

SELINGSGROVE AREA SD

329 Seals Avenue

Comprehensive Plan | 2021 - 2024

DRAFT

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Dr. Frank Jankowski	Superintendent	District	fjankowski@seal-pa.org
Mr. Brian Parise	Assistant Superintendent	District	bparise@seal-pa.org
Mr. Paul Roman	High School Assistant Principal	High School	proman@seal-pa.org
Mr. John Bohle	Middle School Principal	Middle School	jbohle@seal-pa.org
Mr. Matt Conrad	High School Principal	High School	mconrad@seal-pa.org
Ms. Michlelle Garman	Elementary Principal	Elementary School	mgarman@seal-pa.org
Dr. Jason Schmucker	Intermediate School Principal	Intermediate School	jschmucker@seal-pa.org
Mr. Dennis Wolfe	Board Member	Community	dwolfe@seal-pa.org
Mr. Damian Gessel	Middle School Assistant Principal	Middle School	dgessel@seal-pa.org
Mrs. Susan Lipsey	Director of Special Education	District	slipsey@seal-pa.org
Mr. Matt Lehman	Staff Member	High School/Induction Committee Rep	mlehman@seal-pa.org
Ms. Becky McCartney	Staff Member	Intermediate School/Curriculum Council Rep	rmccartnery@seal-pa.org
Mr. Colton Moyer	Staff Member	Intermediate School/Curriculum Council Rep	cmoyer@seal-pa.org
Ms. Cristi Beeler	Staff Member	High School/Curriculum Council Rep	cbeeler@seal-pa.org
Mrs. Jamie Ettinger	Staff Member	Middle School/Curriculum Council Rep	jettinger@seal-pa.org
Ms. Katie Hess	Parent	Multiple Schools	katiehessod@gmail.com
Ms. Amanda Witmer	Staff Member	Teacher/Act 48 Committee	awitmer@seal-pa.org
Ms. Cindy Davis	Staff Member	Teacher/Act 48 Committee	cdavis@seal-pa.org
Ms. Stacy Gasteiger	Staff Member	Intermediate School/Curriculum Council Rep	sgasteiger@seal-pa.org
Mr. Robert Whyne	Staff Member	High School/Curriculum Council Rep	rwhyne@seal-pa.org

Ms. Kenndy Myers	Staff Member	Elementary School/Curriculum Council Rep	kmyers@seal-pa.org
Mrs. Kelly Feiler	Community Member	Regional Engagement	feiler5@verizon.net

LEA Profile

The Selinsgrove Area School District (SASD) home of the Seals[®], is located along Routes 11-15, about halfway between Harrisburg and Williamsport. Covering an area of 105 square miles in Eastern Snyder County, SASD consists of the boroughs of Freeburg, Selinsgrove and Shamokin Dam, and the townships of Chapman, Jackson, Monroe, Penn, Union and Washington.

About 2,500 students are housed in four buildings in a campus setting in the northwestern section of the borough of Selinsgrove adjacent to Susquehanna University. The buildings are: Selinsgrove Area Elementary (K-2), Selinsgrove Area Intermediate (3-5), Selinsgrove Area Middle School (6-8), and Selinsgrove Area High School (9-12) with a staff of 316. The district's 2018-2019 budget is approximately \$43 million.

Recognized for excellence by U.S. News and World Report, as well as Newsweek, the district is proud to provide a well-rounded education to its students. Offerings include core academics, a broad spectrum of the arts, business and technical education, three foreign languages, agricultural courses, advanced placement courses, dual enrollment courses, and a wide variety of athletic and extracurricular activities. In various regional, state, and national competitions, students routinely place among the best. Graduates are well prepared for all post-secondary opportunities, including entering the workforce, obtaining further technical training, or attending college.

Mission and Vision

Mission

The Selinsgrove Area School District is committed to providing quality education for life-long learning.

