METHACTON SD

1001 Kriebel Mill Rd

Comprehensive Plan| 2022 - 2025

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Allison Shatzman	Parent	Eagleville	ats7321@gmail.com
Shannon Peffer	Parent	Skyview and MHS	slpeffer99@gmail.com
Janette O'Keefe	Parent	Worcester and Arcola	Janettehornick@yahoo.com
Christie Corcoran	Parent	Worcester	crcorcoran@me.com
Abigail Hollenbeck	Staff Member	Arcola	ahollenbeck@methacton.org
Regan Skudlarek	Student	MHS	RS2630@student.methacton.org
William Graf	Parent	MHS	wjgraf@gmail.com
Kathleen Clark	Staff Member	Skyview	kclark@methacton.org
Sylvia Victoria Luther	Community Member	Community Member	svickiluther@gmail.com
Julia Nakhleh	Parent	MHS and Skyview	julianakhleh@yahoo.com
Matt Walsh	Administrator	District	mwalsh@methacton.org
Melissa Gorla	Administrator	District	mgorla@methacton.org
Tara Ricci	Administrator	District	tricci@methacton.org
Susan Angstadt	Administrator	District	sangstadt@methacton.org

Che Regina	Administrator	District	cregina@methacton.org
Michelle Stead	Staff Member	Arcola	mstead@methacton.org
Irene Dobbs	Staff Member	Arrowhead	idobbs@methacton.org
Stephanie Sawyer	Staff Member	Arrowhead	ssawyer@methacton.org
Heather DePiano	Staff Member	Methacton School District	hdepiano@methacton.org
Caitlin Ferenchak	Staff Member	Methacton High School	cferenchak@methacton.org
Tracey Hudson	Staff Member	Arrowhead	thanson@methacton.org
Deborah Wittenberg	Staff Member	Eagleville	dwittenberg@methacton.org
Deborah Eaton	Community Member	District	deato@spring-ford.net
Jennifer Heusser	Staff Member	Methacton School District	jheusser@methacton.org
Destenie Bongiorno	Staff Member	Methacton High School	dbongirno@methacton.org

LEA Profile

The Methacton School District (MSD) has long enjoyed a tradition of excellence in education and community involvement in our schools. The District, formed in 1969, was created by a 10-year merging of the two school districts that had previously served the Townships of Lower Providence and Worcester.

Methacton is a community of about 13,000 households located in a suburb about 20 miles north of the City of Philadelphia. The district serves the residents of Lower Providence and Worcester Townships, which are primarily comprised of residential areas. Methacton students are also served by the North Montco Vocational Technical Career Center and Montgomery County Intermediate Unit—IU 23.

Our district offers the community an adult learning program, district sponsored activities and events throughout the calendar year, training in youth mental health first aid, as well as an extended school year program offered during the summer for students and a "jump start" program for incoming kindergarten students who need extra time before starting the school year. We have also begun a summer library program at each of our four elementary schools. High school students may also participate in a dual enrollment program to extend their learning and acquire college credits.

Methacton employs 403 professional staff, 207 support staff, and 27 administrative staff. Since 2014, we have seen an increase in the percentage of professional staff holding post-bachelor's degrees. Currently, 24% of professional staff hold a bachelor's degree, 75% hold a master's degree, and 1% have a doctorate. Four years ago, 69% of professional staff held master's degrees and none of the professional staff held a doctorate. At this time, 48% of professional staff have less than 15 years of service and 5% are near retirement age. District facilities include seven school buildings currently in operation. Students attend one of four elementary schools (K-4), an upper elementary school (5-6), an intermediate school (7-8), or the high school (9-12). Ancillary facilities include an administration building, facilities plant, transportation building, a stadium and high school athletic facilities. The district also maintains an elementary building that was closed recently. All buildings total over 1,000,000 square feet on a space of 214 acres. When the Audubon Elementary School closed at the end of the 2016-2017 school year, the District revisited boundary lines, sending K-4 students to the remaining four elementary schools.

There are 4,687 students in Methacton who come from diverse socio-economic and ethnic backgrounds: 74% White (Non-Hispanic), 15% Asian, 4% Black (Non-Hispanic), 3% Hispanic, and 4% Multi-Racial. The percentage of economically disadvantaged students is at 11.6%, and our English language learners are at 2.49%. The district's special education population has grown by about 2% over the past few years to 17.6% of total enrollment. Students receiving gifted supports has increased in the past few years by a little more than 5%, and now accounts for 14.8% of our students. Our grades 7-12 athletic and music programs continue to grow, with participation rates of 37% of our students in athletic programs and 18% in music programs. Since 2014, these percentages increased by 24% and 8%, respectively. Our attendance rates range from 93-98% district-wide. The district's 4-year cohort graduation rate is 96% and our 5-year cohort is 97%. Previously, 88% of our graduates moved on to secondary education, whereas, of those students who graduated in 2018, 96% moved onto secondary education, with 77.4% attending a four-year college or university and 18.6% selecting two-year schools. Additionally, 3.3% entered the workforce; and .7% chose the military.

Mission and Vision

Mission

The Methacton School District is an exemplary student-focused and community centered environment that prepares learners to meet the demands of our evolving world.

Vision

The Methacton School District will empower all learners to develop talents, encourage personal growth and success, and inspire leadership to transform our future.

Educational Value Statements

Students

We believe all students will be motivated to succeed, empowered to learn, trust in teamwork, honor our heritage, appreciate our diversity, committed to growth, transform our future, open to new opportunities, and nurture their talents. Students will carry-out this message through participation in school work, clubs, athletics, and in all they do as a representative of the Methacton School District. Students will contribute to our community as members of the student body and beyond graduation.

