

PETERS TOWNSHIP SCHOOL DISTRICT

631 E McMurray Rd

McMurray, PA 15317

Comprehensive Plan | 2021 - 2024

DRAFT

Steering Committee

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LEA Profile

Historical Background

Peters Township was incorporated in 1781 as one of the 13 original Townships of Washington County when it became part of Pennsylvania. Prior to 1781, the Peters Township area was part of Virginia. Over the years, portions of Peters Township were sectioned off to form other municipalities; eventually, leaving the present configuration of 19.5 square miles.

Peters Township was named after William "Indian" Peters. The Indian name has long-been associated with Peters Township. Some of the first settlers were the Wright Brothers (James & Joshua), James Matthews, John Sweringer, Rev. David Phillips, Andrew Dunlevy, Daniel Townsend and Robert Bell. Peters was initially a farming community and then later coal became a major industry that resulted in the development of the neighborhood of Hackett.

Peters Township remained a sparsely populated rural community until the 1950s with a reported population of 3,004. With suburbanization, Peters Township more than doubled in size from 1950 to 1960 to a population of 7,126. This steadily increased to the 2000 population of 17,566. Since then the population has continued its steady climb to the current population in 2019 of 22,044.

In 1976, the Township's Home Rule Charter became effective. The Township's current Arrowhead logo was adopted with the new Home Rule Charter. It was designed by local artist, Robert Chamberlain, who used an arrowhead found in Peters Township as the pattern.

Geographic Location

Peters Township is located about 15 miles south of Pittsburgh in the northeastern corner of Washington County. This suburban community, with a rich sense of tradition is quickly changing from a rural, farm community to a suburban, upper-middle class neighborhood. That unique rural charm, an excellent school system, quality recreation programs and facilities, spacious wooded building lots, easy access to plenty of shopping and dining establishments, and low taxes are just a few of the reasons people have chosen to live in this community.

Peters Township includes the towns of McMurray and Venetia. The Township offers such amenities as swim clubs, country clubs, the Montour Trail and a recreation center. The Township is characterized as being progressive and traditional.

Peters Township is fortunate to have 513 acres of outdoor recreational land that include playground areas, fishing, outdoor stage, conservancy area, walking trails, sports fields, and picnic shelters. A Community Recreation Center with year-round recreation programs for all ages is also accessible to the Township residents.

Community Profile

The District works in partnership with the police department, fire department and municipality as well as the chamber of commerce in the provision of services. The District is also fortunate to collaborate with the public library and various arts organization. Civic groups, such as the Rotary, Chamber of Commerce, medical, law, and faith based organizations partner with the District as well. "Character Counts" is a nationally recognized joint initiative that promotes respect, responsibility, and honesty with the schools and in the community. This program fosters collaboration between the partnering organizations.

The Municipality of Peters Township and the Peters Township School District share several joint ventures including: District-nominated representatives to the Township's Parks and Recreation Board, the Cable TV Board, and the sharing of equipment and facilities for the Channel 7 Public Access Cable Television Studio. The Township's parks and recreation departments often schedule activities in the District, and the Township's Recreation Leagues offer support to school sports. The Peters Township Police Department leads the local DARE

(Drug Abuse Resistance Education) program in the schools. In addition, the District and the PT Police Department work collaboratively by contracting two School Resource Officers (SROs).

School Climate

The 2020 - 2021 student enrollment for the District is 4,136. The student population has limited diversity. Approximately 12% of the students are identified as special education students and approximately 7% of the student population is enrolled in the Free and Reduced Lunch Program.

The Parent Teacher Association (PTA) Area Council is an integral part of the Peters Township School District. The purpose of PTA Area Council is to organize and develop goals and programs to promote the overall welfare of our children and youth in the home, school and community.

The Peters Township Education Foundation is a group within the community that is working to expand and enhance learning opportunities for students attending school in Peters Township. