



## Profile and Plan Essentials

<b>LEA Type</b>	AUN	
South Park School District	103028753	
<b>Address 1</b>		
2005 Eagle Ridge Drive		
<b>Address 2</b>		
<b>City</b>	<b>State</b>	<b>Zip Code</b>
South Park	Pennsylvania	15129
<b>Chief School Administrator</b>	<b>Chief School Administrator Email</b>	
Wayne Gdovic	wayne.gdovic@sparksd.org	
<b>Single Point of Contact Name</b>		
Wayne Gdovic		
<b>Single Point of Contact Email</b>		
wayne.gdovic@sparksd.org		
<b>Single Point of Contact Phone Number</b>		
4126553111		

## Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Wayne Gdovic	Administrator	South Park School District	wayne.gdovic@sparksd.org
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Kelly Aultz	Parent	SPMS / Parent	kelly.aultz@sparksd.org
John Pastorius	Staff Member	SPHS / Staff	john.pastorius@sparksd.org
Jeff Boles	Staff Member	SPHS / Staff	jeffrey.boles@sparksd.org
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Stacie Klocek	Parent	SPHS / Parent	stacieklocek@yahoo.com
Elli-Anne Laing	Other	SPHS / Student	ellianne.laing@sparkstudents.org
Angela Girol	Board Member	South Park School District	angela.girol@sparksd.org
Dave Giusti	Board Member	South Park School District	david.giusti@sparksd.org
Charlie Bova	Community Member	SPHS / Community Member Allegheny Global Environmental	CharlieBove@gmail.com



## LEA Profile

Located in Allegheny County, PA, South Park School District spans 9.3 square miles, and houses three public schools: South Park Elementary Center (K-4), South Park Middle School (5-8), and South Park High School (9-12). Over the last five years, District enrollment has increased from 1771 students in 2018-2019 to 1839 learners in 2023-2024. While the percentage of students identified as economically disadvantaged has fluctuated over the last five years (between 24.4% and 34.2%), the percentage of students receiving English Language (from 1.1% to 2.9%) or special education (from 10.8% to 15.1%) support has increased each year. The student population is growing and enjoying the benefits of increasing diversity due in part to new housing developments and generational pride of families residing in our small, suburban setting.

In addition to education, the South Park School District community values athletics, and extracurricular activities. This is evident in the high student participation rates, family and community attendance at events, and the continued support of maintaining facilities. All schools are maintained and updated to meet the current and future needs of our student body. Most recently, the South Park Elementary Center is in the middle of a construction and renovation project to increase classrooms and restructure learning spaces to serve the varied interests of our youngest learners. The District continues to priority the safety and well-being of each child and colleague by employing a full-time, armed school police officer at each building. In a district with few business opportunities and a local tax base comprised primarily of family households, providing these resources and opportunities demonstrates citizens' commitment to children and the school community.

## Mission and Vision

### Mission

The South Park School District fosters a student-centered culture of lifelong learners, difference makers, and global citizens.

### Vision

The South Park School District cultivates resourceful, lifelong learners who persevere in purposeful goals, embrace challenges, and strengthen the local and global community.

## Educational Values

### Students

- Cultivating a student-centered experience demands the collaborative efforts of children, colleagues, families, and community members. - Learning extends beyond the walls of the classroom. - A student-centered culture is one that thrives in a positive environment. - Technology is a resource but not a replacement. - All members of the school community have a responsibility in maintaining a safe, supportive learning environment. - Regular attendance is expected and valued. - Students are engaged in and value learning opportunities and experiences. - Community Service strengthens ties between the community and our schools. - Extracurricular and co-curricular opportunities are essential in the development of a student-centered culture.

### Staff

- Cultivating a student-centered experience demands the collaborative efforts of children, colleagues, and community members. - Learning extends beyond the walls of the classroom. - All educators will continue to grow professionally and apply new learning to the experiences we provide for learners. - A student-centered culture is one that thrives in a positive environment. - Technology is a resource but not a replacement. - All members of the school community have a responsibility in maintaining a safe, supportive learning environment. - Regular attendance is expected and valued. - School personnel will actively communicate and partner with families to facilitate a positive learning experience for children. - School personnel have the responsibility to maintain positive digital citizenship to serve as positive role models for children.

### Administration

- Cultivating a student-centered experience demands the collaborative efforts of children, colleagues, and community members. - Learning extends beyond the walls of the classroom. - All administrators will continue to grow professionally and apply new learning to the experiences we provide for learners. - A student-centered culture is one that thrives in a positive environment. - Technology is a resource but not a replacement. - All members of the school community have a responsibility in maintaining a safe, supportive learning environment. - School personnel will actively communicate and partner with families to facilitate a positive learning experience for children. - School personnel have the responsibility to maintain positive digital citizenship to serve as positive role models for children.

### Parents

- Cultivating a student-centered experience demands the collaborative efforts of children, colleagues, and community members. - Learning extends beyond the walls of the classroom. - A student-centered culture is one that thrives in a positive environment. - Technology is a resource but not a replacement. - All members of the school community have a responsibility in maintaining a safe, supportive learning environment. - Families will actively communicate and partner with school personnel to facilitate a positive learning experience for children. - Families have the responsibility to maintain positive digital citizenship to serve as positive role models for children.

### Community

- Cultivating a student-centered experience demands the collaborative efforts of children, colleagues, and community members. - Learning extends beyond the walls of the classroom. - A student-centered culture is one that thrives in a positive environment. - Technology is a resource but not a replacement. - All

members of the school community have a responsibility in maintaining a safe, supportive learning environment. - Community members have the responsibility to maintain positive digital citizenship to serve as positive role models for children.

**Other (Optional)**

Omit selected.



## Future Ready PA Index

### Review of the School(s) Level Performance

#### Strengths

Indicator	Comments/Notable Observations
2023 Proficient or Advanced on PA State Assessments: Science Performance	SPEC - According to the 2023 All Student Group Performance for Science, 81.4% of 4th graders scored Proficient or Advanced (Statewide Average 58.9%). 38% of students scored Advanced, which is above the state average of 26%. SPMS - According to the 2023 All Student Group Performance for Science, 70.7% of 8th graders scored Proficient or Advanced (Statewide Average 58.9%). 27.6% of students scored Advanced, which is above the state average of 26%.
2023 Meeting Annual Academic Growth Expectations (PVAAS): English Language Arts	SPEC - According to the 2023 Meeting Annual Growth Expectations, the All Student Group of SPEC students met the Standard Demonstrating Growth in English Language Arts. SPMS - According to the 2023 Meeting Annual Growth Expectations, the All Student Group of SPMS students exceeded the Standard Demonstrating Growth in English Language Arts. SPHS - According to the 2023 Meeting Annual Growth Expectations, the All Student Group of SPHS students exceeded the Standard Demonstrating Growth in Literature.
2023 Meeting Annual Academic Growth Expectations (PVAAS): Mathematics	SPHS - According to the 2023 Meeting Annual Growth Expectations, the All Student Group of SPHS students exceeded the Standard Demonstrating Growth in Mathematics.

#### Challenges

Indicator	Comments/Notable Observations
2023 Proficient or Advanced on PA State Assessments: English Language Arts/Literature	SPEC - While SPEC students met the standard demonstrating growth in English Language Arts, 60.9% of students scored Proficient or Advanced. This percentage met neither the Statewide 2033 Goal nor the School Interim Target (69.1%). SPMS - While SPMS students exceeded the standard demonstrating growth in English Language Arts, 61.8% of students scored Proficient or Advanced. This percentage met neither the Statewide 2033 Goal nor the School Interim Target (69.1%). SPHS - While SPHS students exceeded the standard demonstrating growth in Literature, 66.7% of students scored Proficient or Advanced. This percentage met neither the Statewide 2033 Goal (81.1%) nor the School Interim Target (69.1%).
2023 Proficient or Advanced on PA State Assessments: Mathematics/Algebra	SPEC- 52.3% of SPEC students scored Proficient or Advanced in Mathematics; this percentage meets neither the Statewide 2033 Goal (71.8%) nor the School Interim Target (69.1%). Further, the All Student Group did not meet the standard demonstrating growth. SPMS - While SPMS students met the standard demonstrating growth in mathematics, 45% of students scored Proficient or Advanced. This percentage met neither the Statewide 2033 Goal nor the School Interim Target (54%). SPHS - While SPHS students exceeded the standard demonstrating growth in Algebra, 37.6% of students scored Proficient or Advanced. This percentage met neither the Statewide 2033 Goal (71.8%) nor the School Interim Target (54%).
2023 Proficient or Advanced on PA State Assessments: Science/Biology	SPHS - While SPHS students met the standard demonstrating growth in Biology, 56% of students scored Proficient or Advanced. This percentage met neither the Statewide 2033 Goal (83%) nor the School Interim Target (72%).

## Review of Grade Level(s) and Individual Student Group(s)

### Strengths

<p><b>Indicator</b> 2023 English Language Arts <b>Grade Level(s) and/or Student Group(s)</b> Economically Disadvantaged</p>	<p><b>Comments/Notable Observations</b> SPMS- The percentage of students designated as economically disadvantaged who scored Proficient or Advanced has increased each year since 2020-2021. Between the 2022 and 2023 state assessments, the percentage of students meeting this threshold increased by 4.6% (from 42.1% to 46.7%). SPHS- The percentage of students designated as economically disadvantaged who scored Proficient or Advanced increased between the 2022 and 2023 state assessments by 12.8% (from 40% to 52.8%).</p>
<p><b>Indicator</b> 2023 Mathematics <b>Grade Level(s) and/or Student Group(s)</b> Economically Disadvantaged</p>	<p><b>Comments/Notable Observations</b> SPEC - The percentage of students designated as economically disadvantaged who scored Proficient or Advanced in Mathematics has increased each year since 2020-2021 (from 25.4% to 44.4%). Between the 2022 and 2023 state assessments, the percentage of students meeting this threshold increased by 3.4% (from 41% to 44.4%). SPMS- The percentage of students designated as economically disadvantaged who score Proficient or Advanced in Mathematics has increased each year since 2020-2021. Between the 2022 and 2023 state assessments, the percentage of students meeting this threshold increased by 6.4% (from 21.1% to 27.5%).</p>
<p><b>Indicator</b> 2023 Science <b>Grade Level(s) and/or Student Group(s)</b> Economically Disadvantaged</p>	<p><b>Comments/Notable Observations</b> SPEC- The percentage of students designated as economically disadvantaged who score Proficient or Advanced in Science has increased each year since 2020-2021. Between the 2022 and 2023 state assessments, the percentage of students meeting this threshold increased by 6.5% (from 72.2% to 78.7%). SPMS- The percentage of students designated as economically disadvantaged who score Proficient or Advanced in Science has increased each year since 2020-2021. Between the 2022 and 2023 state assessments, the percentage of students meeting this threshold increased by 18.1% (from 39.4% to 57.5%).</p>

### Challenges

<p><b>Indicator</b> English Language Arts <b>Grade Level(s) and/or Student Group(s)</b> Students with Disabilities</p>	<p><b>Comments/Notable Observations</b> SPEC- The percentage of students with disabilities who scored Proficient or Advanced in English Language Arts in 2023 was 26.8%. This is a 4.6% decrease over the previous year, and a 34.1% gap between students with disabilities and the all student group. Further, we did not meet the standard demonstrating growth for students with disabilities. SPMS - The percentage of students with disabilities who scored Proficient or Advanced in English Language Arts in 2023 was 19.8%. This is a 3.7% decrease over the previous year, and a 42% gap between students with disabilities and the all student group. Further, we did not meet the standard demonstrating growth for students with disabilities. SPHS - The percentage of students with disabilities who scored Proficient or Advanced in Literature in 2023 was 23.8%. Further, we did not meet the standard demonstrating growth for students with disabilities.</p>
<p><b>Indicator</b> Mathematics <b>Grade Level(s) and/or Student Group(s)</b> Students with Disabilities</p>	<p><b>Comments/Notable Observations</b> SPEC- The percentage of students with disabilities who scored Proficient or Advanced in Mathematics in 2023 was 19.5%. This is a 9.1% decrease over the previous year, and a 35.1% gap between students with disabilities and the all student group. Further, we did not meet the standard demonstrating growth for students with disabilities. SPMS - The percentage of students with disabilities who scored Proficient or Advanced in Mathematics in 2023 was 9.9%. This is a 3.3% decrease over the previous year, and a 32.8% gap between students with disabilities and the all student group. Further, we did not meet the standard demonstrating growth for</p>

	students with disabilities. SPHS - The percentage of students with disabilities who scored Proficient or Advanced in Algebra in 2023 was 21.1%. Further, we did not meet the standard demonstrating growth for students with disabilities.
<b>Indicator</b> English Language Arts <b>Grade Level(s) and/or Student Group(s)</b> Black	<b>Comments/Notable Observations</b> SPMS - The percentage of students who identify as Black and scored Proficient or Advanced in English Language Arts was 29.7% on the most recent state assessment. This is a 2.3% decrease over the previous year, and a 35% gap between Black and White learners.
<b>Indicator</b> Mathematics <b>Grade Level(s) and/or Student Group(s)</b> Black	<b>Comments/Notable Observations</b> SPMS - While the percentage of Black students scoring Proficient or Advanced increased from the previous year to the most recent assessment (2023) by 5.6%, there is a 25.4% gap between Black and White learners in mathematics.
<b>Indicator</b> English Language Arts <b>Grade Level(s) and/or Student Group(s)</b> Economically Disadvantaged	<b>Comments/Notable Observations</b> SPEC - While the percentage of students designated as economically disadvantaged who scored Proficient or Advanced has increased each year since 2020-2021, the increase has been minimal (from 46.9% to 48.4%). Further, there is a 12.5% gap between the All Student and Economically Disadvantaged subgroups. SPMS - While the percentage of students designated as economically disadvantaged scoring Proficient or Advanced in English Language Arts has increased, there is a 15.1% gap between the All Student group and Economically Disadvantaged group. SPHS - While the percentage of students designated as economically disadvantaged scoring Proficient or Advanced in Literature has increased, there is a 13.9% gap between the All Student group and Economically Disadvantaged group.
<b>Indicator</b> Mathematics <b>Grade Level(s) and/or Student Group(s)</b> Economically Disadvantaged	<b>Comments/Notable Observations</b> SPEC - While the percentage of students designated as economically disadvantaged scoring Proficient or Advanced in Mathematics has increased, there is a 7.9% gap between the All Student group and Economically Disadvantaged group. Further, students in this subgroup did not meet the standard demonstrating growth. SPMS - While the percentage of students designated as economically disadvantaged scoring Proficient or Advanced in Mathematics has increased, there is a 17.5% gap between the All Student group and Economically Disadvantaged group. SPHS - The percentage of students designated as economically disadvantaged scoring Proficient or Advanced in Algebra in 2023 was 33.3%; this is a 4.3% gap between the All Student group and Economically Disadvantaged group.

