022-2023 school year).   Per the Financial Recovery Plan, the District will be using the Professional Learning Community time to develop the written curriculum.   All professional staff will be involved in curriculum development.

2. **List resources, supports or models that are used in developing and aligning curriculum.**

   The Intermediate Unit is supporting in the area of mathematics.   Our contracted professional learning specialist will assist in developing resources and support for administrators and teachers to guide professional staff in creating the new standards-aligned curriculum.   These resources will be based on the Danielson, Universal Design for Learning, and Learning by Design Frameworks.

3. **How does the LEA ensure that all teachers have access to the written curriculum and needed instructional materials? Explain.**
   The District has purchased EdInsight to facilitate access to the District curriculum.

   Based on the responses above, would aligning locally developed curriculum to the academic standards be a priority in your comprehensive plan? *YES*

Assurances: Curriculum and Instruction

Chapter 4 establishes that public education provides planned instruction. As defined by Chapter 4, planned instruction is the instruction offered by a school entity based upon a written plan to enable students to achieve the academic standards under § 4.12 (relating to academic standards) and any additional academic standards as determined by the school entity.

Steps to Complete this Section:

1. *For each Chapter 4 required element of planned instruction, specify if the district/school is in compliance by marking yes or no.*
2. *Explain why "no" was chosen for any response and describe the plan to comply with this regulation.*
3. *Type responses to questions.*

Elements of Planned Instruction

A. LEA develops/maintains a standard format that includes scope, sequence, and pacing. *	● Yes	○ No
B. Essential content is developed from PA Core/Academic Content Standards. *	● Yes	○ No
C. Content, resources, activities, and estimated instructional time are devoted to achieving the PA Core/Academic or Alternate Content Standards. *	● Yes	○ No
D. Consistency and continuity between planned courses, instructional units, and interdisciplinary studies around the PA Core/Academic or Alternate Content Standards exist. *	● Yes	○ No
E. Courses and units of study are developed from measurable outcomes and/or objectives. *	● Yes	○ No
F. Course objectives to be achieved by all students are identified. *	● Yes	○ No
G. Evidence of measurement procedures for the success of the objectives of a planned course, instructional unit, or interdisciplinary studies exists. *	● Yes	○ No

1. **What is your LEA's approved cycle for reviewing the locally developed curriculum?** *

   The District will develop a cycle once curriculum has been written.

2. **What is your LEA's intent to revise the locally developed curriculum during this comprehensive plan cycle?** *

   We will begin this during the 2022-2023 school year using Professional Learning Communities.

Act 13

Act 13 states that all professional employees must be evaluated once a year and temporary professional employees must be evaluated twice a year. Act 13 classifies educators as Classroom Professionals, Non-Teaching Principals, and Principals.

Assess the strengths, challenges, and trends of the classroom/school environments and instructional practices within your LEA.

1. What percentage of the educators, who will be evaluated under Act 13, fall into each of the following categories? (Total percent sum of the 4 response boxes should equal 100%)

   ⌄ Key

   a. Data Available Classroom Teachers *

   67

   b. Non-Data Available Classroom Teachers *

   21

   c. Non-Teaching Professionals *

   5

   d. Principals *

   7

   Total

   100

2. On what observational components are classroom teachers rated the highest at the elementary/middle/high school level? (choose one in each domain)

	Elementary School *	Middle School *	High School *
Domain 1: Planning and Preparation	1b: Demonstrating Knowledge of	1b: Demonstrating Knowledge of	1b: Demonstrating Knowledge of
Domain 2: The Classroom Environment	2c: Managing Classroom Procedu	2c: Managing Classroom Procedu	2c: Managing Classroom Procedu
Domain 3: Instruction	3a: Communicating with Students	3a: Communicating with Students	3a: Communicating with Students
Domain 4: Professional Responsibilities	4b: Maintaining Accurate Records	4b: Maintaining Accurate Records	4b: Maintaining Accurate Records

3. **What action steps will be implemented to build upon the strengths found in the classroom teacher observations?** *

   Continuous professional learning communities.   PLCs give teachers an opportunity to reflect on their practices and redesign learning experiences to better meet the needs of students.

4. On what observational components are classroom teachers rated the lowest at the elementary/middle/high school level? (choose one in each domain)

	Elementary School *	Middle School *	High School *
Domain 1: Planning and Preparation	1e: Designing Coherent Instruction	1e: Designing Coherent Instruction	1e: Designing Coherent Instruction
Domain 2: The Classroom Environment	2b: Establishing a Culture for Lear	2b: Establishing a Culture for Lear	2b: Establishing a Culture for Lear
Domain 3: Instruction	3c: Engaging Students in Learning	3c: Engaging Students in Learning	3c: Engaging Students in Learning
Domain 4: Professional Responsibilities	4a: Reflecting on Teaching ▾	4a: Reflecting on Teaching ▾	4a: Reflecting on Teaching ▾

5. **What action steps will be implemented to improve the challenges found in the classroom teachers observations? ***

Continuous professional learning communities.   PLCs gives teachers an opportunity to reflect on their practices and redesign learning experiences to better meet the needs of students.

6. In planning for the implementation of Act 13, what information would be used to determine the LEA Selected Measures and Principal Performance Goals? How will those goals be determined?

Goals Set	Comments/Considerations *
Provided at the district level	Based on District attendance and achievement data
Provided at the building level	Based on building attendance and achievement data
Provided at the grade level	Based on grade attendance and achievement data
Provided within the content area	Based on achievement data
Individual teacher choice	Based on teacher achievement data and PLC reflections
Other (state what other is)	N/A

7. What student performance evidence or artifacts will classroom teachers use to measure the progress and effectiveness of meeting the set goals? (include all those classified as classroom teachers)

Evidence	Grades/Content Area *	Comments *
Locally Developed School District Rubric	N/A	This will be a focus of the next comprehensive
District-Designed Measure & Examination	N/A	This will be a focus of the next comprehensive
Nationally Recognized Standardized Test	N/A	This will be a focus of the next comprehensive
Industry Certification Examination	CTC NOCTI	Parkway West has industry certifications
Student Projects Pursuant to Local Requirements	N/A	This will be a focus of the next comprehensive
Student Portfolios Pursuant to Local Requirements	N/A	This will be a focus of the next comprehensive

Based on the responses above, would written curriculum be a priority in your comprehensive plan? *YES

Based on the responses above, would instructional practices be a priority in your comprehensive plan? *YES

Assessment

Assessment	Type	Grade(s)	Frequency or Date Given
Early Bird	Diagnostic	K-2	BOY, Mid-Year, EOY
DIBELS	Benchmark	K-8	BOY, Mid-Year, EOY
STAR	Benchmark	K-8	BOY, Mid-Year, EOY
CDT	Diagnostic	6-12	BOY, Mid-Year, EOY

Describe how your LEA uses benchmark and/or diagnostic assessments in instructional practices? *

Professional Learning Community time will be spent learning how to analyze data, set instructional outcomes, differentiate instruction, and plan assessments.

Based on the responses above, would the planning, alignment, or analysis of current LEA assessment practices be a priority in your Comprehensive Plan? **YES**

Other State Required Reports:
Gifted Education Plan Assurances (Chapter 16)

Profile

LEA Type: Sto-Rox School District   AUN: 103028853

Address: 300 Ewing Road, McKees Rocks, PA 15316

Single Point of Contact Name: Megan Marie Van Fossan

Single Point of Contact Email: mvanfossan@srsd.k12.pa.us

Single Point of Contact Phone Number: 412-771-3213 ext. 3030

Chief School Administrator: Megan Marie Van Fossan

Chief School Administrator Email: mvanfossan@srsd.k12.pa.us

Gifted Education Plan Assurance

1.   Describe your district's public notice procedures conducted annually to inform the public of the gifted education services AND programs offered (newspaper, student handbooks, school website, etc.).
Students that demonstrate certain traits or skills are referred for screening and evaluation for the gifted program. A referral may come from the parent or any teacher, support personnel, principal, or other professional within the building. Upon receipt of the referral, the parents are provided documents to provide permission to evaluate and data collection forms. Upon receipt of these documents, the district psychologist will evaluate the child for possible inclusion in the program. When the report is complete the parents are invited in to review the report. If the student qualifies, an appropriate GIEP is designed to meet the specific needs of the student. The process and all papers necessary to request evaluation are available on the district website.

2.   Describe your district's process for locating students who are thought to be gifted and may need specially designed instruction.
Data is reviewed by teachers at the Primary and Upper Elementary level to identify high achieving students. Additional data reviewed at the high school level includes the PSAT. When data indicates a need for further testing, the building team and parents works

together to decide the next steps.

3.   **Describe your district's procedures for determining ELIGIBILITY (through MULTIPLE CRITERIA) and NEED (based on ACADEMIC STRENGTH) for potentially mentally gifted students (EVALUATION).**
After analyzing data, the Gifted Education teacher works with the building team and parents to determine an appropriate course. Options range from further individual screening or assessment, classroom adjustments, consultation with the Gifted Education teacher, schedule changes, pacing/level adjustments to content, or other enrichment and acceleration options.

4.   **Describe the gifted programs* that are offered to provide opportunities for acceleration, enrichment, or both. *The word "programs" refers to the CONTINUUM OF SERVICES, not one particular option. ***
By working with and through general education, all students are able to access subject acceleration, compacting of classes, demonstration of proficiency, small group enrichment in a topic, independent learning contracts, competitions, grade acceleration, early graduation, double scheduling of classes, adjusted school day, access to internships/apprenticeships, and online coursework.