Staff

We believe staff will motivate to succeed, empower all learners, trust in teamwork, honor our heritage, appreciate our diversity, show a commitment to growth, transform our future, be open to new opportunities, and nurture all talents. Staff will participate as part of our planning cycle in setting and/or revising the value statements for the district. Staff will carry-out the district's message through participation in work, as leaders of after school activities and coaches, and in all they do as a representative of the Methacton School District.

Administration

We believe administration will motivate to succeed, empower all learners, trust in teamwork, honor our heritage, appreciate our diversity, show a commitment to growth, transform our future, be open to new opportunities, and nurture all talents. Administration will participate as part of our planning cycle in setting and/or revising the value statements for the district. Administration will carry-out the district's message through participation in work, as leaders of school activities, professional development, staff meetings, and in all they do as a representative of the Methacton School District. Administration will use these values as a basis for planning school or district changes, selecting resources and in working with students academically, socially and behaviorally.

Parents

We believe parents will motivate to succeed, empower all learners, trust in teamwork, honor our heritage, appreciate our diversity, show a commitment to growth, transform our future, be open to new opportunities, and nurture all talents. Parents will understand and be a role model of these values when volunteering in school and at school events. When serving as members of district committees, parents will use these values to guide decision making and discussions. Parents will support district efforts that are rooted in these values. Parents will participate as part of our planning cycle in setting and/or revising the value statements for the district.

Community

We believe the community will motivate to succeed, empower all learners, trust in teamwork, honor our heritage, appreciate our diversity, show a commitment to growth, transform our future, be open to new opportunities, and nurture all talents. When serving as members of district committees, volunteering in schools, attending meetings of the school board and in community discussions about the school district, community members will use these values to guide decision making and for discussions. The community will support district efforts that are rooted in these values. The community will participate as part of our planning cycle in setting and/or revising the value statements for the district.

Goal Setting

Priority: Methacton School District will focus on standards alignment in Math at all grade levels and conduct an analysis of resources to ensure they meet our needs related to standards. At grades 4-8, we will take a deeper look at the continuum of skills taught. We will continue to support the faculty in implementing differentiated instruction aligned directly to identified student outcomes.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Mathematics	Select a resource that has a tight alignment to standards for Math courses K-12.	Math Resource	Pilot new resources K-12 and revise written curriculum. Provide professional development targeted to mathematical practices. Curriculum committee will specifically address alignment for grades 4 through 8 when writing curriculum and scope and sequence.	Implement new curriculum and resources for math K-12. Provide professional development that targets implementation of the selected resource.	Select a resource that has a tight alignment to standards for Math courses K-12.
Essential Practices 1: Focus on Continuous Improvement of Instruction	100% of staff who teach math will participate in professional development focused on Mathematical practices for instruction and for implementation of the selected resource.	Math Professional Development	All staff who teach math will participate in professional development sessions focused on mathematical practices.	All staff who teach math will participate in professional development sessions focused on the newly selected resources.	100% of staff who teach math will participate in professional development focused on Mathematical practices for instruction and for implementation of the selected resource.

Priority: We believe that all students learn differently and that some may benefit from additional time or a varied approach. Additionally, research has shown that increasing time for learning can increase students' academic motivation. We will create opportunities for intervention both through providing targeted instruction and intervention in the classroom and outside of class time.

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	Full implementation of a districtwide Multi-tiered System of Supports (MTSS) by the Fall of 2025.	Multi-Tiered Systems of Support (MTSS)	First year full implementation K-6.	First Year full implementation 7-8.	Full implementation of a districtwide Multi-tiered System of Supports (MTSS) by the Fall of 2025.

Priority: The Methacton School District understands that all students are required to be taught the essential skills and state required standards. We also understand that students with learning needs benefit when they have the opportunity to learn alongside typical peers. We also believe instruction that is scaffolded to support learning is a benefit to all students. We will work to ensure that instruction in our classrooms is designed to meet the needs of all learners.

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	100% of K-12 Teachers will participate in professional development centered around practices that are evidence based in supporting the success of all children in the classroom.	Classroom Instruction for All	All teachers will participate in cursory level of professional development on the topic.	All teachers will participate in targeted professional development and reflective practice with their supervisor.	100% of K-12 Teachers will participate in professional development centered around practices that are evidence based in supporting the success of all children in the classroom.
English Language Arts	Increase the performance of all students including subgroups on state assessments in English Language Arts by at least 10%.	Instruction for all- English Language Arts	Total student group will perform at least 5% better than 2020-21 in all English Language Arts state assessments.	Students with disabilities sub-group will perform at least 5% better than 2020-21 in all English Language Arts state assessments.	Increase the performance of all students including subgroups on state assessments in English Language Arts by at least 10%.
Mathematics	Increase the performance of all students including subgroups on state assessments in Mathematics by at least 10%.	Instruction for all- Mathematics	Total student group will perform at least 5% better than 2020-21 in all Mathematics state assessments.	Students with disabilities sub-group will perform at least 5% better than 2020-21 in all Mathematics state assessments.	Increase the performance of all students including subgroups on state assessments in Mathematics by at least 10%.

Priority: Providing students with support and guidance to develop strategies that allow them to access curriculum in the general education setting as much as possible allows them greater opportunity for on-grade level skill exposure and can increase self-esteem, improve communication and socialization skills. We will work to ensure that we are viewing all supports that students need to be successful through the lense of the general education classroom first.