## 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.

2023 Meeting Annual Academic Growth Expectations (PVAAS): English Language Arts - SPEC - According to the 2023 Meeting Annual Growth Expectations, the All Student Group of SPEC students met the Standard Demonstrating Growth in English Language Arts. SPMS - According to the 2023 Meeting Annual Growth Expectations, the All Student Group of SPMS students exceeded the Standard Demonstrating Growth in English Language Arts. SPHS - According to the 2023 Meeting Annual Growth Expectations, the All Student Group of SPHS students exceeded the Standard Demonstrating Growth in Literature.

2023 Meeting Annual Academic Growth Expectations (PVAAS): Mathematics - SPHS - According to the 2023 Meeting Annual Growth Expectations, the All

Student Group of SPHS students exceeded the Standard Demonstrating Growth in Mathematics.

### 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.

2023 Proficient or Advanced on PA State Assessments: English Language Arts/Literature - SPEC - While SPEC students met the standard demonstrating growth in English Language Arts, 60.9% of students scored Proficient or Advanced. This percentage met neither the Statewide 2033 Goal nor the School Interim Target (69.1%). SPMS - While SPMS students exceeded the standard demonstrating growth in English Language Arts, 61.8% of students scored Proficient or Advanced. This percentage met neither the Statewide 2033 Goal nor the School Interim Target (69.1%). SPHS - While SPHS students exceeded the standard demonstrating growth in Literature, 66.7% of students scored Proficient or Advanced. This percentage met neither the Statewide 2033 Goal (81.1%) nor the School Interim Target (69.1%).

2023 Proficient or Advanced on PA State Assessments: Mathematics/Algebra - SPEC- 52.3% of SPEC students scored Proficient or Advanced in Mathematics; this percentage meets neither the Statewide 2033 Goal (71.8%) nor the School Interim Target (69.1%). Further, the All Student Group did not meet the standard demonstrating growth. SPMS - While SPMS students met the standard demonstrating growth in mathematics, 45% of students scored Proficient or Advanced. This percentage met neither the Statewide 2033 Goal nor the School Interim Target (54%). SPHS - While SPHS students exceeded the standard demonstrating growth in Algebra, 37.6% of students scored Proficient or Advanced. This percentage met neither the Statewide 2033 Goal (71.8%) nor the School Interim Target (54%).

## Local Assessment

### English Language Arts

Data	Comments/Notable Observations
Acadience Reading Benchmark	According to the January 2024 Acadience Reading Benchmark Assessment, the following percentage of assessed students were at or above benchmark: 65.2% (K), 66.1% (1), 72% (2), 66.4% (3), and 63.9% (4).
STAR Reading Benchmark	According to the January 2024 STAR Reading Benchmark Assessment, the following percentage of assessed were proficient or better: 44.9% (Grade 5), 39.7% (Grade 6), 42% (Grade 7), 39.6% (Grade 8).

### English Language Arts Summary

#### Strengths

Elementary teachers are beginning to shift instructional practices and materials to align with the science of reading.
The percentage of first graders who were reading at or above grade level increased by 13% between the beginning-of-year and mid-year benchmark reading assessments (Acadience).

#### Challenges

While we are beginning to shift instructional practices and materials that align with the science of reading at the elementary center, we are not yet fully aligned and need to continue our professional learning and application journey.
The percentage of students scoring "proficient" or "advanced" on the STAR Reading Benchmark Assessment decreased in grades 5-8, when comparing the beginning-of-year assessment to the mid-year benchmark assessment. (-12.75%, Grade 5; -15.5%, Grade 6; -10.9%, Grade 7; -2.4%, Grade 8).

### Mathematics

Data	Comments/Notable Observations
Acadience Math Benchmark	According to the January 2024 Acadience Math Benchmark Assessment, the following percentage of assessed students were at or above benchmark: 55.8% (K), 52.9% (1), 60% (2), 50.4% (3), and 53.8% (4).
STAR Math Benchmark	According to the January 2024 STAR Math Benchmark Assessment, the following percentage of assessed were proficient or better: 33.3% (Grade 5), 32% (Grade 6), 51.2% (Grade 7), 41.7% (Grade 8).

### Mathematics Summary

#### Strengths

In 2023-2024, we started a partnership with Digital Promise focused on instructional coaching in mathematics.
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#### Challenges

The percentage of students scoring "proficient" or "advanced" on the STAR Math Benchmark Assessment decreased in grades 5, 6, & 8, and increased by less than 1% (0.8%) in Grade 7, when comparing the beginning-of-year assessment to the mid-year benchmark assessment. (-2%, Grade 5; -1.3%, Grade 6; -7.3%, Grade 7).
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Grade 8).
According to the January 2024 STAR Math Benchmark Assessment, the following percentage of assessed were proficient or better: 33.3% (Grade 5), 32% (Grade 6), 51.2% (Grade 7), 41.7% (Grade 8).
The high school does not currently administer a local benchmark assessment.
According to the January 2024 Acadience Math Benchmark Assessment, the following percentage of assessed students were at or above benchmark: 55.8% (K), 52.9% (1), 60% (2), 50.4% (3), and 53.8% (4).

### Science, Technology, and Engineering Education

Data	Comments/Notable Observations
PSSA/PVAAS/Keystone Exam	81.4% of assessed fourth graders were proficient or advanced on the PSSA on the Spring 2023 assessment. This group also met the growth standard in science (PVAAS). 70.7% of assessed eighth graders were proficient or advanced on the PSSA Science on the Spring 2023 assessment. However, this group did not meet the growth standard in science (PVAAS). 56% of high school students were proficient or advanced on the Biology Keystone Exam, which met neither the school interim annual target nor the statewide 2030 goal. This group, however, did meet the growth standard for the Biology Keystone Exam.

### Science, Technology, and Engineering Education Summary

#### Strengths

81.4% of assessed fourth graders were proficient or advanced on the PSSA on the Spring 2023 assessment. This group also met the growth standard in science (PVAAS).
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#### Challenges

We are in the process of shifting our curriculum and instruction alignment from the Academic Standards to the revised PA Science, Technology & Engineering, Environmental Literacy and Sustainability (STEELS) Standards.
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## Related Academics

### Career Readiness

Data	Comments/Notable Observations
2023 Career Standards Benchmark	85.7% of SPHS Students met the Career Standards Benchmark; however, this is below the Statewide Performance Standard of 98%.
2023 Career Standards Benchmark	98.5% of SPMS Students met the Career Standards Benchmark; this meets the Statewide Performance Standard (98%).

### Career and Technical Education (CTE) Programs

**True** Career and Technical Education (CTE) Programs Omit

### Arts and Humanities

**True** Arts and Humanities Omit

### Environment and Ecology

**True** Environment and Ecology Omit

### Family and Consumer Sciences

**True** Family and Consumer Sciences Omit

### Health, Safety, and Physical Education

**True** Health, Safety, and Physical Education Omit

### Social Studies (Civics and Government, Economics, Geography, History)

**True** Social Studies (Civics and Government, Economics, Geography, History) Omit

### Articulation Agreements

**False** We do not have any articulation agreements because we do not have high school students, or ALL current agreements have been uploaded to other FRCPP plans.

### Partnering Institution

**Agreement Type**

**Program/Course Area**

**Uploaded Files**

**Partnering Institution**

Robert Morris University

**Agreement Type**

Dual Credit

**Program/Course Area**

Academic

**Uploaded Files**

RMU (1).pdf

**Partnering Institution**

Duquesne University

**Agreement Type**

Dual Credit

**Program/Course Area**

Academic

**Uploaded Files**

South Park HS 23-24 start.pdf

**Partnering Institution**

University of Pittsburgh

**Agreement Type**

Dual Credit

**Program/Course Area**

Academic

**Uploaded Files**



University of Pittsburgh (1)\_cc381865.pdf

**Partnering Institution**

CCAC

**Agreement Type**

Dual Credit

**Program/Course Area**

Academic

**Uploaded Files**

CCAC 2017.pdf

**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.

We are increasing dual credit opportunities for students at the high school.

**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.

85.7% of SPHS Students met the Career Standards Benchmark; however, this is below the Statewide Performance Standard of 98%.

## Equity Considerations

### English Learners

**True** This student group is not a focus in this plan.

### Students with Disabilities

**True** This student group is not a focus in this plan.

### Students Considered Economically Disadvantaged

**True** This student group is not a focus in this plan.

### Student Groups by Race/Ethnicity

**True** This student group is not a focus in this plan.

## 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.

Strengths were captured in the Future Ready section for individual student groups.

## 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.

Challenges were captured in the Future Ready section for individual student groups.

## Designated Schools

There are no Designated Schools.

## Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	NA
Title 1 Program	NA
Student Services	NA
K-12 Guidance Plan (339 Plan)	NA
Technology Plan	NA
English Language Development Programs	NA

### Strengths

Review the comments and notable observations listed and record those which have had the most impact in improving your most pressing challenges.

### 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.

## Conditions for Leadership, Teaching, and Learning

### Empower Leadership for District Continuous Improvement

Foster a vision and culture of high expectations for success for all students, educators, and families	Emerging
Establish and maintain a focused system for continuous improvement and ensure organizational coherence	Emerging
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district	Emerging

### Focus on Continuous Improvement of Instruction

Ensure effective, standards-aligned curriculum and assessment	Operational
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction	Emerging
Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning	Emerging

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

Coordinate and monitor supports aligned with students' and families' needs	Emerging
Partner with local businesses, community organizations, and other agencies to meet the needs of the district	Emerging

### Implement Data-Driven Human Capital Strategies

Recruit and retain fully credentialed, experienced and high-quality leaders and teachers	Operational
Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities	Operational

### Organize and Allocate Resources and Services Strategically and Equitably

Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data	Operational
Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities	Emerging

## 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.

Ensure effective, standards-aligned curriculum and assessment.
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.

### 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.

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.

## Summary of Strengths and Challenges from the Needs Assessment

### Strengths

Examine the Summary of Strengths. Identify the strengths that are most positively contributing to achievement of your mission and vision. Check the box to the right of these identified strength(s).

Strength	Check for Consideration in Plan
2023 Meeting Annual Academic Growth Expectations (PVAAS): Mathematics - SPHS - According to the 2023 Meeting Annual Growth Expectations, the All Student Group of SPHS students exceeded the Standard Demonstrating Growth in Mathematics.	True
2023 Meeting Annual Academic Growth Expectations (PVAAS): English Language Arts - SPEC - According to the 2023 Meeting Annual Growth Expectations, the All Student Group of SPEC students met the Standard Demonstrating Growth in English Language Arts. SPMS - According to the 2023 Meeting Annual Growth Expectations, the All Student Group of SPMS students exceeded the Standard Demonstrating Growth in English Language Arts. SPHS - According to the 2023 Meeting Annual Growth Expectations, the All Student Group of SPHS students exceeded the Standard Demonstrating Growth in Literature.	True
Elementary teachers are beginning to shift instructional practices and materials to align with the science of reading.	False
The percentage of first graders who were reading at or above grade level increased by 13% between the beginning-of-year and mid-year benchmark reading assessments (Acadience).	False
	False
Ensure effective, standards-aligned curriculum and assessment.	False
Recruit and retain fully credentialed, experienced and high-quality leaders and teachers.	False
Strengths were captured in the Future Ready section for individual student groups.	False
In 2023-2024, we started a partnership with Digital Promise focused on instructional coaching in mathematics.	False
81.4% of assessed fourth graders were proficient or advanced on the PSSA on the Spring 2023 assessment. This group also met the growth standard in science (PVAAS).	False
We are increasing dual credit opportunities for students at the high school.	False
Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities.	False

### Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your District and if improved would have the most pronounced impact in achieving your mission and vision. Check the box to the right of these identified challenge(s).