Other State Required Reports:
Student Services Assurances (Chapter 12)

Profile

LEA Type: Sto-Rox School District   AUN: 103028853

Address: 300 Ewing Road, McKees Rocks, PA 15316

Single Point of Contact Name: Megan Marie Van Fossan

Single Point of Contact Email: mvanfossan@srsd.k12.pa.us

Single Point of Contact Phone Number: 412-771-3213 ext. 3030

Chief School Administrator: Megan Marie Van Fossan

Chief School Administrator Email: mvanfossan@srsd.k12.pa.us

Student Services Assurance

LEAs must indicate compliance to Chapter 12 regulations by ensuring the existence and implementation of the following LEA policies and procedures.

Steps to Complete this Section:
   1. *By checking each of the following boxes, the LEA is assuring that it complies with and has instituted local policies and procedures related to the requirements of Safe and Supportive Schools, as outlined in Chapter 12.*

Safe Schools Programs, Strategies and Actions	Check if in Compliance
Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement (24 P.S. § 13-1303-AI ↗)	☑
School-wide Positive Behavioral Programs	☑
Bullying Prevention Program	☐
Conflict Resolution or Dispute Management	☑
Peer Helper Programs	☐
Safety and Violence Prevention Curricula	☐
Comprehensive School Safety and Violence Prevention Plans (Article XIII-B of the School Code ↗)	☑
Purchase of Security-Related Technology	☑
Student, Staff and Visitor Identification Systems	☑
Placement of School Resource Officers	☐
Counseling Services available for all Students	☑
Internet Web-Based System for the Management of Student Discipline	☑

LEAs must indicate compliance to Chapter 12 regulations by ensuring the existence and implementation of the following LEA policies and procedures.

Steps to Complete this Section:
1. *By checking each of the following boxes, the LEA is assuring that it complies with and has instituted local policies and procedures related to the requirements of Safe and Supportive Schools, as outlined in Chapter 12.*

Other Chapter 12 Requirements	Check if in Compliance
Implementation of a comprehensive and integrated K-12 program of student services based on the needs of its students. (in compliance with § 12.41(a) ☑)	☑
Free Education and Attendance (in compliance with § 12.1 ☑)	☑
School Rules (in compliance with § 12.3 ☑)	☑
Collection, maintenance and dissemination of student records (in compliance § 12.31(a) ☑ and § 12.32 ☑)	☑
Discrimination (in compliance with § 12.4 ☑)	☑
Corporal Punishment (in compliance with § 12.5 ☑)	☑
Exclusion from School, Classes, Hearings (in compliance with § 12.6 ☑, § 12.7 ☑, § 12.8 ☑)	☑
Freedom of Expression (in compliance with § 12.9 ☑)	☑
Confidential Communications (in compliance with § 12.12 ☑)	☑
Searches (in compliance with § 12.14 ☑)	☑
Emergency Care and Administration of Medication and Treatment (in compliance with 35 P.S. § 780-101—780-144 ☑)	☑
Parents or guardians are informed regarding individual survey student assessments and provided a process for refusal to participate (consistent with § 445 of the General Education Provisions Act (20 U.S.C.A. § 1232h ☑) and in compliance with § 12.41(d) ☑)	☑
Persons delivering student services shall be specifically licensed or certified as required by statute or regulation (in compliance with § 12.41(e) ☑)	☑
Development and Implementation of Local Wellness Program (in compliance with 42 USCS §1758b ☑)	☑
Establishment and Implementation of Student Assistance Programs at all of levels of the school system (§12.42 ☑)	☑
Acceptable Use Policy for Technology Resources 24 P.S. § 4604 ☑	☑

Sto-Rox

School District

Educator Induction Program

Proposed September 2022

Sto-Rox School District Educator Induction Program

Overview

What are the goals of the Educator Induction Program?
The Sto-Rox School District's Induction Program is designed to support new professional staff and promote a successful transition, to foster a culture for learning, and to develop collaboration and professional rapport between established and newly hired employees.

What are the objectives for the Educator Induction Program?

- Provide educators with a working knowledge of district curriculum and resources

- Provide educators with an overview of professional practice within the context of the Danielson Framework for Teaching

- Provide educators with basic information and knowledge about the school community, school district, and students in order to increase effectiveness

- Provide training in topics such as
  - **PDE Standards Aligned System (SAS)**
    - Educator Effectiveness System
    - Data informed decision making
    - Lesson planning, teaching strategies
    - Classroom management and effective interaction with students
    - Parent conferencing

- Provide new educators with staff development experiences to achieve a successful transition into the district's educational program

- Provide experience and professional insights and encouragement to achieve success as new employees

- Provide opportunity for reflection and growth

Sto-Rox School District Educator Induction Program

Guidelines for Mentor Teachers

Who is a Mentor Teacher?

Mentor teachers are those educators recognized for instructional leadership and their ability **to** work collaboratively with colleagues. They are respected among their peers for their ability to demonstrate knowledge and skills that help students grow academically and socio-emotionally. Being a mentor is an honor, and mentoring provides the opportunity for leadership. When fully committed to the mentorship, mentors gain valuable experiences in ways that enhance their professional growth as well as that of the Inductee.

A mentor teacher provides the following types of support:

Instructional support such as:
- Classroom management
- Standards-based instructional planning and implementation
- Standards-aligned reading strategies
- Differentiated instruction and supports for struggling students
- Peer coaching and conferencing with the beginning teacher
- Instruction for diverse learners in inclusive settings, including Ells and students with IEPs
- Data-informed decision-making

Professional support such as:
- Information about school policies and procedures
- Student formative and summative assessments and evaluation
- Educator Effectiveness in accordance with Pennsylvania Act 13 of 2020
- Information about quality professional development opportunities

Personal support such as:
- Introductions to other faculty and administrators
- Personal encouragement within the context of a confidential relationship
- Liaison to referral to other key people and resources

How are mentor teachers selected?

The criteria below are used to consider professional staff for the role of a mentor teacher.

- Similar certification and assignment
- Outstanding work performance
- Model continuous learning and reflection
- Knowledge of district/school policies, procedures, and resources
- Ability to work with students and other adults
- Willingness to accept additional responsibility
- Mentor training or previous experience
- Compatible schedules so the mentor and inductee can meet regularly
- Understanding the Level of Blooms Taxonomy and Webb's Depth of Knowledge
- Understanding – and demonstrating understanding of the Danielson Framework for Effective Teaching, Universal Design for Learning, and Positive Behavior Interventions and Supports

Sto-Rox School District Educator Induction Program

- Understanding the concept of promoting further inquiry by asking open-ended questions and using open-ended tasks
- Ability to differentiate instruction that supports higher order thinking skills and the development of metacognitive skills
- Developing quality assessments that are based on standards and eligible content
- Data analysis training (e.g., Pennsylvania Value Added Assessment System [PVAAS])
- Ability to write Student Learning Objectives in accordance with Pennsylvania Act 13 of 2020

What is expected of a Mentor Teacher?

Agreeing to serve as a Mentor Teacher is a one-year commitment. Along with the list below, mentor teachers have the responsibility to promote a positive school culture and foster the development of collaborative, collegial relationships for the Inductee.

- Maintain a confidential relationship with the Inductee
- Meet with the Inductee on a regular basis
- Assist Inductee in reflecting on their teaching and setting new professional goals
- Visit the Inductee's Classroom and complete the *Induction Classroom Visit Recording Form* (2 times per semester)
- Invite the Inductee to visit the Mentor Teacher's classroom to view a lesson and complete the *Induction Classroom Visit Recording Form*
- Celebrate successes with the Inductee

How are Mentor Teachers compensated?

Mentor teachers serve for one year and are compensated only for the first year of their inductee's three-year induction program. They receive $25 per hour for a maximum of 12 hours. Hours are to be recorded and reported in a manner consistent with the District's time sheet policies.

The amount compensated will be communicated by the superintendent or building principal before the mentor accepts the responsibility.

Sto-Rox School District Educator Induction Program

Who is an Inductee?

Inductees may be
- Newly hired contractual employees, including those with experience from another public school district
- Newly hired long-term substitutes working 45 days or more
- Individuals as assigned by administration to participate in activities as appropriate on a case-by-case basis

What is expected of an Inductee?

- Attend all orientation and Teacher Induction activities
- Actively participate in mentoring activities and relationships
- Seek out help from colleagues
- Schedule regular meetings with the mentor teacher
- Accept and act upon constructive feedback provided by the mentor teacher
- Schedule visits to classrooms of experienced teachers
- Schedule classroom visits by the mentor
- Complete an evaluation of the Educator Induction Program
- Maintain accurate records of induction activities and use these to submit quarterly learning and goal reflections to their mentor and administrator
- Complete a final portfolio reflection and survey
- Maintain a confidential relationship with the assigned mentor

What are the meeting requirements for the Educator Induction Program?

Newly hired contractual employees are required to attend the Sto-Rox School District Educator Induction Program (Year 1, Year 2, and Year 3) that consists of

Year 1
The induction program will be largely embedded into our PLC program. Inductees will participate in Professional Learning Communities (PLCs) consistently partnered with their mentors. Here, they will receive support, guided practice, and feedback on lesson plans, standardized test and progress monitoring data, and classroom assessment data. In addition, they will learn about research-based best practices and frameworks, which they will receive support in applying to their practice. As needed, inductees and their mentors may use PLC time to work exclusively together, supplementing their other meeting opportunities. This time might be spent reinforcing PLC content, reflecting on observations, and/or learning about district policies and procedures, background on the district's history, PBIS, or other topics that the inductee needs or wants to study more closely. Mentors and inductees will meet at least monthly during PLCs for the first year.