Vision

We envision the Selinsgrove Area School District to be a premier, exemplary student centered organization where everyone shares in the commitment to the education and development of each student. Our educational system will provide a customized, personalized learning environment that will enable each student to graduate demonstrating competency of 21st Century Skills including critical thinker, self-directed learner, effective communicator, collaborative worker, quality employee, proficient user of technology, and contributing member of a global society.

Educational Value Statements

Students

All students come to the Selinsgrove Area School District with unique abilities, needs, and perspectives. We believe that all students can learn when they are active and engaged in the learning process. The District will continue to be committed to providing the necessary resources to support the whole child and to the belief that all of our diverse learners are capable of learning.

Staff

The Selinsgrove Area School District will maintain high expectations for its staff. Teachers are dedicated to supporting all students and striving to meet their needs as individuals. The District will continue to provide opportunities for staff to be involved in decision-making process. Teachers and staff embrace their responsibilities.

Administration

The administration is dedicated to maintaining a student-centered approach to district operations. This will be accomplished through the support of all staff members, providing meaningful opportunities for professional development, and through the allocation of appropriate resources in order to meet the needs of all learners.

Parents

The Selinsgrove Area School District believes that the success of students is more likely when a partnership exists between the school and families. The District will remain committed to providing meaningful opportunities for family engagement. Cooper

Community

The Selinsgrove Area School District is seen by many as the hub of the community. We work closely with several community partners including the United Way, CMSU, The Central Susquehanna Intermediate Unit, and many others. Several community members, businesses and organizations support students through the sponsorship of many scholarships and awards/ Business partnerships have also been established through the High School's Seal of Employability credential and the Adopt-a-Classroom program at our Intermediate school. The greater community is proud and supportive of the District.

Other (Optional)

Summary Of Strengths and Challenges

Strengths

Strength	Consideration In Plan
We continue to offer PDE-Approved certification programs in our high school.	No
We currently have 100% of our students on track to complete the required Career Education and Work	Yes
In order to support better phonemic awareness and improve student achievement in the area of early literacy skills as measured on DIBELS assessments, the school has adopted the use of the Heggerty Phonemic awareness program.	Yes
Additional interventionist have been added to the faculty to support students in grades K-5. Intervention blocks have been added to elementary and intermediate school schedules.	Yes
PLCs have been developed at each of the schools in order to disaggregate data more effectively and conduct intervention planning sessions though the analysis of data.	Yes
High School English teachers continue to review curriculum in order to better address prioritized standards.	No
At the intermediate school, the school was 22.0% advanced. The statewide average was 17.8%	No
The middle school experienced the three-year average for 6th and 7th grade math exceeding the growth standard.	No
At the high school, based off the most recent PVAAS data report, Keystone Algebra has signifcant evidence that the school exceeded the growth standard. The schools growth measure is 9.7 and growth index is 4.39. The All Student Group in the area of Exceeding the Standard for Demonstrating Growth was 100%. The statewide average was 75.3% and we have exceed the 2030 goal of 70.0%. The SAHS all student group for advanced/proficient was 26.8%, exceeding the state average of 17.8%. Based off the most recent PVAAS data report for three year average, Keystone Biology has significant evidence that the school did exceed the established growth standard. The schools growth measure is 6.3 and growth index is 5.4.	No
The Intermediate School was 41.2% advanced. The statewide average was 28.9%. The all-student group is currently at 86.1% proficient/advanced. The statewide average is currently 66.0%. The 2030 statewide goal is 83.0%.	No
At the High School, as reported in the PA Future Ready report for Selinsgrove Area High School for school year 2018-2019, SAHS All Student Group scored 67.0% Proficient/Advanced in ELA. This exceeds the statewide average of 66.0%.	No
At the Middle School, the three-year PVAAS average shows evidence of meeting the growth standard.	No