Strength	Check for Consideration in Plan
2023 Proficient or Advanced on PA State Assessments: English Language Arts/Literature - SPEC - While SPEC students met the standard demonstrating growth in English Language Arts, 60.9% of students scored Proficient or Advanced. This percentage	True



met neither the Statewide 2033 Goal nor the School Interim Target (69.1%). SPMS - While SPMS students exceeded the standard demonstrating growth in English Language Arts, 61.8% of students scored Proficient or Advanced. This percentage met neither the Statewide 2033 Goal nor the School Interim Target (69.1%). SPHS - While SPHS students exceeded the standard demonstrating growth in Literature, 66.7% of students scored Proficient or Advanced. This percentage met neither the Statewide 2033 Goal (81.1%) nor the School Interim Target (69.1%).	
2023 Proficient or Advanced on PA State Assessments: Mathematics/Algebra - SPEC- 52.3% of SPEC students scored Proficient or Advanced in Mathematics; this percentage meets neither the Statewide 2033 Goal (71.8%) nor the School Interim Target (69.1%). Further, the All Student Group did not meet the standard demonstrating growth. SPMS - While SPMS students met the standard demonstrating growth in mathematics, 45% of students scored Proficient or Advanced. This percentage met neither the Statewide 2033 Goal nor the School Interim Target (54%). SPHS - While SPHS students exceeded the standard demonstrating growth in Algebra, 37.6% of students scored Proficient or Advanced. This percentage met neither the Statewide 2033 Goal (71.8%) nor the School Interim Target (54%).	True
	False
While we are beginning to shift instructional practices and materials that align with the science of reading at the elementary center, we are not yet fully aligned and need to continue our professional learning and application journey.	False
The percentage of students scoring "proficient" or "advanced" on the STAR Math Benchmark Assessment decreased in grades 5, 6, & 8, and increased by less than 1% (0.8%) in Grade 7, when comparing the beginning-of-year assessment to the mid-year benchmark assessment. (-2%, Grade 5; -1.3%, Grade 6; -7.3%, Grade 8).	False
According to the January 2024 STAR Math Benchmark Assessment, the following percentage of assessed were proficient or better: 33.3% (Grade 5), 32% (Grade 6), 51.2% (Grade 7), 41.7% (Grade 8).	False
85.7% of SPHS Students met the Career Standards Benchmark; however, this is below the Statewide Performance Standard of 98%.	False
Challenges were captured in the Future Ready section for individual student groups.	False
We are in the process of shifting our curriculum and instruction alignment from the Academic Standards to the revised PA Science, Technology & Engineering, Environmental Literacy and Sustainability (STEELS) Standards.	False
	False
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction.	False
Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning.	False
The percentage of students scoring "proficient" or "advanced" on the STAR Reading Benchmark Assessment decreased in grades 5-8, when comparing the beginning-of-year assessment to the mid-year benchmark assessment. (-12.75%, Grade 5; -15.5%, Grade 6; -10.9%, Grade 7; -2.4%, Grade 8).	False
The high school does not currently administer a local benchmark assessment.	False
According to the January 2024 Acadience Math Benchmark Assessment, the following percentage of assessed students were at or above benchmark: 55.8% (K), 52.9% (1), 60% (2), 50.4% (3), and 53.8% (4).	False

### Most Notable Observations/Patterns

In the space provided, record any of the comments and notable observations made as your team worked through the needs assessment that stand out as important to the challenge(s) you checked for consideration in your comprehensive plan.

While the District exceeds the State average in several areas, we recognize the need for improvement for All Students in ELA and Mathematics.

## Analyzing (Strengths and Challenges)

### Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
<p>2023 Proficient or Advanced on PA State Assessments: English Language Arts/Literature - SPEC - While SPEC students met the standard demonstrating growth in English Language Arts, 60.9% of students scored Proficient or Advanced. This percentage met neither the Statewide 2033 Goal nor the School Interim Target (69.1%). SPMS - While SPMS students exceeded the standard demonstrating growth in English Language Arts, 61.8% of students scored Proficient or Advanced. This percentage met neither the Statewide 2033 Goal nor the School Interim Target (69.1%). SPHS - While SPHS students exceeded the standard demonstrating growth in Literature, 66.7% of students scored Proficient or Advanced. This percentage met neither the Statewide 2033 Goal (81.1%) nor the School Interim Target (69.1%).</p>		True
<p>2023 Proficient or Advanced on PA State Assessments: Mathematics/Algebra - SPEC- 52.3% of SPEC students scored Proficient or Advanced in Mathematics; this percentage meets neither the Statewide 2033 Goal (71.8%) nor the School Interim Target (69.1%). Further, the All Student Group did not meet the standard demonstrating growth. SPMS - While SPMS students met the standard demonstrating growth in mathematics, 45% of students scored Proficient or Advanced. This percentage met neither the Statewide 2033 Goal nor the School Interim Target (54%). SPHS - While SPHS students exceeded the standard demonstrating growth in Algebra, 37.6% of students scored Proficient or Advanced. This percentage met neither the Statewide 2033 Goal (71.8%) nor the School Interim Target (54%).</p>		True

### Analyzing Strengths

Analyzing Strengths	Discussion Points
<p>2023 Meeting Annual Academic Growth Expectations (PVAAS): Mathematics - SPHS - According to the 2023 Meeting Annual Growth Expectations, the All Student Group of SPHS students exceeded the Standard Demonstrating Growth in Mathematics.</p>	
<p>2023 Meeting Annual Academic Growth Expectations (PVAAS): English Language Arts - SPEC - According to the 2023 Meeting Annual Growth Expectations, the All Student Group of SPEC students met the Standard Demonstrating Growth in English Language Arts. SPMS - According to the 2023 Meeting Annual Growth Expectations, the All Student Group of SPMS students exceeded the Standard Demonstrating Growth in English Language Arts. SPHS - According to the 2023 Meeting Annual Growth Expectations, the All Student Group of SPHS students exceeded the Standard Demonstrating Growth in Literature.</p>	

### Priority Challenges

Analyzing Priority Challenges	Priority Statements
	<p>To improve reading performance, we must address the relationships among the components of the instructional core: educators, students, and content. This is done primarily by aligning curriculum to state standards and developing capacity of educators (teachers, administrators,</p>

	and paraprofessionals) in content knowledge and effective instructional strategies aligned with the science of reading.
	To improve mathematics performance, we must address the relationships among the components of the instructional core: educators, students, and content. This is done primarily by aligning curriculum to state standards and developing capacity of educators (teachers, administrators, and paraprofessionals) in content knowledge and effective instructional strategies.

## Goal Setting

**Priority:** To improve reading performance, we must address the relationships among the components of the instructional core: educators, students, and content. This is done primarily by aligning curriculum to state standards and developing capacity of educators (teachers, administrators, and paraprofessionals) in content knowledge and effective instructional strategies aligned with the science of reading.

<b>Outcome Category</b>		
English Language Arts		
<b>Measurable Goal Statement (Smart Goal)</b>		
By the 2026-2027 School Year, at least 73.9% of students in grades 3-8 (PSSA English Language Arts) and high school (Literature Keystone Exam) will demonstrate grade-level/course-level proficiency, as measured by the PSSA and/or Keystone Exams for English Language Arts/Literature.		
<b>Measurable Goal Nickname (35 Character Max)</b>		
ELA Goal		
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>
By the 2024-2025 School Year, at least 71.5% of students in grades 3-8 (PSSA English Language Arts) and high school (Literature Keystone Exam) will demonstrate grade-level/course-level proficiency, as measured by the PSSA and/or Keystone Exams for English Language Arts/Literature.	By the 2025-2026 School Year, at least 72.7% of students in grades 3-8 (PSSA English Language Arts) and high school (Literature Keystone Exam) will demonstrate grade-level/course-level proficiency, as measured by the PSSA and/or Keystone Exams for English Language Arts/Literature.	By the 2026-2027 School Year, at least 73.9% of students in grades 3-8 (PSSA English Language Arts) and high school (Literature Keystone Exam) will demonstrate grade-level/course-level proficiency, as measured by the PSSA and/or Keystone Exams for English Language Arts/Literature.

**Priority:** To improve mathematics performance, we must address the relationships among the components of the instructional core: educators, students, and content. This is done primarily by aligning curriculum to state standards and developing capacity of educators (teachers, administrators, and paraprofessionals) in content knowledge and effective instructional strategies.

<b>Outcome Category</b>		
Mathematics		
<b>Measurable Goal Statement (Smart Goal)</b>		
By the 2026-2027 School Year, at least 61.2% of students in grades 3-8 (PSSA Math) and high school (Algebra 1 Keystone Exam) will demonstrate grade-level/course-level proficiency, as measured by the PSSA and/or Keystone Exams for Mathematics/Algebra I.		
<b>Measurable Goal Nickname (35 Character Max)</b>		
Math Goal		
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>
By the 2024-2025 School Year, at least 57.6% of students in grades 3-8 (PSSA Math) and high school (Algebra 1 Keystone Exam) will demonstrate grade-level/course-level proficiency, as measured by the PSSA and/or Keystone Exams for	By the 2026-2027 School Year, at least 59.4% of students in grades 3-8 (PSSA Math) and high school (Algebra 1 Keystone Exam) will demonstrate grade-level/course-level proficiency, as measured by the PSSA and/or Keystone Exams for	By the 2026-2027 School Year, at least 61.2% of students in grades 3-8 (PSSA Math) and high school (Algebra 1 Keystone Exam) will demonstrate grade-level/course-level proficiency, as measured by the PSSA and/or Keystone Exams for



## Action Plan

### Measurable Goals

ELA Goal	
Math Goal	

### Action Plan For: Science of Reading - Phonics

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>By the 2026-2027 School Year, at least 73.9% of students in grades 3-8 (PSSA English Language Arts) and high school (Literature Keystone Exam) will demonstrate grade-level/course-level proficiency, as measured by the PSSA and/or Keystone Exams for English Language Arts/Literature.</li> </ul>

Action Step		Anticipated Start/Completion Date	
Phonics & Phonemic Awareness - Review and communicate expectations for phonics instruction annually		2024-08-22	2026-08-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Kelli Dellarose, Principal Anthony Trozzi, Assistant Principal	Heggerty, Foundations	No	No
Action Step		Anticipated Start/Completion Date	
Phonics - Provide refresher professional learning focused on Foundations at least annually, as needed.		2024-08-22	2026-08-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Kelli Dellarose, Principal Anthony Trozzi, Assistant Principal	Foundations	Yes	No
Action Step		Anticipated Start/Completion Date	
Include professional learning focused on Foundations as part of new teacher orientation for newly hired teachers assigned to K-3 English Language Arts, as needed.		2024-08-22	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Dr. Erica Kolat, Director of Curriculum, Academics, & Innovation Kelli Dellarose, Principal	Wilson Group - Foundations Online Professional Learning	Yes	No
Action Step		Anticipated Start/Completion Date	
Include professional learning focused on Heggerty as part of new teacher orientation for newly hired teachers assigned to K-2		2024-08-22	2027-06-

English Language Arts, as needed.			30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Dr. Erica Kolat, Director of Curriculum, Academics, & Innovation Kelli Dellarose, Principal	Heggerty Phonemic Awareness	Yes	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Identify resources to support phonics and phonemic awareness for learners in grades 4-12		2024-03-31	2024-06-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Dr. Erica Kolat, Director of Curriculum, Academics, & Innovation	resources to support phonics and phonemic awareness for learners in grades 4-12	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Engage in curriculum resource review process for resources to support phonics and phonemic awareness for learners in grades 4-12		2024-03-31	2024-04-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Dr. Erica Kolat, Director of Curriculum, Academics, & Innovation	Curriculum Resource Review Rubric, teachers, building administrators	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
School board adoption of recommended curriculum materials		2024-06-30	2024-06-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Dr. Erica Kolat, Director of Curriculum, Academics, & Innovation	BoardDocs, PriceQuote, sample curriculum materials	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Provide initial and ongoing professional learning opportunities to support use of newly adopted phonics and phonemic awareness materials for appropriate teachers		2024-08-22	2027-06-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Dr. Erica Kolat, Director of Curriculum, Academics, & Innovation	curriculum materials, program specialists to lead professional learning, building principals and assistant principals, and Director of Special Education	Yes	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Communicate progress of the comprehensive plan goals and implementation of plan to the public on an annual basis during a regular board meeting		2024-07-01	2027-06-30



<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Wayne Gdovic, Superintendent	NA	No	Yes

<b>Anticipated Output</b>	<b>Monitoring/Evaluation (People, Frequency, and Method)</b>
All K-3 general education teachers will implement Foundations as part of the core ELA block for 30 minutes each day. All interventionists (reading specialists, special education teachers, etc.) will implement Foundations for 30 minutes of intervention daily. All K-2 general education teachers will implement Heggerty for 10-12 minutes daily. All 4-12 intervention teachers will participate in professional learning and implement the selected intervention resource with students, as recommended by the publisher.	The Principal and Assistant Principal will monitor weekly via lesson plans, and at least monthly during walkthroughs and observations.