Outside of PLCs, mentors and inductees will arrange time for the mentor time to observe the inductee and the mentee to observe the mentor as well as other teachers who they determine might be helpful to the inductee's growth. If necessary, administrators will provide scheduling support for these observations.

Sto-Rox School District Educator Induction Program

Each quarter, inductees will meet with their principal and mentor to discuss their growth and new goals, citing classroom artifacts as evidence. At the end of the first year, these reflections will be assembled into a portfolio for final reflection. Inductees also will complete a survey to provide feedback on the induction process.

Year 2

During their second year, inductees will be able to use one PLC per month to consult with their mentor. Inductees will be required to submit quarterly learning and goal summaries to their mentor and administrator, as well as a final portfolio reflection and survey. If it is determined that the inductee would benefit from being observed or observing another teacher, administrators will provide support.

Year 3

During their third year, inductees will be able to use one PLC per quarter to consult with their mentor. Inductees will be required to submit learning and goal summaries to their mentor and administrator at the start of the year and the end of the first semester, as well as a final portfolio reflection and survey.

At the conclusion of their third year, inductees will meet with their building principal and/or a central office administrator to provide feedback on how well the induction program supported their transition to the district and their professional growth.

Newly hired contractual employees who have previous teaching experience or have acquired tenure in a Pennsylvania public school district are required to attend the Sto-Rox School District Educator Induction Program (Year 1)

Newly hired employees and long-term substitutes hired after the Induction Program has commenced for the school year will have two days of orientation and be assigned a mentor. Mentors will not be required to attend this orientation. Administrators will use existing PLC and in-service schedules to ensure consistent meeting times and will make reasonable schedule adjustments to planning and/or duty schedules. Newly hired employees and long-term substitutes hired during the last nine weeks will have two days of orientation and will have the option to restart the induction program at the beginning of the upcoming school year.

How is information organized for an Inductee?

In addition to email, written, and personal correspondence, information about the Educator Induction Program will be shared via Google Classroom or another electronic platform.

How is Induction related to permanent teacher certification?

All persons who receive an Instructional I or Vocational Instructional I Certificate on or after June 1, 1987 must present evidence of having successfully completed a PDE-approved induction program in order to qualify for an Instructional II or Vocational Instructional II Certificate. Individuals holding Educational Specialist I Certificates issued in accordance with September 1, 1999 regulations must also complete a PDE-approved Induction program.

Sto-Rox School District Educator Induction Program

Inductee Action Plan – Complete Page 1 within the first 2 weeks

Inductee _____ Assignment _____

Mentor Teacher _____ School _____

1. List the specific areas of focus, in objective format, for the Inductee.

2. List the activities that will be used to support the areas of focus.

SIGNATURES:

Inductee _____

Mentor Teacher _____

Principal _____

Sto-Rox School District Educator Induction Program

Inductee Action Plan – Semester 1 (to be completed by both Inductee & Mentor)

First Quarter Reflection:

Discuss examples that demonstrate growth in the area of focus for the Inductee. List next steps.

Second Quarter Reflection:

Discuss examples that demonstrate growth in the area of focus for the Inductee. List next steps.

SIGNATURES:
Inductee _____

Mentor Teacher _____

Principal

Sto-Rox School District Educator Induction Program

Inductee Action Plan—Semester 2 (to be completed by both Inductee & Mentor)

Third Quarter Reflection:

Discuss examples that demonstrate growth in the area of focus for the Inductee. List next steps.

Fourth Quarter Reflection:

Discuss examples that demonstrate growth in the area of focus for the Inductee. List next steps.

SIGNATURES:

Inductee _____

Mentor Teacher _____

Principal _____

| **Sto-Rox School District** | **Induction Classroom Visit Recording Form** |
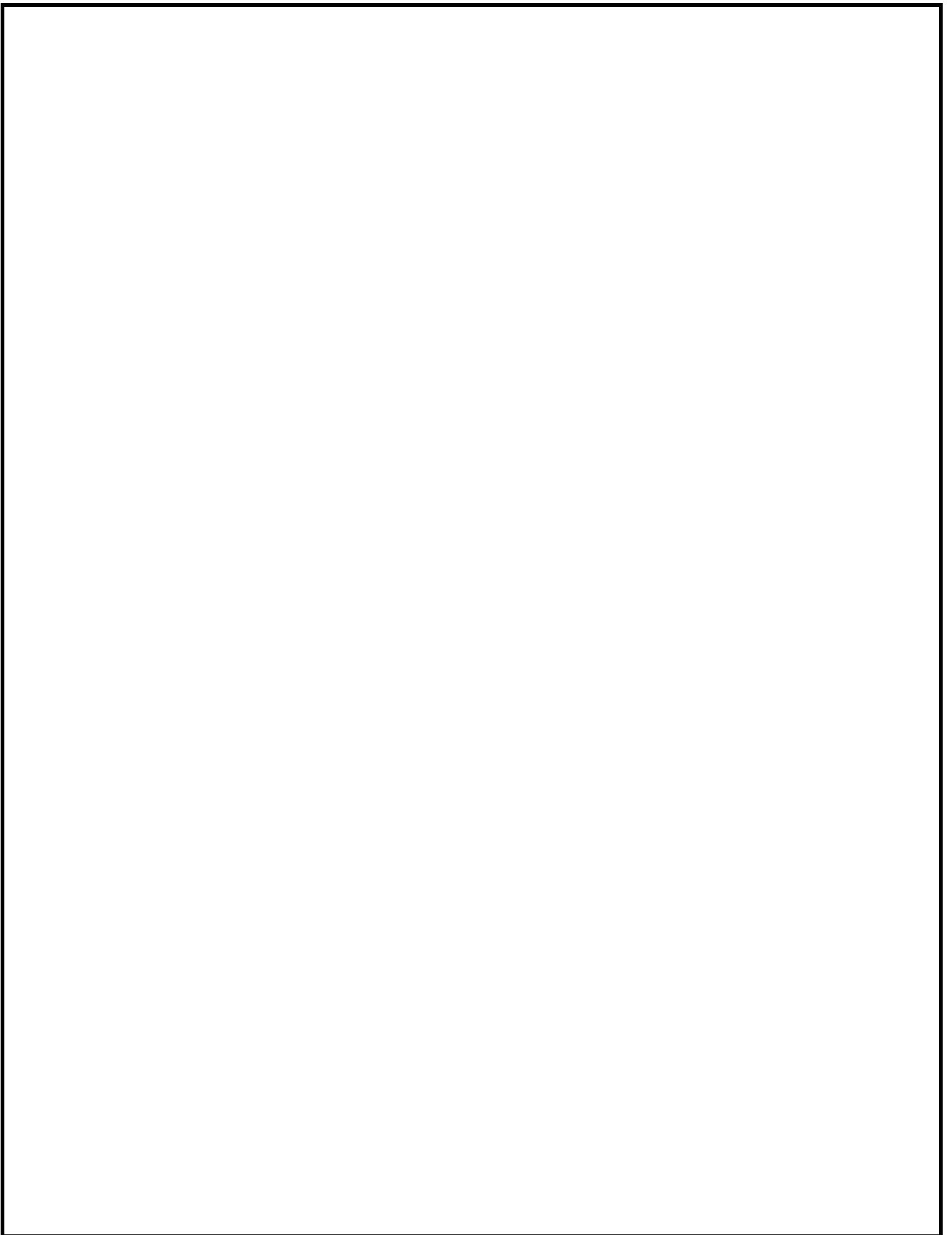
Classroom

(mentor teacher, inductee, or special education teacher name)

Visitor

(mentor teacher or inductee name)

Date _____

Subject/Period _____

BEFORE: Prior to the classroom visit, the inductee and teacher should identify an area of focus for the visit.

DURING: Highlight and describe 2 components that were observed in each of the Domains of Professional Practice (domains 1-3). Reference *PDE Educator Effectiveness Observation & Practice: Framework for Evaluation: Classroom Teacher* for a full description of each domain and component.

AFTER: Use the identified area of focus and highlighted components to guide the discussion about the visit.

Domain 1: Planning and Preparation	
Components IA: Knowledge of Content and Pedagogy 1B: Demonstrating Knowledge of Students IC: Setting Instructional Outcomes 1D: Demonstrating Knowledge of Resources IE: Designing Coherent Instruction IF: Designing Student Assessments	Component: _____ _ Description:
	Component: _____ _ Description:

Domain 2: Classroom Environment

Components	Component:
2A: Creating an Environment of Respect and Rapport	Description:
2B: Establishing a Culture for Learning	
2C: Managing Classroom Procedures	Component:
2D: Managing Student Behavior Expectations	Description:
2E: Organizing Physical and Digital Space	

Domain 3: Instruction

Components	Component:
3A: Communicating with Students	Description:
3B: Questioning and Discussion Techniques	
3C: Engaging Students in Learning Activities and Assignments	
3D: Using Assessment in Instruction	Component:
3E: Demonstrating Flexibility and Responsiveness	Description:

Sto-Rox School District Educator
Induction Program

Confirmation of Educator Induction Program

We, the undersigned, agree that _____

has completed the requirements of the Sto-Rox School District Induction Program.