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	Increase the number of students with an LRE percentage of 80% or greater by 5% at each level K through 6 over the course of this plan.	Inclusive	Increase the number of students with an LRE percentage of 80% or greater by 5% at the K-4 building level	Increase the number of students with an LRE percentage of 80% or greater by 5% at the 5-6 grade level	Increase the number of students with an LRE percentage of 80% or greater by 5% at each level K through 6 over the course of this plan.
Professional learning	100% of staff will participate in professional development sessions focused on instructing students identified with disabilities.	Professional Development Learning Disabilities	100% of K-4 staff will participate professional development sessions focused on instructing students identified with disabilities.	100% of 5-6 staff will participate in professional development sessions focused on instructing students identified with disabilities.	100% of staff will participate in professional development sessions focused on instructing students identified with disabilities.

Action Plan

Action Plan for: Explicit, systematic and scaffolded discussion						

Measurable Goals		Anticipated Output		Monitoring/Evaluation		
• Multi-Tiered Systems of Support (MTSS)		Improve Multi-Tiered Systems of Support (MTSS) structure by strengthening academic, behavioral and social emotional core instruction. Streamline use of assessments for identifying intervention needs and target resources for specific interventions.		Reflection on professional development sessions; reports on practices through Principal observations. Ongoing monitoring of the MTSS process by the Supervisor of Continuous Improvement.		

Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Plan and provide instruction for staff around each of the key components of a Multi-Tiered System of Supports structure that allows for clearly defined expectations, definitions and entry points to the work.	06/22/2022	06/22/2024	Supervisors of Continuous Improvement	In-service time, members of the administrative team	Yes	Yes
Activate MTSS assessment and meeting structure.	09/01/2022	06/30/2025	Building Principals	Supervisors of Continuous Improvement	No	Yes

Action Plan for: Implementation with Fidelity

Measurable Goals	Anticipated Output	Monitoring/Evaluation
• Math Resource • Math Professional Development • Instruction for all- Mathematics	Use of the new resource selected should positively impact student outcomes on state testing within two years. Monitoring and support should produce greater alignment of instruction.	Observations, in-service reflections, meeting observations

Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Educate curriculum committee on curriculum writing framework, research process, pilot process and selection process. Review standards and updates. Activate selection process.	09/01/2022	06/23/2023	Director of Curriculum	In-service time, benchmark, data warehouse, presenters for new programs/tools	Yes	Yes
Implement use of new resource. Support teachers through implementation.	08/23/2023	06/04/2024	Supervisors of Elementary and Secondary Education	New resources, training from publishers, Administrative training and observations	Yes	No
Provide professional development for teachers of mathematics centered on best instructional practices for math.	08/24/2022	06/14/2024	Supervisors of Elementary and Secondary Education	Math specialists, professional development time, resource and math experts	Yes	No

Action Plan for: Learn, implement, reflect, refine

Measurable Goals	Anticipated Output	Monitoring/Evaluation
• Classroom Instruction for All • Math Professional Development • Professional Development Learning Disabilities	A written plan will be created that can be used as a guide for staff and administrators as they journey through the process of learning and implementing new practices. Implementation of learned skills should positively impact student performance.	Principals will monitor the work of implementation and lead meetings to reflect on the process and guide refinement. Central office staff will support and monitor principals as they guide these processes.

Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Create an implementation plan for each of the goals identified. Backwards map the steps required to reach implementation. Outline professional development according to the plan and communicate to stakeholders involved.	06/13/2022	08/12/2022	Director of Curriculum	Curriculum and Special Education department members, research on the topics	No	Yes
Implement a cycle of professional development sessions, implementation of learned skills, reflection meetings, and refinement.	09/01/2022	05/16/2023	Supervisors of Elementary and Secondary Education and Supervisors of Special Education	Building administrators, meeting time	Yes	Yes

Action Plan for: Explicit, systematic and scaffolded discussion

Measurable Goals	Anticipated Output	Monitoring/Evaluation
• Inclusive • Classroom Instruction for All	Providing all staff with professional development which allows them to strengthen their work with students with and without special learning needs should enable more students to succeed within the regular education setting in core instruction.	Observations, feedback from staff, student grade review

Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Create a plan of action for supporting the efforts of including more students in the general education setting as appropriate.	06/10/2022	08/12/2022	Director of Pupil Services and Director of Curriculum	Administrative team; retreat time	Yes	No
Provide professional development for teachers around differentiated instruction, utilizing supports within the classroom, and co-teaching.	08/24/2022	06/14/2024	Supervisors of Elementary and Secondary Education and Supervisors of Special Education	Building administrators, in-service time, regularly scheduled building meetings	Yes	Yes

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Explicit, systematic and scaffolded discussion	• Plan and provide instruction for staff around each of the key components of a Multi-Tiered System of Supports structure that allows for clearly defined expectations, definitions and entry points to the work.
Implementation with Fidelity	• Educate curriculum committee on curriculum writing framework, research process, pilot process and selection process. Review standards and updates. Activate selection process. • Implement use of new resource. Support teachers through implementation. • Provide professional development for teachers of mathematics centered on best instructional practices for math.
Learn, implement, reflect, refine	• Implement a cycle of professional development sessions, implementation of learned skills, reflection meetings, and refinement.
Explicit, systematic and scaffolded discussion	• Create a plan of action for supporting the efforts of including more students in the general education setting as appropriate. • Provide professional development for teachers around differentiated instruction, utilizing supports within the classroom, and co-teaching.