### Action Plan For: Science of Reading - Comprehension

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>By the 2026-2027 School Year, at least 73.9% of students in grades 3-8 (PSSA English Language Arts) and high school (Literature Keystone Exam) will demonstrate grade-level/course-level proficiency, as measured by the PSSA and/or Keystone Exams for English Language Arts/Literature.</li> </ul>

<b>Action Step</b>	<b>Anticipated Start/Completion Date</b>		
Provide initial and ongoing professional learning focused on providing regular practice with complex text and academic vocabulary.	2024-10-04	2027-06-30	
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
AIU3 Reading Achievement center, Director of Curriculum, Academics, & Innovation	Reading Specialist - curriculum consultant; curriculum materials	Yes	No
<b>Action Step</b>	<b>Anticipated Start/Completion Date</b>		
Analyze lesson plan, walkthrough, and observation evidence on a quarterly basis to identify areas of success and struggle	2025-01-22	2027-06-30	
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Principals Assistant Principals Director of Special Education Director of Curriculum, Academics, & Innovation Teachers	Checklist and protocols for evidence collection during walkthroughs and observations related to instruction of robust academic vocabulary; administrative staff meetings	No	No
<b>Action Step</b>	<b>Anticipated</b>		

		<b>Start/Completion Date</b>	
Provide opportunities for ELA teachers to observe model instruction of robust academic vocabulary, as needed/requested		2025-01-23	2027-06-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Principals, Assistant Principals	Checklist and protocols for evidence collection during walkthroughs and observations related to instruction of robust academic vocabulary	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Review summary evidence of implemented instructional practices related to the science of reading during staff meetings (by grade level or content area) quarterly		2025-01-22	2027-06-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Principals, Assistant Principals	Summary of evidence from lesson plans, walkthroughs, and observations	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Grade level and/or department teams reflect on evidence and identify instructional practice goal, quarterly		2025-01-22	2027-06-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Instructional Team Leaders	evidence shared by building administrator and other sources of evidence related to instruction of robust academic vocabulary	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Provide initial and ongoing professional learning focused on evidence-based writing instruction		2024-11-01	2027-06-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
AIU3 Reading Achievement center, Director of Curriculum, Academics, & Innovation	Reading Specialist - curriculum consultant; curriculum materials	Yes	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Analyze lesson plan, walkthrough, and observation evidence on a quarterly basis to identify areas of success and struggle		2024-11-01	2027-06-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Principals, Assistant Principals, Director of Special	Evidence	No	No

Education, Director of Curriculum, Academics, & Innovation, Teachers			
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Provide opportunities for ELA teachers to observe model instruction of writing, as requested/as needed		2024-11-01	2027-06-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
principals, assistant principals	Checklists, observation protocols	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Review summary evidence of implemented instructional practices related to the writing during staff meetings (by grade level or content area) quarterly		2024-11-01	2027-06-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Principals, Assistant Principals	Summary of evidence from lesson plans, walkthroughs, and observations	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Grade level and/or department teams reflect on evidence and identify instructional practice goal, quarterly		2024-11-01	2027-06-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Instructional Team Leaders	Summary of evidence	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Communicate progress of the comprehensive plan goals and implementation of plan to the public on an annual basis during a regular board meeting		2024-07-01	2027-06-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Wayne Gdovic	NA	No	Yes

<b>Anticipated Output</b>	<b>Monitoring/Evaluation (People, Frequency, and Method)</b>
All K-5 teachers will provide 15 minutes of robust vocabulary instruction as part of their daily ELA Block. ELA teachers of students in grades 6-12 will implement robust vocabulary instruction for all learners as part of their ELA course. All grade levels will dedicate 30 (K-2) - 45 (3-12) minutes of ELA instruction to text comprehension. All K-8 ELA teachers will dedicate 15-30 minutes of the ELA block to writing and developing students' capacity as effective writers.	Building principals and assistant principals will monitor lesson plans weekly, and observe implementation of instruction at least monthly during walkthroughs and observations.

## Action Plan For: Visible Thinking and Learning

Measurable Goals:
<ul style="list-style-type: none"> <li>By the 2026-2027 School Year, at least 73.9% of students in grades 3-8 (PSSA English Language Arts) and high school (Literature Keystone Exam) will demonstrate grade-level/course-level proficiency, as measured by the PSSA and/or Keystone Exams for English Language Arts/Literature.</li> <li>By the 2026-2027 School Year, at least 61.2% of students in grades 3-8 (PSSA Math) and high school (Algebra 1 Keystone Exam) will demonstrate grade-level/course-level proficiency, as measured by the PSSA and/or Keystone Exams for Mathematics/Algebra I.</li> </ul>

Action Step		Anticipated Start/Completion Date	
Provide professional learning focused on the 8 cultural forces		2024-08-22	2024-08-26
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Curriculum, Academics, & Innovation; Director of Special Education; Principals; Assistant Principals	Continued learning focused on creating cultures of thinking and the 8 cultural forces	Yes	No
Action Step		Anticipated Start/Completion Date	
Provide mini-workshops focused on one of the cultural forces, monthly		2024-09-01	2025-05-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Curriculum, Academics, & Innovation; Director of Special Education; Principals, Assistant Principals	Continued professional learning focused on creating cultures of thinking, the 8 cultural forces, and the 10 mindsets	Yes	No
Action Step		Anticipated Start/Completion Date	
Integrate our collection of evidence around the 8 cultural forces into walkthroughs, observations, etc., and share summary data with staff on at least a semi-annual basis		2025-01-31	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Curriculum, Academics, & Innovation; Director of Special Education; Principals, Assistant Principals	Evidence and protocols	No	No
Action Step		Anticipated Start/Completion Date	
Provide professional learning focused on thinking and understanding		2024-08-22	2024-08-26
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?

Director of Curriculum, Academics, & Innovation; Director of Special Education; Principals; Assistant Principals	The Understanding Map	Yes	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Develop communities of practice organized by the understanding focus (understanding map) or visible learning influence (Hattie) selected by teachers - communities of practice will meet at least monthly.		2024-09-01	2027-06-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Director of Curriculum, Academics, & Innovation; Director of Special Education; Principals; Assistant Principals; Teachers	Guidelines for communities of practice; understanding map, visible learning influences	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Share thinking routines, protocols, and the experiences of using them in learning environments on a monthly basis with communities of practice		2024-09-01	2027-06-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Director of Curriculum, Academics, & Innovation; Director of Special Education; Principals; Assistant Principals; Teachers	thinking routines, protocols, lesson plans	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Select a visible learning influence (Hattie, 2024) that accelerates student learning and achievement from the district-provided list (annually)		2024-07-01	2027-06-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Director of Curriculum, Academics, & Innovation	Visible Learning Metax and supporting materials	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Provide professional learning introduction to visible learning (Hattie, 2024) and meta-analysis research		2024-12-23	2024-12-23
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Director of Curriculum, Academics, & Innovation	Visible Learning Metax and supporting materials; copies of books for teaching mathematics and reading in a visible learning classroom	Yes	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Communicate progress of the comprehensive plan goals and implementation of plan to the public on an annual basis during a regular board meeting		2024-07-01	2027-06-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Mr. Wayne Gdovic, Superintendent	evidence from plan implementation	No	Yes

<b>Anticipated Output</b>	<b>Monitoring/Evaluation (People, Frequency, and Method)</b>
<p>Teachers will identify the understanding they are trying to build with learners as part of their classroom instruction and/or the visible learning influences they want to focus on implementing. Communities of practice organized around specific thinking foci or visible learning influences will meet at least monthly. Administrators will sustain development of a culture of thinking with monthly focus areas and sharing evidence to document areas of growth and need.</p>	<p>Lesson plans will be reviewed on a weekly basis by building administrators; the rolling agenda from administrative staff meetings will document evidence and progress in developing a culture of thinking in our buildings and across the district. Communities of practice will provide feedback, as requested, to share progress/needs.</p>

## Professional Development

### Professional Development Action Steps

Evidence-based Strategy	Action Steps
Science of Reading - Phonics	Phonics - Provide refresher professional learning focused on Foundations at least annually, as needed.
Science of Reading - Phonics	Include professional learning focused on Foundations as part of new teacher orientation for newly hired teachers assigned to K-3 English Language Arts, as needed.
Science of Reading - Phonics	Include professional learning focused on Heggerty as part of new teacher orientation for newly hired teachers assigned to K-2 English Language Arts, as needed.
Science of Reading - Phonics	Provide initial and ongoing professional learning opportunities to support use of newly adopted phonics and phonemic awareness materials for appropriate teachers
Science of Reading - Comprehension	Provide initial and ongoing professional learning focused on providing regular practice with complex text and academic vocabulary.
Science of Reading - Comprehension	Provide initial and ongoing professional learning focused on evidence-based writing instruction
Visible Thinking and Learning	Provide professional learning focused on the 8 cultural forces
Visible Thinking and Learning	Provide mini-workshops focused on one of the cultural forces, monthly
Visible Thinking and Learning	Provide professional learning focused on thinking and understanding
Visible Thinking and Learning	Provide professional learning introduction to visible learning (Hattie, 2024) and meta-analysis research

### Phonics & Phonemic Awareness

<b>Action Step</b>		
<ul style="list-style-type: none"> <li>Phonics - Provide refresher professional learning focused on Foundations at least annually, as needed.</li> <li>Include professional learning focused on Foundations as part of new teacher orientation for newly hired teachers assigned to K-3 English Language Arts, as needed.</li> <li>Include professional learning focused on Heggerty as part of new teacher orientation for newly hired teachers assigned to K-2 English Language Arts, as needed.</li> <li>Provide initial and ongoing professional learning opportunities to support use of newly adopted phonics and phonemic awareness materials for appropriate teachers</li> </ul>		
<b>Audience</b>		
K-3 teachers and K-4 interventionists (reading specialists, special education teachers, etc.)		
<b>Topics to be Included</b>		
Phonics, phonemic awareness, foundational reading skills		
<b>Evidence of Learning</b>		
lesson plans, observations, walkthroughs		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Kelli Dellarose, Principal	2024-08-22	2027-06-30

## Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Inservice day	annually
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>3c: Engaging Students in Learning</li> <li>1e: Designing Coherent Instruction</li> <li>1d: Demonstrating Knowledge of Resources</li> </ul>	
<b>This Step Meets the Requirements of State Required Trainings</b>	
Language and Literacy Acquisition for All Students	

## Science of Reading - Comprehension

<b>Action Step</b>		
<ul style="list-style-type: none"> <li>Provide initial and ongoing professional learning focused on providing regular practice with complex text and academic vocabulary.</li> <li>Provide initial and ongoing professional learning focused on evidence-based writing instruction</li> </ul>		
<b>Audience</b>		
K-12 ELA Teachers & Administrators		
<b>Topics to be Included</b>		
academic vocabulary instruction, building on background knowledge, evidence-based writing instruction		
<b>Evidence of Learning</b>		
lesson plans, learning walks, observations		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Dr. Erica Kolat, Director of Curriculum, Academics, & Innovation	2024-08-22	2027-06-30

## Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Workshop(s)	At least annually and as needed based on evidence from lesson plans, learning walks, and observations
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>3c: Engaging Students in Learning</li> <li>1e: Designing Coherent Instruction</li> <li>1c: Setting Instructional Outcomes</li> <li>1a: Demonstrating Knowledge of Content and Pedagogy</li> </ul>	
<b>This Step Meets the Requirements of State Required Trainings</b>	
Language and Literacy Acquisition for All Students	

## Visible Thinking and Learning

<b>Action Step</b>
<ul style="list-style-type: none"> <li>Provide professional learning focused on the 8 cultural forces</li> </ul>



<ul style="list-style-type: none"> <li>• Provide mini-workshops focused on one of the cultural forces, monthly</li> <li>• Provide professional learning focused on thinking and understanding</li> <li>• Provide professional learning introduction to visible learning (Hattie, 2024) and meta-analysis research</li> </ul>		
<b>Audience</b>		
All K-12 teachers and administrators		
<b>Topics to be Included</b>		
cultural forces, cultural mindsets, making thinking visible, thinking routines, protocols, communities of practice, visible learning, influences that accelerate learning		
<b>Evidence of Learning</b>		
lesson plans, learning walks, observations, evidence of practice, community of practice experiences		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Dr. Erica Kolat, Director of Curriculum, Academics, & Innovation Dr. Charissa Rychcik, Director of Special Education Mrs. Kelli Dellarose, Principal Mr. Anthony Trozzi, Assistant Principal Mrs. Lynn Como, Principal Mr. Michael Petruzzi, Assistant Principal Mr. Justin Dellarose, Principal Mr. Jason Marvin, Assistant Principal	2024-08-22	2024-06-30

### Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Other	at least monthly
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>• 1c: Setting Instructional Outcomes</li> <li>• 2c: Managing Classroom Procedures</li> <li>• 3d: Using Assessment in Instruction</li> <li>• 1d: Demonstrating Knowledge of Resources</li> <li>• 2d: Managing Student Behavior</li> <li>• 3e: Demonstrating Flexibility and Responsiveness</li> <li>• 1b: Demonstrating Knowledge of Students</li> <li>• 2b: Establishing a Culture for Learning</li> <li>• 3c: Engaging Students in Learning</li> <li>• 1a: Demonstrating Knowledge of Content and Pedagogy</li> <li>• 2a: Creating an Environment of Respect and Rapport</li> <li>• 3b: Using Questioning and Discussion Techniques</li> <li>• 4c: Communicating with Families</li> <li>• 1f: Designing Student Assessments</li> <li>• 3a: Communicating with Students</li> <li>• 4b: Maintaining Accurate Records</li> <li>• 1e: Designing Coherent Instruction</li> </ul>	