Year 1   School Year _ _ _ _ _ _ _ _

SchoolYear _ _ _ _ _ _ _ _
Year 2

Year 3   School Year _ _ _ _ _ _ _ _

Inductee   _____

_____
Date   Signature

Mentor   _____

_____   _____
Date   Signature

Building Principal   _____ _____
Date   Signature

District Coordinator   _____ _____
Date   Signature

Copy: Inductee Personnel File

Sto-Rox School District Educator Induction Program

Checklist of Documents

Submitted:

1. Inductee Action Plan

2. Induction Classroom Visit Recording Form (7 Total: 2 Inductee's Visits to Mentor Teacher's Classroom, 1 Inductee's Visit to Special Education Classroom, 4 Mentor Teacher's Visits to Inductee's Classroom)

3. Mentor Teacher/Inductee Guide for Topics

4. Confirmation of Induction Program Complete Google Form:

1. Assessment of Program (Inductee)

2. Assessment of Program (Mentor Teacher)

3. Assessment of Program (Building Principal)

Sto-Rox SD

Induction Plan (Chapter 49) 12021- 2024

INDUCTION PLAN (CHAPTER 49)

Chapter 4 establishes that each school entity shall submit to the Department for approval an induction plan every 6 years as required under Chapter 49, Section 16(a). A school entity shall make its induction plan available for public inspection and comment for a minimum of 28 days prior to approval of the plan by the school entity's governing board and submission of the plan to the Department.

Chapter 49.16, Approval of Induction Plans, establishes the following requirements of LEA Induction Plans:

- *Each school entity shall submit to the Department for approval a plan for the induction experience for first-year teachers (including teachers in prekindergarten programs, when offered), long-term substitutes who are hired for a position for 45 days or more and educational specialists.*
- *The induction plan shall be prepared by teacher or educational specialist representatives, or both, chosen by teachers and educational specialists and administrative representatives chosen by the administrative personnel of the school entity. Newly employed professional personnel with prior school teaching experience may be required by the school entity to participate in an induction program.*
- *The induction plan shall reflect a mentor relationship between the first-year teacher, long-term substitute or educational specialist, teacher educator and the induction team.*
- *Criteria for approval of the induction plans will be established by the Secretary in consultation with the Board and must include induction activities that focus on teaching diverse learners in inclusive settings.*

PROFILE AND PLAN ESSENTIALS

Sto-Rox Public School District

103028853

300 Ewing Road , McKees Rocks, PA 15316

Megan Marie Van Fossan

mvanfossan@srsd.k12.pa.us

(412) 771-3213 Ext.5262

INDUCTION PLAN COMMITTEE PARTICIPANTS

The Induction Plan Committee is responsible for the development and operation of the LEA's Educator Induction Program.

In accordance with 22 PA Code Chapter 49.16 the induction committee must include teacher or educational specialist representatives, or both, selected by teachers, educational specialists, and administrative representatives from within the school/district.

STEERING COMMITTEE

Name	Title	Committee Role	Chosen/Appointed By
Megan Van Fossan	Superintendent	Administrator	School Board of Directors
Heather Johnson	Primary & Upper Elementary Principal	Administrator	Administration Personnel
Dr. Kim Price	Jr/Sr High School Principal	Administrator	Administration Personnel

Dr. Brooke Stebler	Academic Principal K-6	Administrator	Administration Personnel
Chris Captline	SR Primary & Upper Elementary Principal	Administrator	Administration Personnel
Mike Duca	Assistant Principal 7-9	Administrator	Administration Personnel
Joe Herzing	School Counselor	Education Specialist	Education Specialist
Bryan McCarthy	Outside Agency Representative	Other	School Board of Directors
John Zahorchak	Chief Recovery Officer	Other	School Board of Directors
Tina Nagel	Parent	Other	School Board of Directors
Brittney DeFazio	Teacher	Teacher	Teacher
Emily Angle	Teacher	Teacher	Teacher
Theresa Brooks	Teacher	Teacher	Teacher
Melissa Edwards	Teacher	Teacher	Teacher
Paul Cindric	Allegheny Intermediate Unit	Education Specialist	Education Specialist

EDUCATOR INDUCTION PLAN (EIP) (22 PA CODE, 49.16)

By checking each of the following boxes, the LEA is assuring that it complies with and has instituted each of the following Chapter 49 Induction Plan requirements.

Plan requirements	Yes/No
Are all first-year teachers (including teachers in prekindergarten programs, when offered), long-term substitutes who are hired for a position for 45 days or more and educational specialists identified and provided an induction experience? (22 Pa Code, 49.16)	Yes
Is the induction plan prepared by teacher or educational specialist representatives, or both, chosen by teachers and educational specialists and administrative representatives chosen by the administrative personnel of the school entity? (22 Pa Code, 49.16)	Yes
Has the plan been made available for public inspection and comment for a minimum of 28 days prior to approval of the plan by the school entity's governing board and submission of the plan to the Department? (22 Pa Code, 49.16)	Yes
Does the induction plan reflect a mentor relationship between the first-year teacher, long-term substitute or educational specialist, teacher educator and the induction team? (22 Pa Code, 49.16)	Yes
Does the induction plan include training on the teacher observation and evaluation model inclusive of the consistent use of quality teacher-specific data and building-level data within student performance measures? (24 P.S. § 11-1138.8 (c)(3) and 22 Pa Code, 49.16)	Yes
Does the induction plan:	Yes

a. Assess the needs of inductees?

b. Describe how the program will be structured?

c. Describe what content will be included, along with the delivery format and timeframe?   Yes

Yes

MENTORS

Which of the following characteristics does the Local Education Agency (LEA) use to select mentors?

Characteristics used by LEA	Yes/No
Pool of possible mentors is comprised of teachers with outstanding work performance.	Yes
Potential mentors have similar certifications and teaching assignments.	Yes
Potential mentors must model continuous learning and reflection.	Yes
Potential mentors must have knowledge of LEA policies, procedures, and resources.	Yes
Potential mentors must have demonstrated ability to work effectively with students and other adults.	Yes
Potential mentors must be willing to accept additional responsibility.	Yes
Mentors must complete mentor training or have previous related experience (e.g., purpose of induction program and role of mentor, communication and listening skills, coaching, and conferencing skills, problem-solving skills and knowledge of adult learning and development).	Yes
Mentors and inductees must have compatible schedules so that they can meet regularly.	Yes

Other, please specify below   No

OTHER

PLEASE EXPLAIN THE LEA'S PROCESS FOR ENSURING THEIR MENTORS HAVE THE ABOVE SELECTED CHARACTERISTICS.

Building principals will identify potential mentor teachers based on classroom observations as well as observations during PLCs. In this way, we will ensure that mentors not only have exemplary classroom practices but can provide the type of supportive and constructive feedback that incoming teachers require. Once we have identified possible mentors, we will discuss the opportunity with them, outlining our needs and expectations, as well as hearing and responding to their concerns in order to identify additional training and support needs. In doing this, we will create mutual agreements with all experienced teachers who agree to be mentors.

All efforts will be made to establish a pool of such mentors with a variety of experience at different grade levels and with different certifications so that new teachers can be matched appropriately. If an exact match is not available, we will talk with the new teacher about their goals for professional growth and match them with a mentor with a particular strength or interest in that area. Once a match is made, we will work to ensure to ensure additional time in their schedules for professional growth and collaboration.

NEEDS ASSESSMENT

Which of the following characteristics does the Local Education Agency (LEA) use to select mentors?

Characteristics used by LEA	Yes/No
Observations of inductee instructional practice by a coach or mentor to identify needs.	Yes
Multiple observations of inductee instructional practice by building supervisor to identify needs.	Yes
Regular scheduled meetings with mentors or coaches to reflect upon instructional practice to identify needs.	Yes
Standardized student assessment data	Yes
Classroom assessment data (Formative & Summative) Inductee	Yes
survey (local, intermediate units and national level) Review of	No
inductee lesson plans	Yes
Review of written reports summarizing instructional activity	No
Submission of Inductee Portfolio	Yes
Knowledge of successful research-based instructional models	Yes
Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).	Yes
Other, please specify below	No

OTHER

BASED ON THE TOOLS AND METHODS SELECTED ABOVE, DESCRIBE THE LEA'S INDUCTION PROGRAM, INCLUDING THE FOLLOWING DETAILS:

- **PROGRAM STRUCTURE**
- **CONTENT INCLUDED**
- **MEETING FREQUENCY**
- **DELIVERY FORMAT**

<u>Program Structure</u>

The induction program will be largely embedded into our PLC program. Inductees will participate in PLCs consistently partnered with their mentors. Here, they will receive support, guided practice, and feedback on lesson plans, standardized test and progress monitoring data, and classroom assessment data. In addition, they will learn about research-based best practices and frameworks, which they will receive support in applying to their practice. As needed, inductees and their mentors may use PLC time to work exclusively together. This time might be spent reinforcing PLC content, reflecting on observations, and/or learning about district policies and procedures, background on the district's history, PBIS, or other topics that the inductee needs or wants to study more closely.

Outside of PLCs, mentors and inductees will have time to observe each other. Mentors and inductees will meet at least once per month during PLCs. Each quarter, inductees will provide a written or oral summary of their growth and new learning goals to their mentor and administrator, citing classroom artifacts as evidence. At the end of the first year, these reflections will be assembled into a portfolio for final reflection. Inductees also will complete a survey to provide feedback on the induction process.

During their second year, inductees will be able to use one PLC per month to consult with their mentor. Inductees will be required to submit quarterly learning and goal summaries to their mentor and administrator, as well as a final portfolio reflection and survey. If it is determined that the inductee would benefit from being observed or observing another teacher, administrators will provide support.