At the Intermediate School, PSSA 2018-2019 increase performance from the previous year. Science - proficient/advanced was at 65.2% an upward trend. Science - growth was at 77% an upward trend."	No
At the Middle School, PSSA 2018-2019 increase performance from the previous year Science - proficient/advanced was at 65.2% an upward trend. Science - growth was at 77% an upward trend."	No
There is administrative consensus when it comes to addressing district needs through various departments and accompanying plans. All agree that we need to increase the achievement of our identified students.	Yes
Concerted efforts are being made to add supplemental supports, especially at the K-5 level. Additional reading specialists, math interventionists and an addition guidance counselor are all part of 21-22 school year planning.	Yes
Recruit and retain fully credentialed, experienced and high-quality leaders and teachers	No
Ensure effective, standards-aligned curriculum and assessment	No
Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities	No

Challenges

Challenge	Consideration In Plan
Students at the high school level are not meeting the growth standard and are performing below state average.	Yes
DIBELS data show decreases across the school year from beginning of the year assessments through the end of the year assessments. Additional interventionists and intervention blocks will help address this decrease in proficiency.	Yes
The Middle School is not meeting the expectations for growth over a three-year period. This could be addressed by implementing process for curricular review and analysis of student assessment data.	No
At the elementary school there is a lack of a universal screening tool or a electronic benchmark test to track student data.	Yes
At the intermediate school, the all-student group academic growth score was 50.0%. The statewide growth standard was 70.0%.	No
Based off the most recent PVAAS data report, Keystone Biology has significant evidence that the school did exceed the established growth standard. The schools growth measure is -9.4 and growth index is -4.96.	No

Based off the most recent PVAAS data report for three year average, Keystone Biology has significant evidence that the school did not exceed the established growth standard. The schools growth measure is -6.5 and growth index is -5.91.	No
The Selinsgrove Area School would like to see an increase in the number of completers within the state approved CTE programs.	No
The Selinsgrove Area School District is in need of creating more job-relevant experiences for students.	Yes
The overall graduation rate and graduation rate among students with disabilities needs to improve.	Yes
Meaningful differentiation and opportunities for acceleration and remediation need to occur for our students with disabilities to achieve at a higher rate.	Yes
As noted, special education students are underperforming relative to state averages.	Yes
Our graduation rate is lower with a recent sharp increase in the number of dropouts, specifically among identified learners.	No
Partner with local businesses, community organizations, and other agencies to meet the needs of the district	No
Establish and maintain a focused system for continuous improvement and ensure organizational coherence	No
MTSS is not being implemented consistently across the grade levels. Appropriate implementation of MTSS will result in improved intervention planning and delivery as well as differentiated instruction within the core or Tier I.	No

Most Notable Observations/Patterns

Analyzing Strengths and Challenges

Strengths

Strength	Discussion Points
We currently have 100% of our students on track to complete the required Career Education and Work	The acquisition of Smartfutures has assisted the district in maintaining compliance in this area. We will continue to have guidance counselors and Career teachers work with administration to ensure compliance.
In order to support better phonemic awareness and improve student achievement in the area of early literacy skills as measured on DIBELS assessments, the school has adopted the use of the Heggerty Phonemic awareness program.	Heggerty has been utilized in kindergarten and will continue to be implemented in grades 1 and 2 in subsequent years. The district has allocated significant resources to address early literacy skills.
Additional interventionist have been added to the faculty to support students in grades K-5. Intervention blocks have been added to elementary and intermediate school schedules.	The K-5 master schedule now includes required intervention blocks. This approach will be analyzed during the three-year period of the comprehensive plan. Additional interventionists have been hired to support at-risk students and to support MTSS for the next three years. The effectiveness of this added support will be evaluated annually.
PLCs have been developed at each of the schools in order to disaggregate data more effectively and conduct intervention planning sessions though the analysis of data.	PLCs including MTSS meetings will take place at all four of the district's schools.
There is administrative consensus when it comes to addressing district needs through various departments and accompanying plans. All agree that we need to increase the achievement of our identified students.	Our Title I Plan, our Special Education Plan, show consensus in prioritizing meeting the needs of all learners through increased differentiation of instruction and through providing Multi-Tiered Systems of Support.
Concerted efforts are being made to add supplemental supports, especially at the K-5 level. Additional reading specialists, math interventionists and an addition guidance counselor are all part of 21-22 school year planning.	The K-5 master schedule now includes required intervention blocks. This approach will be analyzed during the three-year period of the comprehensive plan. Additional interventionists have been hired to support at-risk students and to support MTSS for the next three years. The effectiveness of this added support will be evaluated annually.