- 2e: Organizing Physical Space
- 4a: Reflecting on Teaching

**This Step Meets the Requirements of State Required Trainings**

## Communications

### Communications Action Steps

Evidence-based Strategy	Action Steps
Science of Reading - Phonics	Communicate progress of the comprehensive plan goals and implementation of plan to the public on an annual basis during a regular board meeting
Science of Reading - Comprehension	Communicate progress of the comprehensive plan goals and implementation of plan to the public on an annual basis during a regular board meeting
Visible Thinking and Learning	Communicate progress of the comprehensive plan goals and implementation of plan to the public on an annual basis during a regular board meeting

### Annual Communication of Progress to the Public

Action Step		
<ul style="list-style-type: none"> <li>Communicate progress of the comprehensive plan goals and implementation of plan to the public on an annual basis during a regular board meeting</li> <li>Communicate progress of the comprehensive plan goals and implementation of plan to the public on an annual basis during a regular board meeting</li> <li>Communicate progress of the comprehensive plan goals and implementation of plan to the public on an annual basis during a regular board meeting</li> </ul>		
Audience		
Board of School Directors and Community		
Topics to be Included		
Annual progress of comprehensive plan goals and plan implementation		
Lead Person/Position	Anticipated Start	Anticipated Completion
Wayne Gdovic, Superintendent	2024-07-01	2027-06-30

### Communication

Type of Communication	Frequency
Presentation	Annually

**Approvals & Signatures**

<b>Uploaded Files</b>

<b>Chief School Administrator</b>	<b>Date</b>

**SOUTH PARK SD**

2005 Eagle Ridge Rd

Academic Standards and Assessment Requirements (Chapter 4) | 2024 - 2027

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## **ACADEMIC STANDARDS AND ASSESSMENT REQUIREMENTS (CHAPTER 4)**

The purpose of Chapter 4, Academic Standards and Assessment, of the Pennsylvania School Code is to establish rigorous academic standards and assessments “to facilitate the improvement of student achievement and to provide parents and communities a measure by which school performance can be determined”. As part of the Comprehensive Planning process, each LEA will report on their curriculum and assessment alignment to the Academic Standards.

## ACADEMIC STANDARDS AND ASSESSMENT REQUIREMENTS

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

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.

1. Identify your school entity type from the drop-down list:

School District

2. Identify the grade bands taught in your school entity and enter student population numbers:

Grade Bands	Taught in your School Entity	Student Population Numbers
Pre K - 2	Yes	451
3 - 5	Yes	426
6 - 8	Yes	433
9 - 12	Yes	595
		Total 1905

**Chapter 4****Curriculum and Instruction Requirements****Written Curriculum Framework****Taught within the Grade Span**

PA-Core English Language Arts	K-2, 3-5, 6-8, 9-12	K-2, 3-5, 6-8, 9-12
PA-Core Mathematics	K-2, 3-5, 6-8, 9-12	K-2, 3-5, 6-8, 9-12
Science and Technology	K-2, 3-5, 6-8, 9-12	K-2, 3-5, 6-8, 9-12
Environment and Ecology	K-2, 3-5, 6-8, 9-12	K-2, 3-5, 6-8, 9-12
Civics and Government	K-2, 3-5, 6-8, 9-12	K-2, 3-5, 6-8, 9-12
Economics	K-2, 3-5, 6-8, 9-12	K-2, 3-5, 6-8, 9-12
Geography	K-2, 3-5, 6-8, 9-12	K-2, 3-5, 6-8, 9-12
History	K-2, 3-5, 6-8, 9-12	K-2, 3-5, 6-8, 9-12
Arts and Humanities	K-2, 3-5, 6-8, 9-12	K-2, 3-5, 6-8, 9-12
Health, Safety, and Physical Education	K-2, 3-5, 6-8, 9-12	K-2, 3-5, 6-8, 9-12
Family and Consumer Sciences	3-5, 6-8, 9-12	3-5, 6-8, 9-12
Reading and Writing for Science and Technical Subjects	6-8, 9-12	6-8, 9-12
Reading and Writing for History and Social Studies	6-8, 9-12	6-8, 9-12
Career Education and Work	K-2, 3-5, 6-8, 9-12	K-2, 3-5, 6-8, 9-12

## ASSURANCES: STANDARDS ALIGNMENT, CURRICULUM, AND PLANNED INSTRUCTION

- |   |     |
|---|-----|
| 1. Grade K-2 locally developed curriculum is aligned to PA Core/Academic Content Standards        | Yes |
| 2. Grade 3-5 locally developed curriculum is aligned to PA Core/Academic Content Standards        | Yes |
| 3. Grade 6-8 locally developed curriculum is aligned to PA Core/Academic Content Standards        | Yes |
| 4. Grade 9-12 locally developed curriculum is aligned to PA Core/Academic Content Standards       | Yes |
| 5. Our LEA has a standardized format for mapping LEA curriculum to the PA Core/Academic Standards | Yes |

Elementary Grade Level content does not apply.

Secondary Grade Level content does not apply.

### 6. Describe your LEA's cycle and process for reviewing alignment to the PA Academic Standards and evaluating and updating the written curriculum. Include timelines and personnel involved.

Starting with the 2021-2022 School Year, South Park School District initiated a 6-year curriculum development cycle that includes the following phases: assess needs, develop, implement (2 years), monitor, and evaluate. Each of these phases starts with a review of the revised curriculum, student performance on related assessments, and identified priority/supporting standards. Based on this review, grade level and/or department-specific teams revise our locally-developed curriculum to ensure that we are meeting the needs of our current learners. All teachers are involved in curriculum review and alignment to the PA Academic Standards and updating the written curriculum. Our written curriculum is electronically housed and accessible to all teachers and administrators.

### 7. List resources, supports or models that are used in developing and aligning curriculum.

The district uses our locally developed curriculum development cycle handbook and supporting documents, multiple sources of student and staff data, PA Core and Academic Content Standards, PDE SAS Portal, Rigorous Curriculum Design framework, student and teacher materials, resources from our intermediate unit, and any other materials that align to effective curriculum development. Some of the curricula is currently entered in OnHand Schools Curriculum Management Software as the curriculum mapping tool.

### 8. Describe how the LEA ensures all teachers have access to the written curriculum and needed instructional materials.

The locally developed curriculum is available electronically via our district curriculum dashboard. The District is currently in the process of transferring/developing an electronic curriculum portal that would be accessible to all teachers. Like the curriculum development process, this work



is ongoing and remains a focus area for our comprehensive plan.

Planned instruction consists of at least the following elements: (Chapter 4.12)

- |  |     |
|--|-----|
| <b>9. LEA develops/maintains a standard format that includes scope, sequence, and pacing.</b>  | Yes |
| <b>10. Essential content is developed from PA Core/Academic Content Standards.</b>   | Yes |
| <b>11. Content, resources, activities, and estimated instructional time are devoted to achieving the PA Core/Academic Content Standards.</b>                           | Yes |
| <b>12. Consistency and continuity between planned courses, instructional units, and interdisciplinary studies around the PA Core/Academic Content Standards exist.</b> | Yes |
| <b>13. Courses and units of study are developed from measurable outcomes and/or objectives.</b>  | Yes |
| <b>14. Course objectives to be achieved by all students are identified.</b>  | Yes |
| <b>15. Evidence of measurement procedures for the success of the objectives of a planned course, instructional unit, or interdisciplinary studies exists.</b>          | Yes |

**16. Describe your LEA's intent to revise the locally developed curriculum during this comprehensive plan cycle. (Include content areas and processes)**

South Park School District is on a six-year revision process in which all curricula is reviewed annually in light of evidence of student performance and curricula analysis conducted over the summer. During the "Needs Assessment" phase, teachers and administrators select courses for review, prioritized by the Director of Curriculum, Academics, & Innovation; and develop curriculum aligned with appropriate PA Standards, District mission, vision, and value statements; and supplementary reference documents. During the "Develop" phase, teachers and administrators select curriculum materials, including but not limited to textbooks, software programs; teacher resources; and professional learning. They may also pilot curriculum materials, if appropriate. During the "Implement" phase, the district purchases the selected resources during the Development Phase, and provides professional development for teachers and administrators to support implementation. During the "Monitoring 1" and "Monitoring 2" phases, teachers and administrators review the curriculum to ensure alignment among written curriculum, implemented curriculum, and appropriate standards. They also review instructional strategies and assessment tools for alignment with curriculum expectations. During the "Evaluate" phase, teachers and administrators use data and supporting evidence to evaluate the success of the current curriculum program. The following curriculum revision phases will be applied for the content areas, as listed: Subject Area (2024-2025, 2025-2026, 2026-2027) Math K-12 (Evaluate, Needs Assessment, Develop) ELA K-12 (Monitor 2, Evaluate, Needs Assessment) Business Education K-12 (Monitor 1, Monitor 2, Evaluate) Library K-12 (Monitor 1, Monitor

2, Evaluate) School Counseling K-12 (Monitor 1, Monitor 2, Evaluate) World Languages K-12 (Implement, Monitor 1, Monitor 2) Physical Education K-12 (Implement, Monitor 1, Monitor 2) Science K-12 (Develop, Implement, Monitor 1) Social Studies K-12 (Develop, Implement, Monitor 1) Family & Consumer Science K-12 (Develop, Implement, Monitor 1) Technology Education K-12 (Develop, Implement, Monitor 1) Art K-12 (Needs Assessment, Develop, Implement) Computer Science K-12 (Needs Assessment, Develop, Implement) Music K-12 (Needs Assessment, Develop, Implement)

**Based on the responses above, would written curriculum be a priority in your comprehensive plan?** No

**Based on the responses above, would aligning locally developed curriculum to the academic standards be a priority in your comprehensive plan?** No

## ASSURANCES: EDUCATOR EFFECTIVENESS

Act 13

Check if Act 13 is NOT used in educator evaluations (Charter/Cyber Charter Schools only).

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 must equal 100%)

A. Data Available Classroom Teachers	35
B. Non-Data Available Classroom Teachers	55
C. Non-Teaching Professionals	6
D. Principals	4
<b>Total</b>	<b>100</b>

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
<b>Domain 1: Planning and Preparation</b>	1a: Demonstrating Knowledge of Content and Pedagogy	1a: Demonstrating Knowledge of Content and Pedagogy	1a: Demonstrating Knowledge of Content and Pedagogy

	Elementary School	Middle School	High School
<b>Domain 2: The Classroom Environment</b>	2a: Creating an Environment of Respect and Rapport	2a: Creating an Environment of Respect and Rapport	2a: Creating an Environment of Respect and Rapport
<b>Domain 3: Instruction</b>	3c: Engaging Students in Learning	3e: Demonstrating Flexibility and Responsiveness	3a: Communicating with Students
<b>Domain 4: Professional Responsibilities</b>	4f: Showing Professionalism	4c: Communicating with Families	4f: Showing Professionalism

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

Our efforts for continuous improvement of professional practice will be asset driven, building on the effective practices that educators employ. While we currently have time dedicated for communities of practice, we recognize the need to operationalize expectations and provide systemic support, so each community of practice thrives to meet the professional needs of each educator, increasing our collective capacity to serve each learner effectively.

**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
<b>Domain 1: Planning and Preparation</b>	1f: Designing Student Assessments	1f: Designing Student Assessments	1f: Designing Student Assessments
<b>Domain 2: The Classroom Environment</b>	2d: Managing Student Behavior	2e: Organizing Physical Space	2d: Managing Student Behavior

	Elementary School	Middle School	High School
<b>Domain 3: Instruction</b>	3d: Using Assessment in Instruction	3d: Using Assessment in Instruction	3d: Using Assessment in Instruction
<b>Domain 4: Professional Responsibilities</b>	4a: Reflecting on Teaching	4e: Growing and Developing Professionally	4a: Reflecting on Teaching

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

As communities of practice, we will explore students' thinking and understanding and the evidence that supports it. These experiences will provide opportunities to design and use assessment for learning and reflect on our teaching practices. Further, by engaging in our communities of practice, we will have opportunities to grow and develop professionally in areas that we identify as focus areas. These actions also contribute to creating a culture of thinking for all learners, both children and adults.

**6. What information is used to determine Principal Performance Goals?**

Goals Set	Comments/Considerations
<b>Provided at the district level</b>	Locally developed school district rubric, district climate survey, district-level results from multiple sources of data including but not limited to the following: STAR Reading Assessment, STAR Math Assessment, Acadience Reading Assessment, Acadience Math Assessment, Classroom Diagnostic Tool, PSSA, Keystone Exam, PVAAS
<b>Provided at the building level</b>	Locally developed school district rubric, district climate survey, district-level results from multiple sources of data including but not limited to the following: STAR Reading Assessment, STAR Math Assessment, Acadience Reading Assessment, Acadience Math Assessment, Classroom Diagnostic Tool, PSSA, Keystone Exam, PVAAS

Goals Set	Comments/Considerations
Individual principal choice	Locally developed school district rubric, content-area results from multiple sources of data including but not limited to the following: STAR Reading Assessment, STAR Math Assessment, STAR Early Literacy Assessment, PSSA, Keystone Exam, PVAAS, AP Exams
Other (state what other is)	NA

7. Under Act 13, classroom teachers are required to utilize LEA Selected Measures to develop the Student Performance Measures and possibly the IEP Goals Progress Measures. List student assessments examples each grade/content area will use to develop LEA Selected Measures.