During their third year, inductees will be able to use one PLC per quarter to consult with their mentor. Inductees will be required to submit learning and goal summaries to their mentor and administrator at the start of the year and the end of the first semester, as well as a final portfolio reflection and survey.

At the conclusion of their third year, inductees will meet with their building principal and/or a central office administrator to provide feedback on how well the induction program supported their transition to the district and their professional growth.

<u>Content Included</u>

District policies and procedures, state/national requirements, content standards, Danielson Framework for Effective Teaching, Universal Design for Learning Framework, UDL-FfT Crosswalk, Positive Behavior Intervention and Supports, technology.

<u>Meeting Frequency</u>

Daily support will occur through PLCs; other meetings will be scheduled as needed and agreed between mentor and inductee. However, it is required that mentors and inductees meet at least monthly during PLCs for the first year, quarterly during the second year, and twice during the third year. In addition, mentors and inductees will meet with administrators outside of PLCs quarterly during the first year, and every semester during the second and third year. At the conclusion of the third year, inductees will meet with their building administrator and district coordinator to celebrate and reflect.

Delivery Format

PLCs and individual conferences.

EDUCATOR INDUCTION PLAN TOPIC AREAS (Full Induction Plan is Attached here)

Ensure that professional development activities contain content that develops teacher competency, increases student learning, and aligns with at least one component contained in the Danielson Framework for Teaching.

CODE OF PROFESSIONAL PRACTICE AND CONDUCT FOR EDUCATORS

Selected Danielson Framework(s)	**Timeline**
4e: Growing and Developing Professionally	Year 1 Fall Year 2 Fall Year 3 Fall
4d: Participating in a Professional Community	
4f: Showing Professionalism	
4a: Reflecting on Teaching	
4c: Communicating with Families	
4b: Maintaining Accurate Records	

ASSESSMENTS AND PROGRESS MONITORING

Selected Danielson Framework(s)	**Timeline**
1e: Designing Coherent Instruction	Year 1 Fall
	Year 1 Winter
3e: Demonstrating Flexibility and Responsiveness	Year 1 Spring
	Year 2 Fall
1a: Demonstrating Knowledge of Content and Pedagogy	Year 2 Winter
	Year 2 Spring
4b: Maintaining Accurate Records	Year 3 Fall
1c: Setting Instructional Outcomes	Year 3 Winter
	Year 3 Spring
4a: Reflecting on Teaching	
1b: Demonstrating Knowledge of Students	
1f: Designing Student Assessments	
3d: Using Assessment in Instruction	

INSTRUCTIONAL PRACTICES

Selected Danielson Framework(s)	Timeline
1d: Demonstrating Knowledge of Resources	Year 1 Fall
2e: Organizing Physical Space	Year 1 Winter
1c: Setting Instructional Outcomes	Year 1 Spring
3a: Communicating with Students	Year 2 Fall
1b: Demonstrating Knowledge of Students	Year 2 Winter
2c: Managing Classroom Procedures	Year 2 Spring
3d: Using Assessment in Instruction	Year 3 Fall
1e: Designing Coherent Instruction	Year 3 Winter
2d: Managing Student Behavior	Year 3 Spring
3e: Demonstrating Flexibility and Responsiveness	
2a: Creating an Environment of Respect and Rapport	
3b: Using Questioning and Discussion Techniques	
1a: Demonstrating Knowledge of Content and Pedagogy	
2b: Establishing a Culture for Learning	
3c: Engaging Students in Learning	

SAFE AND SUPPORTIVE SCHOOLS

Selected Danielson Framework(s)

2c: Managing Classroom Procedures

3e: Demonstrating Flexibility and Responsiveness

3a: Communicating with Students

4a: Reflecting on Teaching

2d: Managing Student Behavior

4c: Communicating with Families

2a: Creating an Environment of Respect and Rapport

3b: Using Questioning and Discussion Techniques

4b: Maintaining Accurate Records

2b: Establishing a Culture for Learning

3c: Engaging Students in Learning

2e: Organizing Physical Space

4d: Participating in a Professional Community

Timeline

Year 1 Fall
Year 1 Winter
Year 1 Spring
Year 2 Fall
Year 2 Winter
Year 2 Spring
Year 3 Fall
Year 3 Winter
Year 3 Spring

STANDARDS/CURRICULUM

Timeline

Selected Danielson Framework(s)

1e: Designing Coherent Instruction

3d: Using Assessment in Instruction

4b: Maintaining Accurate Records

1f: Designing Student Assessments

1a: Demonstrating Knowledge of
Content and Pedagogy

4a: Reflecting on Teaching

1c: Setting Instructional Outcomes

Year 1 Fall
Year 1 Winter
Year 1 Spring
Year 2 Fall
Year 2 Winter
Year 2 Spring
Year 3 Fall
Year 3 Winter
Year 3 Spring

TECHNOLOGY INSTRUCTION

Selected Danielson Framework(s)   **Timeline**

3e: Demonstrating Flexibility and
Responsiveness

3c: Engaging Students in Learning

3a: Communicating with Students

4e: Growing and Developing Professionally

2c: Managing Classroom Procedures

4b: Maintaining Accurate Records

1d: Demonstrating Knowledge of Resources

3d: Using Assessment in Instruction

2d: Managing Student Behavior

4c: Communicating with Families

Year 1 Fall
Year 1 Winter
Year 1 Spring
Year 2 Fall
Year 2 Winter
Year 2 Spring
Year 3 Fall
Year 3 Winter
Year 3 Spring

PROGRESS REPORTS AND PARENT-TEACHER CONFERENCING

Selected Danielson Framework(s)	Timeline
4a: Reflecting on Teaching	Year 1 Fall
	Year 1 Winter
4c: Communicating with Families	Year 1 Spring
	Year 2 Fall
1c: Setting Instructional Outcomes	Year 2 Winter
	Year 2 Spring
4b: Maintaining Accurate Records	Year 3 Fall
	Year 3 Winter
	Year 3 Spring

ACCOMMODATIONS AND ADAPTATIONS FOR DIVERSE LEARNERS

Selected Danielson Framework(s)

Timeline

1d: Demonstrating Knowledge of Resources

2d: Managing Student Behavior

3e: Demonstrating Flexibility and Responsiveness

1e: Designing Coherent Instruction

2e: Organizing Physical Space

4a: Reflecting on Teaching

1a: Demonstrating Knowledge of Content and Pedagogy

2b: Establishing a Culture for Learning

3c: Engaging Students in Learning

1f: Designing Student Assessments

3a: Communicating with Students

1b: Demonstrating Knowledge of Students

2a: Creating an Environment of Respect and Rapport

3b: Using Questioning and Discussion Techniques

1c: Setting Instructional Outcomes

2c: Managing Classroom Procedures

3d: Using Assessment in Instruction

Year 1 Fall
Year 1 Winter
Year 1 Spring
Year 2 Fall
Year 2 Winter
Year 2 Spring
Year 3 Fall
Year 3 Winter
Year 3 Spring

DATA INFORMED DECISION MAKING

Selected Danielson Framework(s)	**Timeline**
1e: Designing Coherent Instruction	Year 1 Fall
3e: Demonstrating Flexibility and Responsiveness	Year 1 Winter Year 1 Spring
1b: Demonstrating Knowledge of Students	Year 2 Fall Year 2 Winter
4b: Maintaining Accurate Records	Year 2 Spring Year 3 Fall
1a: Demonstrating Knowledge of Content and Pedagogy	Year 3 Winter Year 3 Spring
4a: Reflecting on Teaching	
3d: Using Assessment in Instruction	
1c: Setting Instructional Outcomes	
1f: Designing Student Assessments	

MATERIALS AND RESOURCES FOR INSTRUCTION

Selected Danielson Framework(s)	
	1d: Demonstrating Knowledge of Resources
	2e: Organizing Physical Space
3e: Demonstrating Flexibility and Responsiveness	1e: Designing Coherent Instruction
	1f: Designing Student Assessments

Timeline

Year 1 Fall

Year 1 Winter
Year 1 Spring

Year 2 Fall
Year 2 Winter
Year 2 Spring
Year 3 Fall
Year 3 Winter
Year 3 Spring

CLASSROOM AND STUDENT MANAGEMENT

Selected Danielson Framework(s)

2a: Creating an Environment of Respect and Rapport

3b: Using Questioning and Discussion Techniques

2d: Managing Student Behavior

4a: Reflecting on Teaching

1b: Demonstrating Knowledge of Students

3a: Communicating with Students

2b: Establishing a Culture for Learning

3c: Engaging Students in Learning

2e: Organizing Physical Space

4c: Communicating with Families

2c: Managing Classroom Procedures

3e: Demonstrating Flexibility and Responsiveness

Timeline

Year 1 Fall

Year 1 Winter
Year 1 Spring
Year 2 Fall
Year 2 Winter
Year 2 Spring
Year 3 Fall
Year 3 Winter
Year 3 Spring

PARENTAL AND/OR COMMUNITY INVOLVEMENT

Selected Danielson Framework(s)

4e: Growing and Developing Professionally
4d: Participating in a Professional Community
3e: Demonstrating Flexibility and Responsiveness
4c: Communicating with Families
2a: Creating an Environment of Respect and Rapport
4a: Reflecting on Teaching
1d: Demonstrating Knowledge of Resources
4f: Showing Professionalism
3c: Engaging Students in Learning