Challenges

Challenge	Discussion Points	Priority	Priority Statement
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		For Planning	
Students at the high school level are not meeting the growth standard and are performing below state average.	Better aligned curricula among the 6th-10th science courses is needed as well as professional development relevant to depths of learning.	Yes	Curricular alignment must occur in the area of high school and middle school science. An emphasis on depths of knowledge needs to be a priority. The adoption and analysis of new science standards K-12 needs to be considered during this Comprehensive Planning cycle.
DIBELS data show decreases across the school year from beginning of the year assessments through the end of the year assessments. Additional interventionists and intervention blocks will help address this decrease in proficiency.	The district's approach to MTSS needs to improve so that students are flexibly grouped. Basic literacy skills need to remain a focus throughout the entire school year, not just during the beginning months.	No	
At the elementary school there is a lack of a universal screening tool or a electronic benchmark test to track student data.	Teacher feedback suggests a need for a universal screening tool at the elementary level would be paramount in identifying and supporting at-risk learners. Our MTSS and pre-referral processes lack consistent, relevant data to support intervention planning.	Yes	A universal screening tool needs to be adopted and implemented along with accompanying intervention resources. Appropriate professional development needs to be planned to support the implementation of math screening and intervention programming.
The Selinsgrove Area School District is in need of creating more job-relevant experiences for students.	As high school graduating cohorts become in need of satisfying all state graduation requirements outlined in Act 58, the need to operationalize a systemic job shadow or internship program exists. This will lead to enhanced partnerships within the business community.	Yes	As high school graduating cohorts become in need of satisfying all state graduation requirements outlined in Act 58, the need to operationalize a systemic job shadow or internship program exists. This will lead to enhanced partnerships within the business community.
The overall graduation rate and graduation rate among students with disabilities needs to improve.	This needs to be addressed immediately. Triangulation of data suggests a degree of predictability among our data and dropouts. Improvement in addressing out at-risk students should result in better data. Elements of this challenge are addressed in our special	No	

	education plan.		
Meaningful differentiation and opportunities for acceleration and remediation need to occur for our students with disabilities to achieve at a higher rate.	Walkthrough and teacher observation data suggests a greater need for differentiated instruction within core instruction.	Yes	When considering the need for improved provisions of Multi-Tiered Systems of Support, core or TIER I intervention and differentiation need to be a priority at all grade levels. This could include addressing the needs of the whole child, introducing and implementing Social Emotional Learning as well.
As noted, special education students are underperforming relative to state averages.	This needs to be addressed immediately. Triangulation of data suggests a degree of predictability among our data and dropouts. Improvement in addressing out at-risk students should result in better data. Elements of this challenge are addressed in our special education plan.	No	