Professional Development Activities

Math Pilot Training						
Action Step	**Audience**	**Topics to be Included**	**Evidence of Learning**	**Lead Person/Position**	**Anticipated Timeline Start Date**	**Anticipated Timeline Completion Date**
• Educate curriculum committee on curriculum writing framework, research process, pilot process and selection process. Review standards and updates. Activate selection process. • Implement use of new resource. Support teachers through implementation. • Provide professional development for teachers of mathematics centered on best instructional practices for math.	K-12 Math teachers	Information about the Resource Standards Reporting tools Assessments	Observation of Implementation, student performance	Supervisors of Elementary and Secondary Education	08/24/2022	06/14/2024

Learning Formats			
Type of Activities	**Frequency**	**Danielson Framework Component Met in this Plan**	**This Step Meets the Requirements of State Required Trainings**
In-service day	At least 4 sessions each year	• 1d: Demonstrating Knowledge of Resources • 1a: Demonstrating Knowledge of Content and Pedagogy	

Multi-tiered Systems of Supports (MTSS)

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
• Plan and provide instruction for staff around each of the key components of a Multi-Tiered System of Supports structure that allows for clearly defined expectations, definitions and entry points to the work.	All staff K-12 by levels over the 3-year cycle	Definitions associated with MTSS, structure of the district's process, roles and responsibilities	Appropriate participation in the MTSS structure; successful use of the MTSS process	Supervisor of Continuous Improvement	06/03/2022	06/13/2025

Learning Formats

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
In-service day	At least two times per school year	• 4b: Maintaining Accurate Records • 1b: Demonstrating Knowledge of Students • 1c: Setting Instructional Outcomes	Language and Literacy Acquisition for All Students
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	At least four times per school year	• 1b: Demonstrating Knowledge of Students • 1c: Setting Instructional Outcomes • 4b: Maintaining Accurate Records	Language and Literacy Acquisition for All Students

Classroom Instruction for All

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
• Implement a cycle of professional development sessions, implementation of learned skills, reflection meetings, and refinement. • Provide professional development for teachers around differentiated instruction, utilizing supports within the classroom, and co-teaching.	All staff K-12	Differentiated instruction, understanding supports for core instruction, trauma informed instruction	Improved practices, improved student performance on state assessments.	Director of Curriculum	06/17/2022	06/14/2024

Learning Formats

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
In-service day	At least four times per school year	• 3e: Demonstrating Flexibility and Responsiveness • 1d: Demonstrating Knowledge of Resources • 1a: Demonstrating Knowledge of Content and Pedagogy • 1c: Setting Instructional Outcomes • 3c: Engaging Students in Learning	Teaching Diverse Learners in an Inclusive Setting
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	At least four times per school year	• 1a: Demonstrating Knowledge of Content and Pedagogy • 1c: Setting Instructional Outcomes • 1d: Demonstrating Knowledge of Resources • 3c: Engaging Students in Learning	Language and Literacy Acquisition for All Students

Inclusive Education

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
• Provide professional development for teachers around differentiated instruction, utilizing supports within the classroom, and co-teaching.	All professional and administrative staff K-12	Trauma informed instruction, how to manage para-professionals in the classroom, data collection, co-teaching	Improved practices, reduction in student pull outs for instruction, improved student performance on state assessments.	Directors of Curriculum and Pupil Services	06/17/2022	12/01/2025

Learning Formats

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
In-service day	At least four times per school year	• 3d: Using Assessment in Instruction • 1c: Setting Instructional Outcomes • 2c: Managing Classroom Procedures • 1e: Designing Coherent Instruction	Teaching Diverse Learners in an Inclusive Setting
Professional Learning Community (PLC)	Monthly meetings	• 1c: Setting Instructional Outcomes • 1e: Designing Coherent Instruction • 2c: Managing Classroom Procedures • 3d: Using Assessment in Instruction	Teaching Diverse Learners in an Inclusive Setting

Communications Action Steps

Evidence-based Strategy	Action Steps
Explicit, systematic and scaffolded discussion	• Plan and provide instruction for staff around each of the key components of a Multi-Tiered System of Supports structure that allows for clearly defined expectations, definitions and entry points to the work. • Activate MTSS assessment and meeting structure.
Implementation with Fidelity	• Educate curriculum committee on curriculum writing framework, research process, pilot process and selection process. Review standards and updates. Activate selection process.
Learn, implement, reflect, refine	• Create an implementation plan for each of the goals identified. Backwards map the steps required to reach implementation. Outline professional development according to the plan and communicate to stakeholders involved. • Implement a cycle of professional development sessions, implementation of learned skills, reflection meetings, and refinement.
Explicit, systematic and scaffolded discussion	• Provide professional development for teachers around differentiated instruction, utilizing supports within the classroom, and co-teaching.

Communications Activities

Multi-Tiered Systems of Support (MTSS)- Staff					
Action Step	**Audience**	**Topics to be Included**	**Type of Communication**	**Anticipated Timeline Start Date**	**Anticipated Timeline Completion Date**
• Plan and provide instruction for staff around each of the key components of a Multi-Tiered System of Supports structure that allows for clearly defined expectations, definitions and entry points to the work. • Activate MTSS assessment and meeting structure.	Staff	Staff roles and responsibilities in MTSS structure	Supervisor of Continuous Improvement	08/24/2022	05/31/2023

Communications	
Type of Communication	**Frequency**
Presentation	At least 2 times throughout the year

MTSS-Families

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
• Educate curriculum committee on curriculum writing framework, research process, pilot process and selection process. Review standards and updates. Activate selection process.	Families of Students	MTSS- Definitions, expectations, access points for parents	Supervisor of Continuous Improvement	09/30/2022	06/09/2023

Communications

Type of Communication	Frequency
Presentation	At least once per year
Posting on district website	One time and updated as needed

Math Pilot- Staff

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
• Educate curriculum committee on curriculum writing framework, research process, pilot process and selection process. Review standards and updates. Activate selection process.	Teacher of Mathematics K-12	Curriculum changes, resource selected, plan for implementation	Supervisors of Elementary and Secondary Education	10/10/2022	05/12/2023

Communications

Type of Communication	Frequency
Presentation	One time

Inclusive Education

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
• Implement a cycle of professional development sessions, implementation of learned skills, reflection meetings, and refinement. • Provide professional development for teachers around differentiated instruction, utilizing supports within the classroom, and co-teaching.	All staff K-12	Plans and expectations of the district for inclusive instruction, plans for professional development	Directors of Curriculum and Pupil Services	08/24/2022	05/18/2023