Timeline

Year 1 Fall
Year 1 Winter
Year 1 Spring
Year 2 Fall
Year 2 Winter
Year 2 Spring
Year 3 Fall
Year 3 Winter
Year 3 Spring

OTHER

Selected Danielson Framework(s)

1f: Designing Student Assessments
3a: Communicating with Students
4a: Reflecting on Teaching
1b: Demonstrating Knowledge of Students
2b: Establishing a Culture for Learning
3c: Engaging Students in Learning
4e: Growing and Developing Professionally
1e: Designing Coherent Instruction
2e: Organizing Physical Space
4b: Maintaining Accurate Records
1c: Setting Instructional Outcomes
2c: Managing Classroom Procedures
3d: Using Assessment in Instruction
4f: Showing Professionalism
1a: Demonstrating Knowledge of Content and Pedagogy
2a: Creating an Environment of Respect and Rapport
3b: Using Questioning and Discussion Techniques
4c: Communicating with Families
1d: Demonstrating Knowledge of Resources
2d: Managing Student Behavior
3e: Demonstrating Flexibility and Responsiveness

Timeline

Year 1 Fall
Year 1 Winter
Year 1 Spring
Year 2 Fall
Year 2 Winter
Year 2 Spring
Year 3 Fall
Year 3 Winter
Year 3 Spring

EVALUATION AND MONITORING

Describe the procedures employed to monitor and evaluate the Educator Induction Program. As part of this process LEAs should systematically collect data on the educator induction program design, implementation, and outcomes. This data may include:

a. *Survey of participants - new teachers, mentors, principals, and other members of the Educator Induction Program to determine levels of satisfaction and to understand the strengths and weakness of the program*

b. *Analysis of activities and resources used in the program*

c. *Aligned program evaluation instruments that provide quantitative and qualitative data (e.g., survey/questionnaires, individual and group interviews, and observation tools) to determine the impact of participating teachers and their students*

EVALUATION AND MONITORING

Building principals will receive regular reports from mentors and inductees as well as written reflections. Additionally, because mentors and inductees will be meeting daily during PLCs, they will have multiple opportunities to conference with them informally as well as to observe their interactions. In addition, all participants (inductees, mentors, administrators, and other staff) will receive surveys at the end of the year to assess their satisfaction with the program as well as to gather feedback on its strengths and areas for improvement. Committee review of program at least every 6-years and as frequently as needed.

DOCUMENTATION OF PARTICIPATION AND COMPLETION

Identify the methods used to record inductee participation and program completion.

Participation	Completion
Mentor documents his/her inductee's involvement in the program.	Yes
A designated administrator receives, evaluates, and archives all mentor records.	Yes Yes
School/LEA maintains accurate records of program completion and provide a certificate or statement of completion to each inductee who has completed the program.	Yes
Completion is verified by the LEA Chief Administrator on the Application for Level 2 Certification. Confirm that all first-year teachers are required to participate in the induction program.	Yes

IF "NO" IS SELECTED, PLEASE EXPLAIN WHAT INDIVIDUALS WERE NOT INCLUDED IN THE INDUCTION PROGRAM AND WHY.

EDUCATOR INDUCTION PLAN STATEMENT OF ASSURANCE

We affirm that this Educator Induction Plan has been developed in accordance with the laws, regulations and guidelines for the development, implementation and evaluation of the Induction Plan as designated in Chapter 4 of the Pennsylvania Department of Education School Code.

We affirm that this Educator Induction Plan focuses on the learning needs of each professional staff member to ensure high quality instruction for all students.

Megan Marie Van Fossan   **11/01/2022**

Educator Induction Plan Coordinator   Date

I affirm that this Induction Plan provides staff learning that improves the learning of all students as outlined in the National Staff Development Council's Standards for Staff Learning.

Megan Marie Van Fossan

Superintendent/Chief Executive Officer

Other State Required Reports:
Professional Development Plan (Act 48)

Profile

Professional Education Plan:

Chapter 4 establishes that each school entity shall submit to the Secretary for approval a professional education plan every 3 years as required under Chapter 49, Section 17(a). A school entity shall make its professional education plan available for public inspection and comment for a minimum of 28 days prior to approval of the plan by the school entity's governing board and submission of the plan to the Secretary.

Chapter 49.17, Continuing professional education, establishes that every school entity shall develop a continuing education plan that addresses the following requirements:

a. *Includes options for professional development including, but not limited to, activities such as: (i) graduate level coursework; (ii) obtaining a professionally related master's degree; (iii) department-approved in-service courses; (iv) curriculum development work; and (v) attendance at professional conferences.*
b. *Defines terms used including, but not limited to, the following: (i) Professionally related graduate level coursework. (ii) Professionally related master's degree. (iii) Curriculum development work. (iv) Professional conferences.*
c. *Developed as specified in section 1205.1 of the act in which the plan describes the persons who developed the plan and how the persons were selected.*
d. *Submitted to the Secretary shall be approved by both the professional education committee and the board of the school entity.*
e. *Includes a section which describes how the professional education needs of the school entity, including those of diverse learners, and its professional employees are to be met through implementation of the plan. The plan must describe how professional development activities will improve language and literacy acquisition for all students and contribute to closing achievement gaps among students.*
f. *Includes a description of how the school entity will offer all professional employees opportunities to participate in continuing education focused on teaching diverse learners in inclusive settings.*
g. *A school district that contracts with a community provider to operate a prekindergarten program shall address in the school district's professional education plan how the school district will offer professional education opportunities to teachers in the community provider's prekindergarten program.*

LEA provided professional education meets the education needs of that school entity and its professional employees, so that they may meet the specific needs of students. Professional education for all levels of an LEA should be based on sound research and promising practices that promotes educators' skills over the long term.

Exemplary professional education for staff:

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

The Professional Development Plan (Act 48) is critical to leading professional development opportunities for every district/school. To prepare for the development of this plan, it is important to establish key individuals to lead this process and ensure accuracy in contact information for the district/school.

Steps to Complete this Section:
1. *Enter the requested demographic information into the space provided.*
2. *Determine and enter the name and contact information of the single point of contact for the plan.*
3. *Enter the name and contact information of Superintendent or Chief Executive Director.*
4. *Ensure that the information entered in the space provided is accurate.*

Profile

LEA Type: Sto-Rox School District   AUN: 103028853

Address: 300 Ewing Road, McKees Rocks, PA 15316

Single Point of Contact Name: Megan Marie Van Fossan

Single Point of Contact Email: mvanfossan@srsd.k12.pa.us

Single Point of Contact Phone Number: 412-771-3213 ext. 3030

Chief School Administrator: Megan Marie Van Fossan

Chief School Administrator Email: mvanfossan@srsd.k12.pa.us

Steering Committee

In accordance with PA Statute 24§ 12-1205.1 (b) the Professional Education Committee MUST contain representatives from each of the following categories:

- *Teacher representatives (chosen by the teachers) divided equally among elementary, middle, and high school teachers if a multi-level LEA.*
- *Educational specialists (chosen by educational specialists)*
- *Administrative representatives (chosen by the administrative personnel).*
- *Parents of children attending a school in the Local Education Agency (LEA) (appointed by the board of school directors).*
- *Local business representatives (appointed by the board of school directors).*
- *Community representatives (appointed by the board of school directors).*

Steps to Complete this Section:
1. *Identify key staff members and representatives from every stakeholder group participating to ensure multiple perspectives are considered, and that staff and other stakeholders support the LEA plan.*
2. *Enter the requested information into the space provided.*
3. *Ensure that the information entered in the space provided is accurate.*

Name	Title	Committee Role	Chosen/Appointed By
Megan Van Fossan	Superintendent	Administrator	School Board of Directors
Heather Johnson	Primary and Upper Elementary Principal	Administrator	Administration Personnel
Dr. Kim Price	Jr/Sr High School Principal	Administrator	Administration Personnel
Bryan McCarthy	Outside Agency Representative	Community Member	School Board of Directors
John Zahochak	Chief Recovery Officer	Other	School Board of Directors
Tina Nagel	Parent	Parent of Child Attending	School Board of Directors
Chris Captline	SR Primary and Upper Elementary Principal	Administrator	Administration Personnel
Dr. Brooke Stebler	Academic Principal K-6	Administrator	Administration Personnel
Mike Duca	Assistant Principal 7-9	Administrator	Administration Personnel
Cameron Culliver	School Board President	Other	School Board of Directors
Joe Herzing	School Counselor	Education Specialist	Education Specialist
Brittney DeFazio	Primary Grade Teacher	Elementary Teacher	Teacher
Theresa Brooks	Special Education Teacher	K-12 Teacher	Teacher
Melissa Edwards	Secondary Teacher	High School Teacher	Teacher
Emily Angle	Upper Elementary Teacher	Elementary Teacher	Teacher
Paul Cindric	Allegheny Intermediate Unit	Education Specialist	Education Specialist
Connie Deem	Community Member	Community Member	School Board of Directors

Describe how many times the committee meets in a given year, any subcommittees that are formed and any other relevant information regarding the function of the committee.

The core of the committee is the superintendent and building-level administrators who communicate daily and meet formally each week to monitor and evaluate the progress and needs of the daily PLCs for all teachers. Individual members of this core group maintain regular (at least monthly) communications with teacher, parent, school, board, and community representatives to share progress and obtain feedback and guidance. The committee as a whole will meet at least once per year to review progress on the goals of the Comprehensive Plan and set new targets.