Goal Setting

Priority: Curricular alignment must occur in the area of high school and middle school science. An emphasis on depths of knowledge needs to be a priority. The adoption and analysis of new science standards K-12 needs to be considered during this Comprehensive Planning cycle.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Essential Practices 1: Focus on Continuous Improvement of Instruction	By the end of the 23-24 school year, administration and staff will have worked to write and implement a new science curriculum (K-12) based on newly published and approved state standards.	Science Curriculum	By the end of the 21-22 school year, the K-8 science curricula will be re-written to reflect proposed state standards.	By the end of the 22-23 school year, new science curricula will be written and analyzed for grade 6-12. CSIU consultants will be part of the review process prior to implementation.	By the end of the 23-24 school year, administration and staff will have worked to write and implement a new science curriculum (K-12) based on newly published and approved state standards.
STEM	By the end of the 23-24 school year, student achievement in the area of Biology will improve to at or above state average (proficiency rate).	Increase in Student Achievement at the High School (Biology)	At the end of the 21-22 school year, the rate of proficiency on the Keystone Biology Exam will increase by 10%.	At the end of the 22-23 school year, the rate of proficiency on the Keystone Biology Exam will increase by 15%.	By the end of the 23-24 school year, student achievement in the area of Biology will improve to at or above state average (proficiency rate).

Priority: A universal screening tool needs to be adopted and implemented along with accompanying intervention resources. Appropriate professional development needs to be planned to support the implementation of math screening and intervention programming.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Essential Practices 3: Provide Student-Centered Support Systems	By the end of the 23-24 school year a new math universal screening tool will be fully implemented with accompanying intervention resources. These data and progress monitoring tools will be utilized for flexible grouping and as part of a MTSS for academics. By the end of a three-year cycle, we hope to demonstrate an end-of-year proficiency rate consistent with a tiered approach (80% Proficient, 20% Needing Support).	Math Screening and Intervention	Screen all K-5 students using STAR Assessments. Utilize the data in order to identify students in need of intervention. Utilize intervention resources during scheduled intervention blocks. Utilize the support of additional interventionists.	Screen and implement STAR Math assessments and intervention resources. Secure the services of the CSIU to observe and evaluate the effectiveness of our MTSS including Data Teams and Pre-Referral meetings.	By the end of the 23-24 school year a new math universal screening tool will be fully implemented with accompanying intervention resources. These data and progress monitoring tools will be utilized for flexible grouping and as part of a MTSS for academics. By the end of a three-year cycle, we hope to demonstrate an end-of-year proficiency rate consistent with a tiered approach (80% Proficient, 20% Needing Support).

Priority: As high school graduating cohorts become in need of satisfying all state graduation requirements outlined in Act 58, the need to operationalize a systemic job shadow or internship program exists. This will lead to enhanced partnerships within the business community.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Post-secondary transition to school, military, or work	By the end of the 23-24 school year. The high school will provide internship opportunities to all graduates through a series of business partnerships.	Internship Program	By the end of year one, it will be the goal of administrators, guidance counselors, and career teachers to link students with businesses in order to satisfy Act 58 requirements.	By the end of the 22-23 school year, it will be the goal of the high school to have listed partnerships with at least 30 local businesses who are willing to host a job shadow or an intern.	By the end of the 23-24 school year. The high school will provide internship opportunities to all graduates through a series of business partnerships.
Post-secondary transition to school, military, or work	It is the goal of the Selinsgrove Area School District to improve our graduation rate to at least 95%. It is believe that providing job-relevant experiences for credit will lead to higher levels of student engagement.	Increased Graduation Rate	By the end of year one, it is the goal of the district to increase the graduation rate to 93%.	By the end of year two, it is the goal of the district to increase the graduation rate to 94%.	It is the goal of the Selinsgrove Area School District to improve our graduation rate to at least 95%. It is believe that providing job-relevant experiences for credit will lead to higher levels of student engagement.

Priority: When considering the need for improved provisions of Multi-Tiered Systems of Support, core or TIER I intervention and differentiation need to be a priority at all grade levels. This could include addressing the needs of the whole child, introducing and implementing Social Emotional Learning as well.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Social emotional learning	By the end of the 23-24 School Year elements of Social Emotional Learning will be implemented throughout the district in order to support the needs of all learners.	SEL K-12	Implementation of SEL lessons and strategies K-5. This will work in conjunction with each schools' SWPBS.	Implementation of SEL strategies in grades 6-8.	By the end of the 23-24 School Year elements of Social Emotional Learning will be implemented throughout the district in order to support the needs of all learners.
Essential Practices 3: Provide Student-Centered Support Systems	Improved Tier I instructional practices as observed throughout the district as evidenced in walk-through and observation data.	Tier I Differentiation of Instruction	At the end of the 21-22 school year, baseline data and summaries of instructional practices (exemplars) will be identified.	By the end of 22-23 school year, professional development relevant to differentiated instruction and depths of knowledge will occur and result in an increase in effective practices as evidenced in walk-throughs and observation data.	Improved Tier I instructional practices as observed throughout the district as evidenced in walk-through and observation data.
Essential Practices 3: Provide Student-Centered Support Systems	By the end of the 23-24 school year, effective Multi-Tiered Systems of support will be in place from grades K-12. This will include universal screening and data team process, effective intervention planning and goal setting for individual students who are in need of support, and effective data reporting for pre-referral processes.	MTSS Implementation	By the end of the 21-22 school year. Universal screening practices and tiered interventions will be put into place a the K-5 level. Data teams will meet regularly to disaggregate data, plan interventions, and monitor progress.	By the end of the 22-23 school year. MTSS processes will be implemented at the 6-12 grade level.	By the end of the 23-24 school year, effective Multi-Tiered Systems of support will be in place from grades K-12. This will include universal screening and data team process, effective intervention planning and goal setting for individual students who are in need of support, and effective data reporting for pre-referral processes.

Action Plan

Action Plan for: Science Curriculum Writing

Measurable Goals		Anticipated Output			Monitoring/Evaluation	
<ul style="list-style-type: none"> Science Curriculum Increase in Student Achievement at the High School (Biology) 		Given the appropriate time, resources and leadership, it is anticipated that the science department will see an increase in student achievement as well as produce a new science curriculum based on soon-to-be adopted state standards.			The assistant superintendent, along with building administrators will monitor and review team progress.	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Meet as a science department to review and analyze the curriculum and recent trends in CDT and Keystone Date.	08/25/2021	06/03/2022	Assistant Superintendent/Department Chairperson	Science Curriculum, proposed standards, student achievement data	Yes	Yes
Provide time for science department members to write curricula based on analysis.	08/24/2022	06/13/2023	Assistant Superintendent/Department Chairperson	Curricular resources, planning time and possible financial costs for time spent by teacher outside of contractual time.	Yes	Yes
Continue to develop science PLCs in order to research instructional practices.	08/24/2022	06/13/2024	Grade-Level and Department Leads, Building Administrators	Planning time, PLC Meeting Protocols	Yes	Yes

Action Plan for: Professional Learning Communities

Measurable Goals			Anticipated Output		Monitoring/Evaluation	
<ul style="list-style-type: none"> Science Curriculum Math Screening and Intervention Increase in Student Achievement at the High School (Biology) MTSS Implementation 			PLCs will be developed or maintained to support a large number of district initiatives. Collaboration has a large effect size relative to several strategies implemented in school districts. With appropriate resources and protocols in place, the collaborative structures of PLC will lead to meeting our goals.		Building administration as well as district-level administration will participate and observe multiple PLC to assess effectiveness.	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Science Curriculum writing will take place through the implementation of a PLC model. Regular meetings will be schedule with department leads, curriculum council representatives and administrators.	08/23/2021	06/06/2024	Department Leads/Administrators	State Standards, Time, Potential Building coverage	Yes	Yes
MTSS and School-Based Data Teams will be established to analyze Math screening data, plan for interventions, and monitor student progress.	08/23/2021	06/13/2024	School-Based Teams/Administration	Meeting Schedule, Data tools, intervention resources, time	Yes	Yes
MTSS Implementation K-5 will be reliant on a PLC model through which team will meet to identify students for the various tiers of intervention. These established teams will be charged with triangulating data to identify at-risk students and students in need of intervention.	08/23/2021	06/06/2024	School-Based MTSS Teams	Time, schedules, data reporting tools, repositories of instructional strategies and interventions	Yes	Yes
High School Science PLC Development Members of the high school science team will be charged with meeting to analyze formative assessment results,	09/30/2021	06/06/2024	Department Chairperson/Building Administrator	Data tools/assessment results, curricular materials,	Yes	Yes

analyze trends in summative assessments, research instructional strategies, etc.						
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Action Plan for: Professional Development