Communications

Type of Communication	Frequency
Presentation	One time per year with each group

Classroom Instruction for All

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
• Implement a cycle of professional development sessions, implementation of learned skills, reflection meetings, and refinement.	All staff K-12	Expectations of the district for instruction, plans for associated professional development	Director of Curriculum	08/24/2022	12/03/2025

Appendix A: Summary of Strengths and Challenges

Strengths

Strength	Consideration In Plan
Science/Biology Student Groups have met the state established goal	No
Our students regular attendance has been at our above the state criteria	No
High School Literature Keystone scores consistently exceed the state average by 20%	No
We have math specialists available to support intervention in grades K through 8	Yes
We have a strong and aligned Science program from K-12	No
We have many opportunities for Science courses at our HS	No
90% of Methacton students choose to further their education post High School	No
Our Methacton High School class of 2021's Average SAT score was 1236	No
We have a number of staff members whose primary role is to support students with disabilities in partnership with a grade level or subject area teacher	Yes
We have a number of resources human and otherwise available to students	Yes
We have strong partnerships with local businesses, community groups and organizations.	No
We provide many differentiated opportunities for professional development which is planned based on district needs.	No
We have many opportunities for science related exploration including science fairs and career fairs	No
We have staff with expertise in Math, Reading and behavioral needs at every level	No
We have staff available to support emotional needs for those identified at every level	No
We have access to many outside organizational supports through long-term relationships with those organizations	No

Challenges

Challenge	Consideration In Plan
The students in grades 7 and 8 did not surpass the state average in math achievement on the PSSA according to the PA Future Ready Index.	Yes
Skyview and Arcola only have a 4% margin above the state average for proficient or advanced achievement in Math for the total student group according to the PA Future Ready Index	Yes
None of our schools showed growth in English Language Arts in the 2020-21 school year according to state PVAAS percentages published in the PA Future Ready Index	No
Our PSSA English Language Arts Title I building scores indicate a need for more K-2 intervention, through differentiated instruction or targeted intervention, in order to have students prepared by grade 3	Yes
Grades 5 through 8 PSSA English Language Arts scores have been stagnant and indicate a need to change core programming or intervention	No
We need to improve core instruction in Math and lessen the need for intervention so that specialists can better target a smaller sub-group of students who truly need alternate instruction through intervention.	Yes
We need structured opportunities for students to get support when they are struggling academically in Math beyond what is provided in class at the 9-11 grade levels.	Yes
We have experienced a dip in our Science scores in the Covid year according to the PA Future Ready Index.	No
We have been stagnant in the 85% range for Biology Keystone scores for several years according to the PA Future Ready Index	No
Continuing to cover a variety of career exploration activities for students could help guide post High School plans	No
Our students with disabilities are often given replacement instruction in an alternate setting	Yes
Our students with disabilities tend to experience a widened gap in mastery of concepts as they move from K-12	Yes
Having students included more in core instruction will support growth of students with disabilities	Yes
Implementation of strategies to support students with gaps in knowledge due to lack of schooling will support growth of all.	Yes
We have many new administrators in the district and we are working to support their growth in their roles.	No

We are working to merge the various systems used at different levels	No

Most Notable Observations/Patterns

The need to strengthen core instruction to support all students including those with disabilities is a recurring theme in our data analysis.

Appendix B: Analyzing Strengths and Challenges

Strengths

Strength	Discussion Points
We have math specialists available to support intervention in grades K through 8	Use of these specialists to coach instruction
We have a number of staff members whose primary role is to support students with disabilities in partnership with a grade level or subject area teacher	Using this additional staff differently, could allow for more targeted instruction of skills
We have a number of resources human and otherwise available to students	Identifying the right resource for a student can expedite growth

Challenges

Challenge	Discussion Points	Priority For Planning (Select 2-4)	Priority Statement
The students in grades 7 and 8 did not surpass the state average in math achievement on the PSSA according to the PA Future Ready Index.		No	
Skyview and Arcola only have a 4% margin above the state average for proficient or advanced achievement in Math for the total student group according to the PA Future Ready Index	Our grades 5 through 8 curriculum resources are not the same at each grade level. Standards may be being addressed unevenly.	Yes	Methacton School District will focus on standards alignment in Math at all grade levels and conduct an analysis of resources to ensure they meet our needs related to standards. At grades 4-8, we will take a deeper look at the continuum of skills taught. We will continue to support the faculty in implementing differentiated instruction aligned directly to identified student outcomes.
Our PSSA English Language Arts Title I building scores indicate a need for more K-2 intervention, through differentiated instruction or targeted intervention, in		No	

order to have students prepared by grade 3			
We need to improve core instruction in Math and lessen the need for intervention so that specialists can better target a smaller sub-group of students who truly need alternate instruction through intervention.		No	
We need structured opportunities for students to get support when they are struggling academically in Math beyond what is provided in class at the 9-11 grade levels.	Students currently have limited access to supports outside of class.	Yes	We believe that all students learn differently and that some may benefit from additional time or a varied approach. Additionally, research has shown that increasing time for learning can increase students' academic motivation. We will create opportunities for intervention both through providing targeted instruction and intervention in the classroom and outside of class time.
Our students with disabilities are often given replacement instruction in an alternate setting		No	
Our students with disabilities tend to experience a widened gap in mastery of concepts as they move from K-12	Including all students in the core instruction early and continuously can lessen this gap.	Yes	The Methacton School District understands that all students are required to be taught the essential skills and state required standards. We also understand that students with learning needs benefit when they have the opportunity to learn alongside typical peers. We also believe instruction that is scaffolded to support learning is a benefit to all students. We will work to ensure that instruction in our classrooms is designed to meet the needs of all learners.
Having students included more in core instruction will support growth of students with disabilities	We may be relying more on resources than on written curriculum and standards. Teacher strengths may lie in one area over another though they teach multiple subjects	Yes	Providing students with support and guidance to develop strategies that allow them to access curriculum in the general education setting as much as possible allows them greater opportunity for on-grade level skill exposure and can increase self-esteem, improve communication and socialization skills. We will work to ensure that we are viewing all supports that students need to be successful through the lense of the general education classroom first.