Professional Education Plan

Are the professional development activities aligned with the current and applicable Pennsylvania Core Standards or Pennsylvania Academic Standards? [(22 Pa Code, Chapter 4)](#) *	YES
Are the effectiveness of offerings evaluated through multiple measures of student achievement within the context of educator effectiveness to determine impact on student learning, educator effectiveness, and/or school performance? (Act 82 of 2012) aka [(22 Pa Code, 19)](#) *	YES
Are the professional development activities aligned to at least one component of one domain within the Danielson Framework for Teaching?	YES
Does the professional education plan contain a committee consisting of teacher representatives divided equally among elementary, middle and high school teachers chosen by the teachers, educational specialist representatives chosen by educational specialists and administrative representatives chosen by the administrative personnel? [(Act 48, Section 1205.1)](#) *	YES
Does the committee include parents of children attending a school in the district, local business representatives and other individuals representing the community appointed by the board of directors? [(Act 48, Section 1205.1)](#) *	YES
Was the professional education plan approved by the professional education committee and the board of the school entity? [(22 pa Code, 49.16)](#) *	YES
Does the professional development plan align with educator needs? (Act 48, Section 2) *	YES
Do the implementation steps cover at least a three-year implementation horizon? *	YES

Action Plan Steps from Comprehensive Plan

Within your Comprehensive Plan, professional development activities were developed. These activities are a key component of your LEA's Act 48 Professional Education Plan and are, therefore, prepopulated into the following tables. Please note, all Comprehensive Plans must include three State Mandated Training Activities. If these activities are not included from your professional development activities, they can be added on the next page. The state mandated training activities include language and literacy acquisition for all students, teaching diverse learners in inclusive settings, and at least 1 hour of trauma-informed care training for all staff.

Steps to Complete this Section:
1. *Confirm the information is accurate.*
2. *To make any changes to the information on this page, go back to the Professional Development section of the Comprehensive Plan, and insert the changes there.*

Measurable Goals	Evidence-Based Strategy	Action Steps
• Attendance • School Climate • Instructional Practices for Academic Growth & Proficiency • MTSS • Curriculum Rigor & Variability	Professional Learning Communities	Schedules have been adjusted to ensure that all teachers have daily PLCs. While some PLCs will focus on areas specific to teachers' disciplines (ELA, Math), duties (SAP/MTSS/PBIS), and/or social-emotional learning, at least 2 per week will focus on establishing a solid instructional foundation. Content for these will be guided by the Danielson Framework for Teaching, CAST's Universal Design for Learning (UDL) Framework, and the UDL-FFT Crosswalk. As part of this work, teachers will receive support to ensure that their lessons are rigorous, engaging, and aligned to the appropriate content standards.

• Attendance • School Climate • Instructional Practices for Academic Growth & Proficiency • MTSS • Curriculum Rigor & Variability	Professional Learning Communities	PLCs will provide support to teachers in analyzing formal and informal student data as well as making data-based decisions to plan instruction. Specific attention will be focused on CDT, DIBELS, STAR, PSSA, and Keystone data as well as teacher-created formative and summative assessments. PLCs will be facilitated using research-based discussion protocols and Visible Thinking Routines from the School Reform Initiative, Harvard's Project Zero, and Agency by Design, among others.
• Attendance • School Climate • Instructional Practices for Academic Growth & Proficiency • MTSS • Curriculum Rigor & Variability •	Professional Learning Communities	As schools gain more experience with PLCs and teachers deepen their instructional practice, we will explore opportunities for teachers to assume more of a leadership role in facilitating and directing PLCs following Meeting Wise and Data Wise best practices.
• Attendance • School Climate • Instructional Practices for Academic Growth & Proficiency • MTSS • Curriculum Rigor & Variability	Professional Learning Communities	As schools gain more experience with PLCs and teachers deepen their instructional practice and lesson planning, we will collectively revise and improve our curriculum district-wide using the research-based Understanding by Design Model in conjunction with the UDL Framework.

• Attendance • School Climate • Instructional Practices for Academic Growth & Proficiency • MTSS • Curriculum Rigor & Variability •	Universal Design for Learning	Teachers will actively use the Universal Design for Learning (UDL) Framework to guide their planning to achieve consistently rigorous instruction with appropriate levels of support.
• Attendance • School Climate • Instructional Practices for Academic Growth & Proficiency • MTSS • Curriculum Rigor & Variability •	Universal Design for Learning	Teachers will use the UDL Framework as the basis for tracking the supports provided to students during Tier 1 instruction. This information will be integrated into the MTSS process.
• Attendance • School Climate • Instructional Practices for Academic Growth & Proficiency • MTSS • Curriculum Rigor & Variability •	Positive Behavior Interventions & Supports (PBIS)	In August 2022, all three schools in the district rolled out an initial PBIS program. Teachers and administrators will work with outside consultants to develop and refine PBIS to meet the needs of students, staff, and the community.
• Attendance • School Climate • Instructional Practices for Academic Growth & Proficiency • MTSS • Curriculum Rigor & Variability	Positive Behavior Interventions & Supports (PBIS)	Teachers and administrators will use PBIS tenets to guide communication with caregivers and families to communicate about student academic and social-emotional progress, as well as to build relationships that support PBIS.

• Attendance • School Climate • Instructional Practices for Academic Growth & Proficiency • MTSS • Curriculum Rigor & Variability	Positive Behavior Interventions & Supports (PBIS)	Our Intermediate School has begun a Restorative Justice program to support more positive approaches to student behavior issues as well as to build dialogue and community. We expect the staff in this building to be able to work actively to help other schools adopt the model at or before the conclusion of this plan.
• Attendance • School Climate • Instructional Practices for Academic Growth & Proficiency • MTSS • Curriculum Rigor & Variability	Positive Behavior Interventions & Supports (PBIS)	We will develop a clear and accurate process for ensuring that data from our PBIS and Restorative Justice programs is integrated fully into MTSS districtwide, so that Tier 2 and 3 interventions are informed by Tier 1 supports.

PD Activity: Improving Tier 1 Instruction

Action Steps Included:

- **Teachers will actively use the Universal Design for Learning (UDL) Framework to guide their planning to achieve consistently rigorous instruction with appropriate levels of support.**

- **Schedules have been adjusted to ensure that all teachers have daily PLCs. While some PLCs will focus on areas specific to teachers' disciplines (ELA, Math), duties (SAP/MTSS/PBIS), and/or social-emotional learning, at least 2 per week will focus on establishing a solid instructional foundation. Content for these will be guided by the Danielson Framework for Teaching, CAST's Universal Design for Learning (UDL) Framework, and the UDL-FFT Crosswalk. As part of this work, teachers will receive support to ensure that their lessons are rigorous, engaging, and aligned to the appropriate content standards.**

- **PLCs will provide support to teachers in analyzing formal and informal student data as well as making data-based decisions to plan instruction. Specific attention will be focused on CDT, DIBELS, STAR, PSSA, and Keystone data as well as teacher-created formative and summative assessments. PLCs will be facilitated using research-based discussion protocols and Visible Thinking Routines from the School Reform Initiative, Harvard's Project Zero, and Agency by Design, among others.**

- **Teachers will use the UDL Framework as the basis for tracking the supports provided to students during Tier 1 instruction. This information will be integrated into the MTSS process.**

- **As schools gain more experience with PLCs and teachers deepen their instructional practice and lesson planning, we will collectively revise and improve our curriculum district-wide using the research-based Understanding by Design Model in conjunction with the UDL Framework.**

Audience

Teachers & Administrators

Topics Included

UDL Framework from CAST, UDL-Danielson Crosswalk: Connections between the UDL Framework and Danielson Framework for Teaching

Evidence of Learning

Posted standards-aligned goals in all classrooms; Observable and clear evidence of universally designed instruction in all classrooms; Improved student achievement data; Reduced student disciplinary referrals

Lead Person/Position

Superintendent, Building Principals supported by outside consultants

Timeframe

09/01/2022-08/31/2025

Learning Format	Frequency	Danielson Components	State-Required Training Requirements
PLCs	Daily	ALL	Teaching Diverse Learners in an Inclusive Setting
Coaching	Weekly or as needed	1a. 1b, 1c, 1d, 1e, 2a, 2b, 2c, 2d, 2e, 3a, 3b, 3c, 3d, 3e, 4a	Teaching Diverse Learners in an Inclusive Setting
Courses	Weekly or as needed	1a, 1e, 1f	Teaching Diverse Learners in an Inclusive Setting
Conferences	Weekly or as needed	1a. 1b, 1c, 1d, 1e, 2a, 2b, 2c, 2d, 2e, 3a, 3b, 3c, 3d, 3e, 4a, 4b, 4c, 4e	Teaching Diverse Learners in an Inclusive Setting
Collaborative Curriculum Development	Weekly or as needed	1a. 1b, 1c, 1d, 1e, 2a, 2b, 2c, 3a, 3b, 3c, 3d, 3e, 4a, 4b, 4c, 4e	Teaching Diverse Learners in an Inclusive Setting

PD Activity: PBIS & MTSS Development

Action Steps Included:

- **In August 2022, all three schools in the district rolled out an initial PBIS program. Teachers and administrators will work with outside consultants to develop and refine PBIS to meet the needs of students, staff, and the community..**

- **We will develop a clear and accurate process for ensuring that data from our PBIS and Restorative Justice programs is integrated fully into MTSS districtwide, so that Tier 2 and 3 interventions are informed by Tier 1 supports.**

- **Teachers and administrators will use PBIS tenets to guide communication with caregivers and families to communicate about student academic and social-emotional progress, as well as to build relationships that support PBIS.**