LEA Selected Measures	Grades/Content Area	Student Assessment Examples
Locally Developed School District Rubric	K-12, All	Artifacts from engaging in thinking routines and protocols; student writing
District-Designed Measure & Examination	K-12, All	Common Assessments
Nationally Recognized Standardized Test	K-8, ELA and Math	Acadience, STAR
Industry Certification Examination	N/A	NA
Student Projects Pursuant to Local Requirements	N/A	NA

<b>LEA Selected Measures</b>	<b>Grades/Content Area</b>	<b>Student Assessment Examples</b>
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<b>Student Portfolios Pursuant to Local Requirements</b>	N/A	NA
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**Based on the responses above, would instructional practices be a priority in your comprehensive plan?**

Yes

## ASSESSMENT

Chapter 4, Section 4.52, indicates that each school entity shall design an assessment system to do the following:

- Determine the degree to which students are achieving academic standards under Section 4.12 (relating to academic standards).
- Use assessment results to improve curriculum and instructional practices and to guide instructional strategies.
- Provide information requested by the Department regarding the achievement of academic standard.
- Provide summary information, including results of assessments under this section, to the general public regarding the achievement of students.

Assessment PSSA - English Language Arts			Type of Assessment Summative		
Frequency or Date Given	K-2	3-5	6-8	9-12	
Annually	No	Yes	Yes	No	
Assessment PSSA - Mathematics			Type of Assessment Summative		
Frequency or Date Given	K-2	3-5	6-8	9-12	
Annually	No	Yes	Yes	No	
Assessment PSSA - Science			Type of Assessment Summative		
Frequency or Date Given	K-2	3-5	6-8	9-12	
Annually	No	Yes	Yes	No	



Assessment Keystone Exam - Literature, Algebra I, & Biology			Type of Assessment Summative		
Frequency or Date Given	K-2	3-5	6-8	9-12	
Upon Course Completion	No	No	No	Yes	
Assessment Acadience Reading and Math Benchmark Assessments			Type of Assessment Benchmark		
Frequency or Date Given	K-2	3-5	6-8	9-12	
3 X per year	Yes	Yes	No	No	
Assessment STAR Reading and Math Benchmark Assessments			Type of Assessment Benchmark		
Frequency or Date Given	K-2	3-5	6-8	9-12	
3 X per year	No	Yes	Yes	No	
Assessment Advanced Placement Exams			Type of Assessment Summative		
Frequency or Date Given	K-2	3-5	6-8	9-12	
Annually (end of course)	No	No	No	Yes	
Assessment Curriculum-Based Assessments			Type of Assessment Formative		
Frequency or Date Given	K-2	3-5	6-8	9-12	
As needed	Yes	Yes	Yes	Yes	

Assessment

IXL Diagnostic - ELA and Math

Type of Assessment

Diagnostic

Frequency or Date Given

3 X per year

K-2

Yes

3-5

Yes

6-8

Yes

9-12

No

## ASSESSMENT (CONTINUED)

### EDUCATION AREAS OF CERTIFICATION

A locally-selected assessment is one of the indicators used for the Future Ready PA Index's Grade 3 and/or Grade 7 Early Indicators of Success.

Future Ready PA Index's Grade 3 Early Indicators of Success – No

Future Ready PA Index's Grade 7 Early Indicators of Success - No

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

Benchmark assessments are administered three times per year in September, January, and May in kindergarten through Grade Eight. These assessments are combined with other assessments of reading and mathematics to identify individual learner needs and provide appropriate intervention and acceleration during classroom instruction and dedicated intervention times. All students in K-8 receive instruction to accelerate learning based on present education levels.

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Based on the responses above, would the planning, alignment, or analysis of current LEA assessment practices be a priority in your Comprehensive Plan? No

**SIGNATURE AND QUALITY ASSURANCE**

**EDUCATION AREAS OF CERTIFICATION**

As Chief School Administrator, I affirm that this LEA's Academic Standards and Assessment Requirements (Chapter 4) Plan was developed in accordance and complies with the applicable provisions of 22 Pa. Code, Chapter 4.

Chief School Administrator

Date

**South Park SD**

Gifted Education Plan Assurances (Chapter 16) | 2024 - 2027

## Profile

<b>LEA Type</b>		AUN
South Park School District		103028753
<b>Address 1</b>		
2005 Eagle Ridge Drive		
<b>Address 2</b>		
<b>City</b>	<b>State</b>	<b>Zip Code</b>
South Park	Pennsylvania	15129
<b>Chief School Administrator</b>		
Wayne Gdovic		
<b>Chief School Administrator Email</b>		
wayne.gdovic@sparksd.org		
<b>Single Point of Contact Name</b>		
Charissa Rychcik		
<b>Single Point of Contact Email</b>		
charissa.rychcik@sparksd.org		
<b>Single Point of Contact Phone</b>	<b>Single Point of Contact Extension</b>	
4126553111	4439	

## Gifted Education Plan Assurance

**1. Describe your district's Child Find public notice procedures conducted annually to inform the public of the gifted education services AND programs offered (newspaper, student handbooks, school website, etc.).**

Annually, South Park School District provides written notice to families and the community regarding available programming and child-find responsibilities through written publication in the South Park Newspaper. Additionally, Information will be shared on the district website.

**2. Describe your district's screening process for locating students who are thought to be gifted and may need specially designed instruction. Use district specific details including the data sources used in the process as well as the titles for those staff who have an active role in screening. If the district uses a matrix/rubric, include the matrix in this section.**

In compliance with Chapter 16, the South Park School District is responsible for locating, identifying, and educating school-aged students requiring specially designed programs or services. Chapter 16 requires that "Each school district shall adopt and use a system to locate and identify all students within that district who are thought to be gifted and in need of specially designed instruction." (22 PA Code 16.21 (a)) "Each school district shall determine the student's needs through a screening and evaluation process which meets the requirements of this chapter." (22PA Code 16.21(c)) The South Park School District has a formal process for universal screening procedures to identify students who are candidates for gifted education services. In addition to universal screening procedures administration of Cognitive Abilities Test (COG-AT), each school engages in ongoing data review through the process to identify the students who may be eligible for gifted education services. The (COG-AT) is administered during third grade, scores are used as an additional screening data point for referral of the school-based team/LEA for identification of mentally gifted students. The district currently uses the following assessments as universal screeners: STAR, OLSAT, COG-AT, PSSA, Mark Reporting, and Authentic Assessment Products through consideration of portfolio review. Currently, there is no matrix used in consideration for the gifted universal screening process. The universal screening data is staffed with the school-based team consisting of school counselors, school psychologists, principals, gifted education teacher, instructional team leads, and the director of special education, and the top 3-5 percentiles of student scores on these universal screening measures are reviewed and moved forward for initiation of a gifted multidisciplinary evaluation. LEA initiated referrals are made through a review team consisting of the school psychologist, principal, assistant principal, instructional team leads, school social worker, school counselor, and the director of special education. Referral Process: Pursuant to 22 Pa. Code §16.2(b), a referral should be made when: Teacher or parent believes the student to be gifted, Student is not receiving appropriate education under Chapter 4 (relating to academic standards and assessment); and One of the following applies: The student's parent/guardian may request an evaluation (once per school term). (22 Pa.Code §16.22(c)) "The school district's screening of the student indicates high potential consistent with the definition of mentally gifted or a performance level which exceeds that of other students in the regular classroom." (22 Pa. Code §16.22 (b) (2)) or A hearing officer or judicial decision orders an evaluation. Parents and/or guardians may choose to "opt out" of gifted screening and bypass to a gifted multidisciplinary evaluation through either verbal or written request submitted to the School Psychologist or Director of Special Education.

**3. Describe your district specific process for determining ELIGIBILITY (through MULTIPLE CRITERIA) and NEED (based on ACADEMIC STRENGTH) for potentially mentally gifted students (EVALUATION). Use district specific details including the data sources used in the process as well as the titles for those staff who have an active role in the evaluation process. If the district uses a matrix/rubric for evaluation that is different from the one described in Question 2, include the different matrix in this section.**

The South Park School District gifted evaluation process considers eligibility through use of multiple criteria, with input from parents, family, guardians, classroom teachers, school counselors, the gifted education teacher, and the school psychologist. Criteria reviewed include all the assessment of cognitive abilities and achievement tests administered by the school psychologist, behavior rating scales, and review/consideration of portfolio submission. Assessment Tools and Data Points Used: • Weschler Intelligence Scales for Children – Fifth Edition (WISC-V) • Weschler Individual Achievement Tests – Fourth Edition

(WIAT-4) • CogAT Screening Form (3rd Grade Universal Screening) • Stanford Binet Intelligence Scales – Fifth Edition (SB-5) • Gifted and Talented Evaluation Rating Scales (GATES-3) • Kaufman Test of Education Achievement – 3rd Edition (KTEA-3) • Kauffman Assessment Battery for Children – 2nd Edition NU (K-ABC-NU) • Woodcock Johnson Tests of Cognitive Abilities – 3rd Edition (WJ Cog IV) • Woodcock Johnson Tests of Academic Achievement – 3rd Edition (WJ Ach IV) • Woodcock Reading Mastery – Third Edition (WRMT-III) • KeyMath - 4th Edition Additional Data Considerations • GRADE/GMADE and STAR Data (if applicable) • Oral Reading Fluency, Math Screening, and Curriculum Based Measures • PSSA Assessment Data (if applicable) • Keystone Assessment Data (if applicable) The above-mentioned assessment tools and data points are utilized by the school-based team for review of instructional levels and curriculum-based assessment, and the rate of acquisition/retention of new academic content or skills. The behavior rating scales and observations also measure use of high-level thinking skills (Guilford/Bloom's Taxonomy), academic creativity, leadership skills, intense academic interest areas, communications skills, foreign language aptitude, or technology expertise (GATES-3). Documented, observed, validated, or assessed evidence that intervening factors such as English as a second language, learning disability, physical impairment, emotional disability, gender or race bias, or socio/cultural deprivation are masking gifted abilities.

**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. Describe what acceleration means and how it is applied in each of the grade spans (EL, MS,HS). Describe what enrichment means and how it is applied in EL,MS,HS. (i.e. there are 20 forms of acceleration- which ones are offered in the district and at which grade spans are they offered).**

The goal of the South Park School District's gifted and talented program is to encompass the intellectual and social needs of the gifted students. Students identified as gifted are encouraged to become self-directed, independent learners that are actively engaged in their Gifted Individualized Education Program (GIEP). Through both push-in and pull-out programming, gifted students experience special interest seminars and academic events that challenge their individual interests and strengths. South Park School District currently staffs gifted education needs through both a full-time gifted education teacher and through school-wide enrichment model. This provides opportunities to build upon the skills introduced in previous years and across multiple contents. The gifted and talented program develops a sense of positive self-image through the support of interaction with intellectual peers. In the general education classroom, the gifted students will experience differentiated instruction that is tailored to meet their unique educational needs.

**5. Look at the district’s most recent PIMS October 1 snapshot in field 80. How many students are identified in each area GY (gifted with or without a 504 and receiving services on a GIEP); GS (dually exceptional/twice exceptional and receiving services through an IDEA IEP); GX (gifted and does not require specially designed instruction). Provide the numbers for each category in PIMS. Are all the district’s gifted students accounted for in PIMS. If not, how are they different and how will you address the discrepancy?**

Yes, all of the district's gifted students are accounted for in PIMS. 60 GY 4 GS 0 GX

**6. Review the district data for gifted identification proportionality. Is the district identification proportionately reaching the underrepresented populations? If the answer is yes, how did you address the issue. If the answer is no, how will you address the issue.**

The district continues to recognize students who are black are not proportionally identified for gifted services and have meaningful conversations in administrative team and building level data meetings to address this. We recognize our students who are black score lower on standardized tests district-wide and are addressing this through curriculum rewrites and continuing to provide professional development on underrepresented populations.

**7. 22 Pa. Code § 16.5 (related to personnel) requires that a school district and intermediate unit shall provide, under section 1205.1 of the School Code (24 P.S. § 12-1205.1), in-service training for gifted and regular teachers, principals, administrators, and support staff persons responsible for gifted education.**

**Describe how the district is addressing this mandate, including information related to how and when general education teachers are trained and held**



**accountable for delivering gifted services.**

All gifted and regular education teachers are trained annually on what gifted services are and the delivery of SDI at an August in service. Additionally, the district provides robust professional development on how to enrich learning for all students. During the 2023-24 school year, teachers and administrators are completing book studies on the following books- The Power of Making Thinking Visible, Violin of Hope, The Knowledge Gap, and A Framework for K-12 Science Education. During the 2022-23 school year, the district focused on Universal Design for Learning, the Science of Reading, Math and ELA Pedagogy, and The Data Wise Improvement Process, which expanded pedagogy tools to help all learners.