Measurable Goals		Anticipated Output		Monitoring/Evaluation		
<ul style="list-style-type: none"> Science Curriculum Math Screening and Intervention Increase in Student Achievement at the High School (Biology) SEL K-12 Tier I Differentiation of Instruction MTSS Implementation Internship Program Increased Graduation Rate 		An overall increase in student engagement and student achievement is the ultimate goal of professional development. The designated topics align with identified challenge areas that can be addressed through appropriate professional learning experiences.		Teachers surveys, observations, student achievement will all be monitored in order to determine the effectiveness of professional development. Administrative observations will also be utilized where appropriate.		
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Math Screening and Intervention Professional Development	07/13/2021	09/13/2021	Building Administrators, Math Interventionists	STAR Math Assessment and Reporting Tools Contracted Professional Development Providers	Yes	Yes
MTSS Professional Development	08/23/2021	06/03/2022	Assistant Superintendent, Building Administrators	CSIU/PaTTAN Resources Professional Readings Literature related to instructional practices/Differentiation	Yes	Yes
SEL Professional Development - Elementary School/Intermediate School	08/23/2021	06/03/2022	Building Administration, Guidance Counselors	Suite 360 Lessons SEL Professional Readings SEL Expert Presenter	Yes	Yes
SEL Professional Development	08/22/2022	06/13/2023	Building Administration, Guidance Counselors	Suite 360 Lessons SEL Professional Readings SEL Expert Presenter	Yes	Yes
Differentiation of Instruction Professional Development	08/13/2022	06/02/2023	Assistant Superintendent, Building Administrators	CSIU and/or PaTTAN Trainers Instructional Resources Professional Readings	Yes	Yes

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Science Curriculum Writing	<ul style="list-style-type: none"> • Meet as a science department to review and analyze the curriculum and recent trends in CDT and Keystone Date. • Provide time for science department members to write curricula based on analysis. • Continue to develop science PLCs in order to research instructional practices.
Professional Learning Communities	<ul style="list-style-type: none"> • Science Curriculum writing will take place through the implementation of a PLC model. Regular meetings will be schedule with department leads, curriculum council representatives and administrators. • MTSS and School-Based Data Teams will be established to analyze Math screening data, plan for interventions, and monitor student progress. • MTSS Implementation K-5 will be reliant on a PLC model through which team will meet to identify students for the various tiers of intervention. These established teams will be charged with triangulating data to identify at-risk students and students in need of intervention. • High School Science PLC Development Members of the high school science team will be charged with meeting to analyze formative assessment results, analyze trends in summative assessments, research instructional strategies, etc.
Professional Development	<ul style="list-style-type: none"> • Math Screening and Intervention Professional Development • MTSS Professional Development • SEL Professional Development - Elementary School/Intermediate School • SEL Professional Development • Differentiation of Instruction Professional Development

Professional Development Activities

MTSS Professional Development						
Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	All teachers, Administrators, Student Support Personnel, School Psychologists, Assistant Superintendent,	Tiered Intervention Data Analysis Progress Monitoring Instructional Strategies and Differentiation	Tiered Intervention within classrooms Flexible Grouping Progress Monitoring Data	Assistant Superintendent/Building Administrators	08/23/2021	06/06/2024
Learning Formats						
Type of Activities	Frequency		Danielson Framework Component Met in this Plan		This Step Meets the Requirements of State Required Trainings	
Seminar(s)	Biannually		<ul style="list-style-type: none"> 1b: Demonstrating Knowledge of Students 3d: Using Assessment in Instruction 1f: Designing Student Assessments 4d: Participating in a Professional Community 		Teaching Diverse Learners in an Inclusive Setting	