Implementation of strategies to support students with gaps in knowledge due to lack of schooling will support growth of all.		No	

CHAPTER 16

Chapter 16 of the PA Code specifies how Pennsylvania will meet its obligations to suspected and identified gifted students who require gifted education to reach their potential. Gifted students are to be provided with quality gifted education services and programs. Requirements for Gifted Education Plans can be found in the Pennsylvania Code (22 Pa Code §16.32).

In accordance with 22 Pa. Code § 4.13(e) (relating to strategic plans) and 22 Pa. Code § 16.4, each school district shall develop and implement a gifted education planevery 6 years.

a. The plan shall include the process for identifying children who are gifted and in need of specially designedinstruction, as well as the gifted special educationprograms offered.
b. The school districts shall make its gifted education plan available for public inspection and comment for aminimum of 28 days prior to approval of the plan by the school district's board of directors.
c. Each school district shall provide, as the Department may require, reports of students, personnel andprogram elements, including the costs of the elements, which are relevant to the delivery of gifted education.(22 Pa. Code § 16.4)

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.).
   Information about our gifted programing is included in district advertisements (flyers, realtor information) as well as posted on our district website and included in student handbooks.

2. Describe your district's process for locating students who are thought to be gifted and may need specially designed instruction.
   We conduct COGAT testing for all students in grade 2. Additionally, teachers and parents can make referrals or requests for gifted testing. Our testing process begins with a screening and moves to full testing if the screening is passed.

3. Describe your district's procedures for determining ELIGIBILITY (through MULTIPLE CRITERIA) and NEED (based on ACADEMIC STRENGTH) for potentially mentally gifted students (EVALUATION).
   Methacton utilizes a two-step evaluation process consisting of a screening at the building level and an assessment by the school psychologist, when the screening indicates a full evaluation. School staff or parents may request a gifted screening and/or full evaluation. Methacton administers an assessment to all 2nd grade students in an effort to identify our gifted students on a broad base. Screenings are conducted in other grades, K-12, based on teacher or parent referral. The screening includes a review of student classroom performance (grades) in core subject areas, a teacher evaluation in a norm-referenced rating scale; assessing the student in general intellectual ability, language arts, mathematics, science, social studies, creativity and leadership (currently Scales for Identifying Gifted Students - SIGS - School Rating Scales), and a norm-referenced screening assessment of ability (currently CogAT Screening Form). Additionally, once the building level screening is completed, a school counselor contacts parents/guardians to review the results. If a student is referred to a full evaluation based on school recommendation, parent request, or both, PTE is issued for additional assessment by the school psychologist. The psychologist conducts additional testing and administers Individual Achievement and Ability testing and collects parent input including narrative information and parent completion of the SIGS - Home Rating Scales . While we currently utilize the Kaufman Test of Educational Achievement - Third Edition (KTEA-3 Brief) and the Wechsler Intelligence Scale for Children - Fifth Edition (WISC-V) as the measures for achievement and ability respectively, the school psychologist, at their discretion, may conduct additional or alternate assessments as needed in order to complete the full gifted evaluation. The psychologist then provides a recommendation in the GWR based on all of the components in both the building screening and the psychological assessment.

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.

Programming options are implemented based on the individual student's identified needs and per the Gifted Written Report and as determined at the GIEP Team meeting by the participants and may include any combination of or all of the following: Challenge classes or seminar options (enrichment classes scheduled at set times each week either for the full year or per semester in the older grades) which extend and enrich the regular education curriculum; independent project options (guided by the gifted specialist); push-in support (either regularly scheduled or as needed) where the gifted specialist supports the regular education teacher and/or the student directly in differentiating the curriculum; provision of additional materials (projects, differentiated assignments, etc) given to either the regular classroom teacher or directly to the student to extend/enrich classroom instruction; acceleration options (either subject or whole grade) as determined by student performance and after a collection of and review of data and a team meeting to determine a need for acceleration (transportation, scheduling modifications, and collaboration between levels is provided when accelerated programming would include cross-building placement); placement in advanced level coursework (honors or AP, etc) prior to the grade which would typically be permitted for scheduling of these courses by regular education students; and dual-enrollment (HS level) when K-12 district options have been exhausted by the student prior to graduation. Additionally, SEL support, counseling, etc. can be provided if needed to address a student's needs and support them as needed as well as individual meetings with the gifted specialists or other support staff on an as needed basis.

Chief School Administrator   Date

- -

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

Methacton School District

123465303

1001 Kriebel Mill Road , Eagleville, PA 19403

Matthew Walsh

mwalsh@methacton.org

610-489-5000 Ext. 15012

Dr. David Zerbe, Superindentent

dzerbe@methacton.org

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
Michelle Stead	Teacher of Special Education	Teacher	Teacher
Stephanie Sawyer	Teacher of ELs	Teacher	Teacher

Name	Title	Committee Role	Chosen/Appointed by
Deborah Wittenberg	Teacher	Teacher	Teacher
Destenie Bongiorno	Teacher of Special Education	Teacher	Teacher
Caitlin Ferenchak	Teacher	Teacher	Teacher
Heather DePiano	Teacher of Special Education	Teacher	Teacher
Jennifer Heusser	Teacher	Teacher	Teacher
Matthew Walsh	Director of Curriculum, Instruction and Assessment	Administrator	Administration Personnel
Tara Ricci	Supervisor of Continuous Improvement	Administrator	Administration Personnel
Melissa Gorla	Supervisor of Secondary Education	Administrator	Administration Personnel
Tara Strouse	Supervisor of Elementary Education	Administrator	Administration Personnel

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: a. Assess the needs of inductees?	Yes
b. Describe how the program will be structured?	Yes
c. Describe what content will be included, along with the delivery format and timeframe?	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.