- **Teachers will use the UDL Framework as the basis for tracking the supports provided to students during Tier 1 instruction. This information will be integrated into the MTSS process.**

- **Our Intermediate School has begun a Restorative Justice program to support more positive approaches to student behavior issues as well as to build dialogue and community. We expect the staff in this building to be able to work actively to help other schools adopt the model at or before the conclusion of this plan.**

Audience

Teachers & Administrators

Topics Included

PBIS, Classroom Management, Restorative Justice, Supporting Students and Families, Communication

Evidence of Learning

Posted standards-aligned goals in all classrooms; Reduced student disciplinary referrals; Increased attendance; Feedback from staff, students and families

Lead Person/Position

Superintendent, Building Principals supported by outside consultants

Timeframe

08/22/2022-08/31/2025

Learning Format	Frequency	Danielson Components	State-Required Training Requirements
PLCs	Daily	1b, 2a, 2b, 2c, 2d, 2e, 3a, 3b, 3c,, 3e, 4a, 4b, 4c, 4d, 4e, 4f	Teaching Diverse Learners in an Inclusive Setting
In-service	2-3 times per year	1b, 2a, 2b, 2d, 2e, 3a, 3b, 3c,, 3e, 4a, 4b, 4c, 4d, 4e, 4f	Teaching Diverse Learners in an Inclusive Setting
Workshops	1-2 times per year or as needed	1b, 2a, 2b, 2d, 2e, 3a, 3b, 3c,, 3e, 4a, 4b, 4c, 4d, 4e, 4f	Teaching Diverse Learners in an Inclusive Setting
Coaching	Daily as needed	2a, 2b, 2c, 2d, 2e, 3a, 3b,4a, 4c	Teaching Diverse Learners in an Inclusive Setting

PD Activity: Leadership Development

Action Steps Included:

- **As schools gain more experience with PLCs and teachers deepen their instructional practice, we will explore opportunities for teachers to assume more of a leadership role in facilitating and directing PLCs following Meeting Wise and Data Wise best practices.**

- **Our Intermediate School has begun a Restorative Justice program to support more positive approaches to student behavior issues as well as to build dialogue and community. We expect the staff in this building to be able to work actively to help other schools adopt the model at or before the conclusion of this plan.**

- **As schools gain more experience with PLCs and teachers deepen their instructional practice and lesson planning, we will collectively revise and improve our curriculum district-wide using the research-based Understanding by Design Model in conjunction with the UDL Framework.**

Audience

Teachers

Topics Included

Facilitation Strategies, Visible Thinking Routines, Meeting Wise and Data Wise processes

Evidence of Learning

Posted standards-aligned goals in all classrooms; Reduced student disciplinary referrals; Increased attendance; Feedback from staff, students and families

Lead Person/Position

Building Principles

Timeframe

05/21/2024--08/31/2025

Learning Format	Frequency	Danielson Components	State-Required Training Requirements
Coaching	Daily or as needed	1a, 1e, 1f, 2b, 3d,, 4a, 4b, 4c, 4d, 4e, 4f	Teaching Diverse Learners in an Inclusive Setting
Independent Study	Daily or as agreed between participants and administration	1a, 1e, 1f, 2a, 2b, 3d, 3e, 4a, 4b, 4c, 4d, 4e, 4f	Teaching Diverse Learners in an Inclusive Setting
Workshops	1-2 times per year or as needed	1a, 1e, 1f, 2a, 2b, 3d, 3e, 4a, 4b, 4c, 4d, 4e, 4f	Teaching Diverse Learners in an Inclusive Setting

Other Professional Development Activities

In addition to the professional education activities associated with the Comprehensive Plan, there are other necessary professional trainings and activities required of LEA staff.

Steps to Complete this Section:

1. *For each professional development step include the following:*
   a. ***Name:*** *List the Professional Development activity name.*
   b. ***Audience:*** *List the stakeholder group(s) who will engage in the professional learning.*
   c. ***Topics to be Included:****List the content on which the professional development will focus to build capacity for participants to implement the evidence-based strategy.*
   d. ***Evidence of Learning:*** *Identify the tangible ways that participants will be expected to demonstrate their learning in their daily practice.*
   e. ***Lead Person/position:*** *List the person or organization that will provide the professional learning.*
   f. ***Anticipated Timeframe:*** *Identify the start and end dates for each professional learning activity.*
   g. ***Types of Activities:*** *List the types of activities that will be offered for this professional development step.*
   h. ***Frequency of Activities:*** *How often will the activities occur?*
   i. ***Danielson Framework:*** *Which Danielson Framework components does this professional development activity align with? If a selection in the Danielson Framework does not apply to your LEA, then leave the option in the default position of Choose a Danielson Framework.*
   j. ***State Required Trainings****: Is this activity providing development which count towards one of the State required trainings listed in the drop-down list. If a selection in the State Required Trainings does not apply, then leave the option in the default position of Select State Required Training Option.*

PD Activity: Language and Literacy Acquisition for All Students

Audience: Teachers & Administrators

Topics to be Included: Science of Reading/Components of Reading, Data Analysis, Culturally Responsive Curriculum Teaching, Addressing EL Assessments, Identifying & Supporting Dyslexic Readers, Universal Design for Learning

Evidence of Learning: Classroom observations, student reading achievement data.

Lead Person/position: Megan Van Fossan

Anticipated Timeframe: 09/01/2022-08/31/2025

Types of Activities & Frequency: PLC (Daily), Collaborative Curriculum Development (Daily), Workshops (ongoing as needed)

Danielson Framework: 1
. 3e: Demonstrating Flexibility and Responsiveness
2. 3d: Using Assessment in Instruction
3. 3c: Engaging Students in Learning
4. 1c: Setting Instructional Outcomes
5. 1a: Demonstrating Knowledge of Content and Pedagogy
 6. 1f: Designing Student Assessments

State Required Trainings: . Language and Literacy Acquisition for All Students (ACT 48)

PD Activity: Instructional Practices to Support Diversity & Inclusion

Audience: Teachers & Administrators

Topics to be Included: Universal Design for Learning Framework, Danielson Framework for Effective Teaching, Culturally Responsive Teaching, PBIS, Strategies for Bell Work, Student Collaboration, and Formative Assessment, Data Analysis

Evidence of Learning: Classroom observations, student achievement data.

Lead Person/position: Megan Van Fossan

Anticipated Timeframe: 09/01/2022-08/31/2025

Types of Activities & Frequency: PLC (Daily), In-service (ongoing as needed)

Danielson Framework:
1. 1e: Designing Coherent Instruction
2. 3a: Communicating with Students
3. 4a: Reflecting on Teaching
 4. 1c: Setting Instructional Outcomes
5. 2c: Managing Classroom Procedures
6. 3d: Using Assessment in Instruction
 7. 1d: Demonstrating Knowledge of Resources
8. 2d: Managing Student Behavior
9. 3e: Demonstrating Flexibility and Responsiveness
10. 1f: Designing Student Assessments
11. 3b: Using Questioning and Discussion Techniques
12. 1a: Demonstrating Knowledge of Content and Pedagogy
13. 2a: Creating an Environment of Respect and Rapport
14. 3c: Engaging Students in Learning
15. 1b: Demonstrating Knowledge of Students
16. 2b: Establishing a Culture for Learning
17. 2e: Organizing Physical Space

State Required Trainings: . Teaching Diverse Learners in an Inclusive Setting (ACT48)

PD Activity: Trauma-Informed Teaching

Audience: All Staff

Topics to be Included: Science of trauma's effect on the brain and learning; Best practices for teaching for trauma informed students; Knowledge of school policies/responsibilities/protocols; De-escalation techniques; Focus on social emotional practices

Evidence of Learning: Classroom observations, SWIS data, educator feedback

Lead Person/position: Megan Van Fossan

Anticipated Timeframe: 11/01/2022-08/31/2025

Types of Activities & Frequency:
- Two 30-minute session per year (minimum) during PLCs with follow-up during PBIS PLCs monthly or as-needed.
- In-service training as needed

Danielson Framework:
1. 2d: Managing Student Behavior
2. 2. 2c: Managing Classroom Procedures
3. 2b: Establishing a Culture for Learning
4. 1b: Demonstrating Knowledge of Students
5. 4c: Communicating with Families
6. 2a: Creating an Environment of Respect and Rapport
7. 4a: Reflecting on Teaching
8. 3a: Communicating with Students

State Required Trainings: . Trauma-Informed Training (ACT 18)

PD Activity: School Safety

Audience: All Staff

Topics to be Included: Situational awareness & hazard response; Trauma-informed teaching practices; Social-emotional learning; Suicide prevention & awareness; bullying prevention & awareness; Substance abuse awareness; Emergency drills & procedures

Evidence of Learning: Active engagement during trainings; participation in PBIS/MTSS meetings; observation.

Lead Person/position: Megan Van Fossan

Anticipated Timeframe: 08/15/2022-08/31/2025

Types of Activities & Frequency: PLC (Daily), In-service (as per state requirements); Independent Study(as per state requirements)

Danielson Framework:
1. 2b: Establishing a Culture for Learning
2. 3a: Communicating with Students
3. 2e: Organizing Physical Space
4. 2a: Creating an Environment of Respect and Rapport
5. 1d: Demonstrating Knowledge of Resources 6.
1b: Demonstrating Knowledge of Students 7.
3e: Demonstrating Flexibility and Responsiveness

State Required Trainings: . School Safety including Trauma-Informed Awareness (ACT 44)