Math Screening and Intervention Professional Development						
Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	K-5 Teachers, Interventionists, Building Administrators	STAR Math and Reading Universal Screening Assessments CBM Freckle Intervention Programs Data Reporting	Implemented Assessments Data Reports Use of Intervention Materials	Assistant Superintendent, Building Principals	07/13/2021	11/01/2021
Learning Formats						
Type of Activities	Frequency		Danielson Framework Component Met in this Plan		This Step Meets the Requirements of State Required Trainings	
Seminar(s)	Two Seminars Multiple Follow-Up Coaching Sessions with product specialists		<ul style="list-style-type: none"> 3d: Using Assessment in Instruction 1d: Demonstrating Knowledge of Resources 4b: Maintaining Accurate Records 		Teaching Diverse Learners in an Inclusive Setting	

SEL Professional Development						
Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	All Teachers and Administrators	Meeting the needs of all learners Trauma Informed Practices Social Emotional Learning	Improved student performance Identifying students in need of additional supports Teacher/Student Surveys	Building Administrators, Guidance Counselors	08/13/2021	06/13/2024
Learning Formats						
Type of Activities	Frequency		Danielson Framework Component Met in this Plan		This Step Meets the Requirements of State Required Trainings	
Professional Learning Community (PLC)	Monthly PLC involving guidance counselors, professional readings and consultations with local districts		<ul style="list-style-type: none"> 2a: Creating and Environment of Respect and Rapport 2b: Establishing a Culture for Learning 1b: Demonstrating Knowledge of Students 		Trauma Informed Training (Act 18)	

Differentiation of Instruction Professional Development						
Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	Classroom Teachers, Specialists	Differentiating Tier I instruction Differentiating Content, Process, and Product	Lesson Plan Look Fors Classroom Walk-Throughs	Building Administrators/Specialists	10/13/2021	06/06/2024
Learning Formats						
Type of Activities	Frequency		Danielson Framework Component Met in this Plan		This Step Meets the Requirements of State Required Trainings	
Inservice day	Three times/year in seminar format, but also through PLCs and professional readings		<ul style="list-style-type: none"> 1a: Demonstrating Knowledge of Content and Pedagogy 1c: Setting Instructional Outcomes 1b: Demonstrating Knowledge of Students 1e: Designing Coherent Instruction 3c: Engaging Students in Learning 3e: Demonstrating Flexibility and Responsiveness 			

Communications Action Steps

Evidence-based Strategy	Action Steps
Science Curriculum Writing	<ul style="list-style-type: none"> • Meet as a science department to review and analyze the curriculum and recent trends in CDT and Keystone Date. • Provide time for science department members to write curricula based on analysis. • Continue to develop science PLCs in order to research instructional practices.
Professional Learning Communities	<ul style="list-style-type: none"> • Science Curriculum writing will take place through the implementation of a PLC model. Regular meetings will be schedule with department leads, curriculum council representatives and administrators. • MTSS and School-Based Data Teams will be established to analyze Math screening data, plan for interventions, and monitor student progress. • MTSS Implementation K-5 will be reliant on a PLC model through which team will meet to identify students for the various tiers of intervention. These established teams will be charged with triangulating data to identify at-risk students and students in need of intervention. • High School Science PLC Development Members of the high school science team will be charged with meeting to analyze formative assessment results, analyze trends in summative assessments, research instructional strategies, etc.
Professional Development	<ul style="list-style-type: none"> • Math Screening and Intervention Professional Development • MTSS Professional Development • SEL Professional Development - Elementary School/Intermediate School • SEL Professional Development • Differentiation of Instruction Professional Development

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