Potential mentors are identified by the building administrator based on their certification and knowledge of the building where the new staff member is assigned. These identified individuals are then vetted through Human Resources and the curriculum department before an invitation to mentor is issued.

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.	No
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	No
Classroom assessment data (Formative & Summative)	Yes
Inductee survey (local, intermediate units and national level)	Yes
Review of inductee lesson plans	Yes
Review of written reports summarizing instructional activity	No
Submission of Inductee Portfolio	No
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	Yes

OTHER

Identification of resources that the inductee will be required to use at their level and tailoring training accordingly.

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**

Methacton's Induction Program begins with two full days of training before the opening in-service for all staff. These sessions include information on district administration, mission, vision and procedures. Additionally we cover the professional code of conduct, state mandates, Educator Effectiveness and district technology. Three additional after school sessions are held during the first semester. These sessions cover parent conferences, grading, and instructional practices. Additionally, inductees meet with their mentors weekly and are visited in their classrooms by members of administration for feedback on instructional practice.

EDUCATOR INDUCTION PLAN TOPIC AREAS

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
4f: Showing Professionalism	Year 1 Fall

ASSESSMENTS AND PROGRESS MONITORING

Selected Danielson Framework(s)	Timeline
3d: Using Assessment in Instruction	Year 1 Fall

INSTRUCTIONAL PRACTICES

Selected Danielson Framework(s)	Timeline
3c: Engaging Students in Learning	Year 1 Fall

Selected Danielson Framework(s)	Timeline

SAFE AND SUPPORTIVE SCHOOLS

Selected Danielson Framework(s)	Timeline
2d: Managing Student Behavior	Year 1 Fall

STANDARDS/CURRICULUM

Selected Danielson Framework(s)	Timeline
1d: Demonstrating Knowledge of Resources	Year 1 Fall

TECHNOLOGY INSTRUCTION

Selected Danielson Framework(s)	Timeline
1e: Designing Coherent Instruction	Year 1 Fall

PROGRESS REPORTS AND PARENT-TEACHER CONFERENCING

Selected Danielson Framework(s)	Timeline
4c: Communicating with Families	Year 1 Fall

ACCOMMODATIONS AND ADAPTATIONS FOR DIVERSE LEARNERS

Selected Danielson Framework(s)	Timeline
1b: Demonstrating Knowledge of Students	Year 1 Fall

DATA INFORMED DECISION MAKING

Selected Danielson Framework(s)	Timeline
4d: Participating in a Professional Community	Year 1 Winter

MATERIALS AND RESOURCES FOR INSTRUCTION

Selected Danielson Framework(s)	Timeline
1d: Demonstrating Knowledge of Resources	Year 1 Fall

CLASSROOM AND STUDENT MANAGEMENT

Selected Danielson Framework(s)	Timeline
2c: Managing Classroom Procedures	Year 1 Fall

PARENTAL AND/OR COMMUNITY INVOLVEMENT

Selected Danielson Framework(s)	Timeline
4c: Communicating with Families	Year 1 Winter, Year 1 Fall

OTHER

Selected Danielson Framework(s)	Timeline
2a: Creating an Environment of Respect and Rapport	Year 1 Fall

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

Both inductees and mentors are surveyed at the end of the school year to evaluate the effectiveness of the program and to offer suggestions for changes for future years.

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
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.	Yes
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.

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.

Chief School Administrator   Date

ACT 48

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.

PROFILE AND PLAN ESSENTIALS

Methacton School District

123465303

1001 Kriebel Mill Road, Eagleville, PA 19403

Matthew Walsh

mwalsh@methacton.org

6104895000 X 15012

Dr. David Zerbe, Superindentent

dzerbe@methacton.org

STEERING COMMITTEE

Name	Title	Committee Role	Appointed By
Michelle Stead	Teacher of Special Education	Michelle Stead	Teacher
Irene Dobbs	Instructional Support Assistant	Irene Dobbs	Administration Personnel
Stephanie Sawyer	ELD Teacher	Stephanie Sawyer	Teacher
Tracey Hanson	Instructional Support Assistant	Tracey Hanson	Administration Personnel
Deborah Eaton	Community Member	Deborah Eaton	School Board of Directors
Caitlin Ferenchak	Teacher	Caitlin Ferenchak	Teacher

Name	Title	Committee Role	Appointed By
Destenie Bongiorno	Teacher of Special Education	Destenie Bongiorno	Teacher
Heatehr dePiano	Teacher of Special Education	Heatehr dePiano	Teacher
Jennifer Heusser	Teacher	Jennifer Heusser	Teacher
Amy Golden	Teacher	Amy Golden	Teacher
Deborah Wittenberg	Teacher	Deborah Wittenberg	Teacher
Tara Strouse	Supervisor of Elementary Education	Tara Strouse	Administration Personnel
Melissa Gorla	Supervisor of Secondary Education	Melissa Gorla	Administration Personnel
Matthew Walsh	Director of CIA	Matthew Walsh	Administration Personnel
Cindy Hartson	Counselor	Cindy Hartson	Teacher
Greg Young	School Board Member	Greg Young	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 committee meets 4-5 times a year to discuss our in-service days, approve flexible, personal professional development proposals, create and review the district needs assessment and to participate in any related projects. Sub-committees are formed relevant to projects or when looking to approve flexible proposals at various grade spans.