<b>Training for general education teachers</b>	17,222
<b>Staff costs</b>	107098.46
<b>Training for gifted support staff</b>	4.102
<b>Materials used for project-based learning</b>	14,805.00
<b>Transportation</b>	4,878
<b>Field Trips</b>	1300

## Signatures and Quality Assurance

Chief School Administrator	Date

**SOUTH PARK SD**

2005 Eagle Ridge Rd

Student Services Assurances (Chapter 12) | 2024 - 2027

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## **STUDENT SERVICES ASSURANCES (CHAPTER 12)**

Chapter 12, Section 12.32, establishes the elements required in an LEA's Student and Student Services Plan. The plan for student records must conform with applicable State and Federal laws, regulations, and directives identified in guidelines issued by the Department.

## PROFILE AND PLAN ESSENTIALS

South Park School District  
103028753  
2005 Eagle Ridge Drive , South Park, Pennsylvania 15129

Wayne Gdovic  
wayne.gdovic@sparksd.org  
4126553111 Ext. 1000

Wayne Gdovic  
wayne.gdovic@sparksd.org

## STUDENT SERVICES ASSURANCE

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

Safe Schools Programs, Strategies and Actions	In Compliance? Yes or No
Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement (24 P.S. § 13-1303-AI )	Yes
School-wide Positive Behavioral Programs	Yes
Bullying Prevention Program	Yes
Conflict Resolution or Dispute Management	Yes

**Safe Schools Programs, Strategies and Actions****In Compliance? Yes or No**

Peer Helper Programs	Yes
Safety and Violence Prevention Program	Yes
Comprehensive School Safety and Violence Prevention Plans ( <a href="#">Article XIII-B of the School Code</a> )	Yes
Purchase of Security-Related Technology	Yes
Student, Staff and Visitor Identification Systems	Yes
Placement of School Resource Officers	Yes
Counseling Services available for all Students	Yes
Internet Web-Based System for the Management of Student Discipline	Yes

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

Other Chapter 12 Requirements	In Compliance? Yes or No
Implementation of a comprehensive and integrated K-12 program of student services based on the needs of its students. (in compliance with <a href="#">§ 12.41(a)</a> )	Yes
Free Education and Attendance (in compliance with <a href="#">§ 12.1</a> )	Yes
School Rules (in compliance with <a href="#">§ 12.3</a> )	Yes
Collection, maintenance and dissemination of student records (in compliance <a href="#">§ 12.31(a)</a> and <a href="#">§ 12.32</a> )	Yes
Discrimination (in compliance with <a href="#">§ 12.4</a> )	Yes
Corporal Punishment (in compliance with <a href="#">§ 12.5</a> )	Yes
Exclusion from School, Classes, Hearings (in compliance with <a href="#">§ 12.6</a> , <a href="#">§ 12.7</a> , <a href="#">§ 12.8</a> )	Yes
Freedom of Expression (in compliance with <a href="#">§ 12.9</a> )	Yes
Confidential Communications (in compliance with <a href="#">§ 12.12</a> )	Yes
Searches (in compliance with <a href="#">§ 12.14</a> )	Yes
In accordance with 22 Pa. Code 12.41(a) has a plan that includes policies and procedures for emergency care and administration of medication and treatment under The Controlled Substance, Drug, Device, and Cosmetic Act (35 P.S. 780-101-780-144). <a href="#">§ 780-101—780-144</a> )	Yes

**Other Chapter 12 Requirements****In Compliance? Yes or No**

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\(d\)](#) )

Yes

Persons delivering student services shall be specifically licensed or certified as required by statute or regulation (in compliance with [§ 12.41\(e\)](#) )

Yes

Development and Implementation of Local Wellness Program (in compliance with 42 USCS [§1758b](#) )

Yes

Establishment and Implementation of Student Assistance Programs at all of levels of the school system ([§12.42](#) )

Yes

Acceptable Use Policy for Technology Resources 24 P.S. [§ 4604](#)

Yes

As Chief School Administrator, I affirm that this LEA complies with and has instituted local policies and procedures related to the requirements of Safe and Supportive Schools, as outlined in Chapter 12.

Superintendent/CEO Electronic Signature

Date



**South Park SD**

Induction Plan (Chapter 49) | 2024 - 2027

## Profile

<b>LEA Type</b>		AUN
South Park School District		103028753
<b>Address 1</b>		
2005 Eagle Ridge Drive		
<b>Address 2</b>		
<b>City</b>	<b>State</b>	<b>Zip Code</b>
South Park	Pennsylvania	15129
<b>Chief School Administrator</b>		
Wayne Gdovic		
<b>Chief School Administrator Email</b>		
wayne.gdovic@sparksd.org		
<b>Educator Induction Plan Coordinator Name</b>		
Dr. Erica Kolat		
<b>Educator Induction Plan Coordinator Name Email</b>		
erica.kolat@sparksd.org		
<b>Educator Induction Plan Coordinator Phone Number</b>		<b>Extension</b>
412-655-3111		1010

## Steering Committee

15 Steering Committee

Name	Title	Committee Role	Chosen/Appointed By
Erica Kolat	Director of Curriculum, Academics, & Innovation	Administrator	Administration Personnel
Wayne Gdovic	Superintendent	Administrator	Administration Personnel
Kelli Dellarose	Principal	Administrator	Administration Personnel
Jeffrey Boles	Teacher	Teacher	Teacher
Ellisen Lowe	Teacher	Teacher	Teacher
Brooks Criswell	Teacher	Teacher	Teacher

## Educator Induction Plan

Will 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 be identified and provided a 2-year induction experience beginning in the 2024-25 SY? <a href="#">(22 Pa Code, 49.16 )</a>	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? <a href="#">(22 Pa Code, 49.16 )</a>	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? <a href="#">(22 Pa Code, 49.16 )</a>	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 for the duration of the induction program? <a href="#">(22 Pa Code, 49.16 )</a>	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? ( <a href="#">24 P.S. § 11-1138.8 (c)(3)</a> ) and <a href="#">22 Pa Code, 49.16 )</a>	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
d. Include a two-year induction program effective the 2024-2025 school year?	Yes

## Mentors

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
<b>Other</b>	

**Please explain the LEA's process for ensuring their mentors have the above selected characteristics.**

In addition to successful observation and evaluation outcomes, mentors are typically assigned based on their certification and building assignment. Meetings are held at the beginning of the year with each mentor to review requirements for the effective completion of the induction program, characteristics of effective mentoring relationships, and resources to support mentors in their professional role. Mentors are also invited to monthly meetings held with new teachers at each building, which are facilitated by the Director of Curriculum, Academics, & Innovation.

## Needs Assessment

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)	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	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
<b>Other</b>	

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**

All teachers new to South Park School District attend a two-day orientation at the beginning of the school year. Topics addressed during orientation and throughout Year One include, but are not limited to the following: Code of Professional Practice and Conduct for Educators, Assessments (formative, summative, diagnostic, and benchmark), effective instructional practices, school safety, Curriculum, Universal Design for Learning, evidence-based decision making, resources for instruction, The Framework for Teaching, observation and evaluation process, and district policies. In addition to orientation, meetings are held monthly to address the above topics and answer questions. Meetings are held both in-person and online.

## Educator Induction Plan Topic Areas

Upload the LEA's 2-year Educator Induction Plan, which needs to begin in the 2024-2025 SY.

SPSD Induction Plan 2022 (1).pdf

### **Selected Observation and Practice Framework(s):**

4f: Showing Professionalism

### **Timeline**

Year 1 Fall

Year 1 Summer

### **Selected Observation and Practice Framework(s):**

2b: Establishing a Culture for Learning

1f: Designing Student Assessments

1c: Setting Instructional Outcomes

3d: Using Assessment in Instruction

### **Timeline**

Year 1 Fall

Year 1 Spring

Year 2 Fall

### **Selected Observation and Practice Framework(s):**

3c: Engaging Students in Learning

3d: Using Assessment in Instruction

3a: Communicating with Students

3b: Using Questioning and Discussion Techniques

3e: Demonstrating Flexibility and Responsiveness

**Timeline**

- Year 1 Fall
- Year 1 Winter
- Year 1 Spring
- Year 1 Summer
- Year 2 Fall
- Year 2 Winter
- Year 2 Spring

**Selected Observation and Practice Framework(s):**

- 2e: Organizing Physical Space
- 2a: Creating an Environment of Respect and Rapport

**Timeline**

- Year 1 Fall
- Year 1 Winter
- Year 1 Spring
- Year 1 Summer
- Year 2 Fall
- Year 2 Winter
- Year 2 Spring

**Selected Observation and Practice Framework(s):**

- 1d: Demonstrating Knowledge of Resources
- 3d: Using Assessment in Instruction
- 1e: Designing Coherent Instruction
- 3e: Demonstrating Flexibility and Responsiveness
- 1f: Designing Student Assessments
- 4a: Reflecting on Teaching
- 1b: Demonstrating Knowledge of Students



- 3b: Using Questioning and Discussion Techniques
- 1a: Demonstrating Knowledge of Content and Pedagogy
- 3a: Communicating with Students
- 1c: Setting Instructional Outcomes
- 3c: Engaging Students in Learning

**Timeline**

- Year 1 Fall
- Year 1 Winter
- Year 1 Spring
- Year 1 Summer
- Year 2 Fall
- Year 2 Winter
- Year 2 Spring

**Selected Observation and Practice Framework(s):**

- 1d: Demonstrating Knowledge of Resources

**Timeline**

- Year 1 Fall
- Year 1 Winter
- Year 1 Spring
- Year 1 Summer
- Year 2 Fall
- Year 2 Winter
- Year 2 Spring

**Selected Observation and Practice Framework(s):**

- 4c: Communicating with Families

**Timeline**

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

**Selected Observation and Practice Framework(s):**

1e: Designing Coherent Instruction  
2e: Organizing Physical Space  
4a: Reflecting on Teaching  
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  
1f: Designing Student Assessments  
3a: Communicating with Students  
4b: Maintaining Accurate Records  
1d: Demonstrating Knowledge of Resources  
2d: Managing Student Behavior  
3e: Demonstrating Flexibility and Responsiveness  
4f: Showing Professionalism  
1c: Setting Instructional Outcomes  
2c: Managing Classroom Procedures  
3d: Using Assessment in Instruction  
4e: Growing and Developing Professionally  
1b: Demonstrating Knowledge of Students  
2b: Establishing a Culture for Learning  
3c: Engaging Students in Learning  
4d: Participating in a Professional Community

**Timeline**

Year 1 Fall

Year 1 Winter  
Year 1 Spring  
Year 1 Summer  
Year 2 Fall  
Year 2 Winter  
Year 2 Spring

**Selected Observation and Practice Framework(s):**

1f: Designing Student Assessments  
3d: Using Assessment in Instruction  
4a: Reflecting on Teaching  
1c: Setting Instructional Outcomes

**Timeline**

Year 1 Fall  
Year 1 Winter  
Year 1 Spring  
Year 1 Summer  
Year 2 Fall  
Year 2 Winter  
Year 2 Spring

**Selected Observation and Practice Framework(s):**

1d: Demonstrating Knowledge of Resources

**Timeline**

Year 1 Fall  
Year 1 Winter  
Year 1 Spring  
Year 1 Summer  
Year 2 Fall

Year 2 Winter

Year 2 Spring

**Selected Observation and Practice Framework(s):**

2b: Establishing a Culture for Learning

2a: Creating an Environment of Respect and Rapport

2e: Organizing Physical Space

2d: Managing Student Behavior

2c: Managing Classroom Procedures

**Timeline**

Year 1 Fall

Year 1 Winter

Year 1 Spring

Year 1 Summer

Year 2 Fall

Year 2 Winter

Year 2 Spring

**Selected Observation and Practice Framework(s):**

4c: Communicating with Families

**Timeline**

Year 1 Fall

Year 1 Winter

Year 1 Spring

Year 1 Summer

Year 2 Fall

Year 2 Winter

Year 2 Spring

**Selected Observation and Practice Framework(s):**

4f: Showing Professionalism

**Timeline**

Year 1 Summer

**Selected Observation and Practice Framework(s):**

**Timeline**

Year 1 Spring

Year 2 Fall

Year 2 Spring

**Selected Observation and Practice Framework(s):**

1f: Designing Student Assessments

3a: Communicating with Students

4b: Maintaining Accurate Records

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

4f: Showing Professionalism

1c: Setting Instructional Outcomes

2c: Managing Classroom Procedures

3d: Using Assessment in Instruction

4e: Growing and Developing Professionally

- 1e: Designing Coherent Instruction
- 2e: Organizing Physical Space
- 4a: Reflecting on Teaching
- 1b: Demonstrating Knowledge of Students
- 2b: Establishing a Culture for Learning
- 3c: Engaging Students in Learning
- 4d: Participating in a Professional Community

**Timeline**

Year 1 Fall

Year 1 Summer

Year 2 Summer

## Evaluation and Monitoring

### Evaluation and Monitoring

The inductee and mentor complete a comprehensive evaluation packet. In addition to dating and initialing the completion of approximately 80 components, each completes an evaluation of induction and submits the completed packet to the Principal; Director of Curriculum, Academics, & Innovation; and Superintendent. This qualitative data is reviewed and shared with the professional development committee. Further, monthly meetings are facilitated at each building by the Director of Curriculum, Academics, & Innovation for new teachers. During each meeting, participants provide "plus/delta" feedback, which is applied to subsequent meetings.

## InductionPlan

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

Yes

**If "No" is selected, please explain what individuals were not included in the Induction Program and why.**



## Signatures and Quality 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

**SOUTH PARK SD**

2005 Eagle Ridge Rd

Professional Development Plan (Act 48) | 2024 - 2027

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**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

South Park School District  
103028753  
2005 Eagle Ridge Drive, South Park, Pennsylvania 15129

Dr. Erica Kolat  
erica.kolat@sparksd.org  
412-925-8485 X 1010

Wayne Gdovic  
wayne.gdovic@sparksd.org

## STEERING COMMITTEE

Name	Title	Committee Role	Appointed By
Wayne Gdovic	Superintendent	Administrator	Administration Personnel
Erica Kolat	Director of Curriculum, Academics, & Innovation	Administrator	Administration Personnel
Chelsea Campolongo	Business Manager	Administrator	Administration Personnel
Charissa Rychcik	Director of Special Education	Administrator	Administration Personnel
Kelli Dellarose	Principal	Administrator	Administration Personnel
Anthony Trozzi	Assistant Principal	Administrator	Administration Personnel

<b>Name</b>	<b>Title</b>	<b>Committee Role</b>	<b>Appointed By</b>
Lynn Como	Principal	Administrator	Administration Personnel
Michael Petruzzi	Assistant Principal	Administrator	Administration Personnel
Justin Dellarose	Principal	Administrator	Administration Personnel
Jason Marvin	Assistant Principal	Administrator	Administration Personnel
Steven Powell	Director of Technology	Administrator	Administration Personnel
Eddie Phillips	Director of Communications	Administrator	Administration Personnel
Patrick Colligan	Director of Athletics	Administrator	Administration Personnel
Ellisen Lowe	Teacher	Elementary Teacher	Teacher
Melissa Dubyak	Teacher	Elementary Teacher	Teacher
Alex Hasis	Teacher	Education Specialist	Education Specialist
Jennifer Cool	Parent	Parent of Child Attending	School Board of Directors
Elise Foley	Parent	Parent of Child Attending	School Board of Directors
John Barum	Community Member	Community Member	School Board of Directors
Karen Holko	Community Member	Community Member	School Board of Directors
Brian Duggan	Teacher	Middle School Teacher	Teacher

<b>Name</b>	<b>Title</b>	<b>Committee Role</b>	<b>Appointed By</b>
Jessica Ferguson	Teacher	Middle School Teacher	Teacher
Stephani Giusti	Community Member	Community Member	School Board of Directors
Dawn Kempton	Parent	Parent of Child Attending	School Board of Directors
Kelly Aultz	Parent	Parent of Child Attending	School Board of Directors
John Pastorius	Teacher	High School Teacher	Teacher
Jeff Boles	Teacher	High School Teacher	Teacher
Renee Hochendoner	Parent	Parent of Child Attending	School Board of Directors
Stacie Klocek	Parent	Parent of Child Attending	School Board of Directors
Elli-Anne Laing	Student	Other	Administration Personnel
Angela Girol	Board Member	Other	School Board of Directors
Dave Giusti	Board Member	Other	School Board of Directors
Charlie Bova	Community Member	Community Member	School Board of Directors
John Criswell	Teacher	Middle School Teacher	Teacher

**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 Professional Development Committee meets at least annually. Data are shared from professional learning evaluations and progress on action items specific to professional learning. This information is used plan future meetings and professional learning opportunities.

## ACTION PLANS STEPS FROM COMPREHENSIVE PLAN

### PHONICS & PHONEMIC AWARENESS

Action Step	Audience	Topics to be Included	Evidence of Learning
<p>Phonics - Provide refresher professional learning focused on Foundations at least annually, as needed.</p> <p>Include professional learning focused on Foundations as part of new teacher orientation for newly hired teachers assigned to K-3 English Language Arts, as needed.</p> <p>Include professional learning focused on Heggerty as part of new teacher orientation for newly hired teachers assigned to K-2 English Language Arts, as needed.</p> <p>Provide initial and ongoing professional learning opportunities to support use of newly adopted phonics and phonemic awareness materials for appropriate teachers</p>	<p>K-3 teachers and K-4 interventionists (reading specialists, special education teachers, etc.)</p>	<p>Phonics, phonemic awareness, foundational reading skills</p>	<p>lesson plans, observations, walkthroughs</p>
Lead Person/Position	Anticipated Timeline		
Kelli Dellarose, Principal	08/22/2024 - 06/30/2027		



## LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	annually	3c: Engaging Students in Learning 1e: Designing Coherent Instruction 1d: Demonstrating Knowledge of Resources	Language and Literacy Acquisition for All Students

## SCIENCE OF READING - COMPREHENSION

Action Step	Audience	Topics to be Included	Evidence of Learning
Provide initial and ongoing professional learning focused on providing regular practice with complex text and academic vocabulary.	K-12 ELA Teachers & Administrators	academic vocabulary instruction, building on background knowledge, evidence-based writing instruction	lesson plans, learning walks, observations
Provide initial and ongoing professional learning focused on evidence-based writing instruction			
Lead Person/Position			Anticipated Timeline
Dr. Erica Kolat, Director of Curriculum, Academics, & Innovation			08/22/2024 - 06/30/2027

## 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 annually and as needed based on evidence from lesson plans, learning walks, and observations	1e: Designing Coherent Instruction  3c: Engaging Students in Learning  1a: Demonstrating Knowledge of Content and Pedagogy  1c: Setting Instructional Outcomes	Language and Literacy Acquisition for All Students

## VISIBLE THINKING AND LEARNING

Action Step	Audience	Topics to be Included	Evidence of Learning
Provide professional learning focused on the 8 cultural forces	All K-12 teachers and administrators	cultural forces, cultural mindsets, making thinking visible, thinking routines, protocols, communities of practice, visible learning, influences that accelerate learning	lesson plans, learning walks, observations, evidence of practice, community of practice experiences
Provide mini-workshops focused on one of the cultural forces,			

Action Step	Audience	Topics to be Included	Evidence of Learning
monthly			
Provide professional learning focused on thinking and understanding			
Provide professional learning introduction to visible learning (Hattie, 2024) and meta-analysis research			

Lead Person/Position	Anticipated Timeline
Dr. Erica Kolat, Director of Curriculum, Academics, & Innovation	08/22/2024
Dr. Charissa Rychcik, Director of Special Education	-
Mrs. Kelli Dellarose, Principal	06/30/2027
Mr. Anthony Trozzi, Assistant Principal	
Mrs. Lynn Como, Principal	
Mr. Michael Petruzzi, Assistant Principal	
Mr. Justin Dellarose, Principal	
Mr. Jason Marvin, Assistant Principal	

## LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Other	at least monthly	1f: Designing Student Assessments 3a: Communicating with Students	

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
		4b: Maintaining Accurate Records	
		1c: Setting Instructional Outcomes	
		2c: Managing Classroom Procedures	
		3d: Using Assessment in Instruction	
		1e: Designing Coherent Instruction	
		2e: Organizing Physical Space	
		4a: Reflecting on Teaching	
		1d: Demonstrating Knowledge of Resources	
		2d: Managing Student Behavior	
		3e: Demonstrating Flexibility and Responsiveness	
		1b: Demonstrating Knowledge of Students	
		2b: Establishing a Culture for Learning	
		3c: Engaging Students in Learning	
		1a: Demonstrating Knowledge of Content and Pedagogy	
		2a: Creating an Environment of Respect and Rapport	

<b>Type of Activities</b>	<b>Frequency</b>	<b>Danielson Framework Component Met in this Plan</b>	<b>This Step Meets the Requirements of State Required Trainings</b>
		3b: Using Questioning and Discussion Techniques	
		4c: Communicating with Families	

## OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES

### TRAUMA-INFORMED CARE

Audience	Topics to be Included	Evidence of Learning
All Staff	impact of trauma, resources	Evaluation forms from professional learning opportunity and use of resources to support learners and families
Lead Person/Position		Anticipated Timeline
Dr. Erica Kolat, Director of Curriculum, Academics, & Innovation		07/01/2024 - 06/30/2027

### LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Annually	1d: Demonstrating Knowledge of Resources 1b: Demonstrating Knowledge of Students	At Least 1-hour of Trauma-informed Care Training for All Staff

### UNIVERSAL DESIGN FOR LEARNING

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
		1b: Demonstrating Knowledge of Students 2b: Establishing a Culture for Learning 1e: Designing Coherent Instruction 3c: Engaging Students in Learning 1c: Setting Instructional Outcomes 3a: Communicating with Students	
Inservice day	at least twice per year	1c: Setting Instructional Outcomes 3a: Communicating with Students 1b: Demonstrating Knowledge of Students 2b: Establishing a Culture for Learning 3c: Engaging Students in Learning 1f: Designing Student Assessments 1d: Demonstrating Knowledge of Resources 3b: Using Questioning and Discussion Techniques 1a: Demonstrating Knowledge of Content and Pedagogy	Common Ground: Culturally Relevant Sustaining Education

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
		2a: Creating an Environment of Respect and Rapport 1e: Designing Coherent Instruction 3d: Using Assessment in Instruction	



## PROFESSIONAL ETHICS

Audience	Topics to be Included	Evidence of Learning
All staff	Professional Ethics	Evaluation of professional development evaluation form and application of ethical behavior, values, and principles in daily conduct
Lead Person/Position		Anticipated Timeline
Mr. Wayne Gdovic		08/22/2024 - 06/30/2027

## LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	annually	4f: Showing Professionalism	Professional Ethics

## STRUCTURED LITERACY

Audience	Topics to be Included	Evidence of Learning
Elementary Teachers, Middle School Teachers, English as a Second Language, Reading Specialist, Special Education PK-12	Evidence-based intervention practices on structured literacy. Explicit and systematic instruction in phonological and phonemic awareness. The alphabetic principle, decoding and encoding, fluency and vocabulary. Reading comprehension and building content knowledge.	Professional development evaluation forms, application of the science of reading in lesson plans and observed in classroom instruction during observations, walkthroughs, and learning walks
Lead Person/Position	Anticipated Timeline	
Dr. Erica Kolat, Director of Curriculum, Academics, & Innovation	08/01/2026 - 06/30/2027	

## 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		Structured Literacy

## SCHOOL SAFETY

Audience	Topics to be Included	Evidence of Learning
All Staff	situational awareness, trauma-informed approaches, behavioral health awareness, suicide & bullying awareness, substance abuse awareness, recognizing concerning behaviors, emergency training drills	professional development evaluation forms, application of learned content, use of provided resources
Lead Person/Position		Anticipated Timeline
Mr. Wayne Gdovic, Superintendent		07/01/2024 - 06/30/2027

## LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Other	at least three hours per year; types of activities include a combination of online workshops, in-person workshops, and safety drills	1d: Demonstrating Knowledge of Resources  4c: Communicating with Families  3a: Communicating with Students  2a: Creating an Environment of Respect and Rapport	

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
		4f: Showing Professionalism  1b: Demonstrating Knowledge of Students	

## PROFESSIONAL DEVELOPMENT PLAN ASSURANCES

Professional Education Plan Guidelines	Yes/No
Are the professional development activities aligned with the current and applicable Pennsylvania Core Standards or Pennsylvania Academic Standards? ( <a href="#">22 Pa Code, Chapter 4</a> )	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? ( <a href="#">Act 82 of 2012</a> ) aka ( <a href="#">22 Pa Code, 19</a> )	Yes
Are the professional development activities aligned to at least one component of one domain within the Observation and Practice 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? ( <a href="#">Act 48, Section 1205.1</a> )	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? ( <a href="#">Act 48, Section 1205.1</a> )	Yes
Was the professional education plan approved by the professional education committee and the board of the school entity? ( <a href="#">22 pa Code, 49.16</a> )	Yes
Does the professional development plan align with educator needs? ( <a href="#">Act 48, Section 2</a> )	Yes
Do the implementation steps cover at least a three-year implementation horizon?	Yes

**Professional Education Plan Guidelines**

**Yes/No**

Are the following professional development activities included in the Act 48 Professional Development Plan?

Language and Literacy Acquisition for All Students

Yes

Teaching Diverse Learners in Inclusive Settings

Yes

At least 1-hour of trauma-informed care training for all staff

Yes

Professional Ethics Program Framework Guidelines

Yes

Culturally Relevant and Sustaining Education Program Framework Guidelines

Yes

Structured Literacy Program Framework Guidelines

Yes

When is the first year the LEA will offer Structured Literacy Training to the staff?

2022-  
2023

Who will receive the Structured Literacy Training in addition to the five required certifications (early childhood, elementary-middle level, special education, ESL, and reading specialist)?

In addition to educators with certification areas that require Structured Literacy Training, all educators who express interest will be able to participate in professional learning associated with Structured Literacy.

Is the LEA using or planning to implement Structured Literacy (Select One)?

Hybrid, Structured Literacy components integrated into reading program.

## **EVALUATION AND REVIEW**

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

The Professional Education Plan is developed, monitored, and revised based on multiple sources of data, including but not limited to students' performance on summative, formative, and benchmark assessments; observations, lesson plans, curriculum alignment reporting, survey feedback, and other needs assessment measures. Summary data from each in-service, Act 80, and staff development day for which professional learning sessions were offered is reviewed by the administrative team after each professional learning event. This data is made available to the Professional Development Committee annually. The Professional Development (Act 48) Plan is reviewed on an annual basis to ensure that identified needs are addressed.

**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