PROFESSIONAL EDUCATION PLAN (PEP) (22 PA CODE, 49.17)

Professional Education Plan Guidelines	Yes/No
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
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 PLANS STEPS FROM COMPREHENSIVE PLAN

MATH PILOT TRAINING

Action Step	Audience	Topics to be Included	Evidence of Learning
Educate curriculum committee on curriculum writing framework, research process, pilot process and selection process. Review standards and updates. Activate selection process. Provide professional development for teachers of mathematics centered on best instructional practices for math. Implement use of new resource. Support teachers through implementation.	K-12 Math teachers	Information about the Resource Standards Reporting tools Assessments	Observation of Implementation, student performance

Lead Person/Position	Anticipated Timeline
Supervisors of Elementary and Secondary Education	08/24/2022 - 06/14/2024

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice	At least 4 sessions	1a: Demonstrating Knowledge of Content and	

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
day	each year	Pedagogy 1d: Demonstrating Knowledge of Resources	

MULTI-TIERED SYSTEMS OF SUPPORTS (MTSS)

Action Step	Audience	Topics to be Included	Evidence of Learning
Plan and provide instruction for staff around each of the key components of a Multi-Tiered System of Supports structure that allows for clearly defined expectations, definitions and entry points to the work.	All staff K-12 by levels over the 3-year cycle	Definitions associated with MTSS, structure of the district's process, roles and responsibilities	Appropriate participation in the MTSS structure; successful use of the MTSS process

Lead Person/Position	Anticipated Timeline
Supervisor of Continuous Improvement	06/03/2022 - 06/13/2025

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	At least two times per school year	1c: Setting Instructional Outcomes 4b: Maintaining Accurate Records 1b: Demonstrating Knowledge of Students	Language and Literacy Acquisition for All Students
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	At least four times per school year	4b: Maintaining Accurate Records 1b: Demonstrating Knowledge of Students 1c: Setting Instructional Outcomes	Language and Literacy Acquisition for All Students

CLASSROOM INSTRUCTION FOR ALL

Action Step	Audience	Topics to be Included	Evidence of Learning
Provide professional development for teachers around differentiated instruction, utilizing supports within the classroom, and co-teaching.	All staff K-12	Differentiated instruction, understanding supports for core instruction, trauma informed	Improved practices, improved student performance on state

Action Step	Audience	Topics to be Included	Evidence of Learning
Implement a cycle of professional development sessions, implementation of learned skills, reflection meetings, and refinement.		instruction	assessments.

Lead Person/Position	Anticipated Timeline
Director of Curriculum	06/17/2022 - 06/14/2024

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	At least four times per school year	1c: Setting Instructional Outcomes 1a: Demonstrating Knowledge of Content and Pedagogy 3e: Demonstrating Flexibility and Responsiveness 3c: Engaging Students in Learning 1d: Demonstrating Knowledge of	Teaching Diverse Learners in an Inclusive Setting

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
		Resources	
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	At least four times per school year	3c: Engaging Students in Learning 1c: Setting Instructional Outcomes 1a: Demonstrating Knowledge of Content and Pedagogy 1d: Demonstrating Knowledge of Resources	Language and Literacy Acquisition for All Students

INCLUSIVE EDUCATION

Action Step	Audience	Topics to be Included	Evidence of Learning
Provide professional development for teachers around differentiated instruction, utilizing supports within the classroom, and co-teaching.	All professional and administrative staff K-12	Trauma informed instruction, how to manage para-professionals in the classroom, data collection, co-teaching	Improved practices, reduction in student pull outs for instruction, improved student performance on state assessments.

Lead Person/Position	Anticipated Timeline
Directors of Curriculum and Pupil Services	06/17/2022 - 12/01/2025

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	At least four times per school year	2c: Managing Classroom Procedures 1c: Setting Instructional Outcomes 3d: Using Assessment in Instruction 1e: Designing Coherent Instruction	Teaching Diverse Learners in an Inclusive Setting
Professional Learning Community (PLC)	Monthly meetings	3d: Using Assessment in Instruction 2c: Managing Classroom Procedures 1c: Setting Instructional Outcomes 1e: Designing Coherent	Teaching Diverse Learners in an Inclusive Setting

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
		Instruction	

OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES

TRAUMA INFORMED INSTRUCTION

Audience	Topics to be Included	Evidence of Learning
All Staff K-12	Trauma informed care, signs and sympotoms, resiliency	Participation in ongoing discussions, classroom observations

Lead Person/Position	Anticipated Timeline
Director of Pupil Services	05/17/2022 - 12/19/2025

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	At least once per year each year	1b: Demonstrating Knowledge of Students 4e: Growing and Developing Professionally	

EVALUATION AND REVIEW

DESCRIBE IN THE BOX BELOW THE PROCEDURES FOR EVALUATING AND REVIEWING THE PROFESSIONAL EDUCATION PLAN.

Our Act 48 Committee, led by our Supervisors of Secondary and Elementary Education, review the plan for in-service, create and review the annual needs assessment and the feedback from staff on in-service sessions. Additionally, the curriculum department reviews staff evaluations and student data to determine needs that are brought forward to the committee for planning of professional development.

PROFESSIONAL EDUCATION PLAN ASSURANCES

We affirm that this Professional Education Plan focuses on the learning needs of each staff member to ensure all staff members meet or exceed high academic standards in each of the core subject areas.

Professional Education Committee Chairperson: Date

- -

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

Superintendent or Chief Administrative Officer: Date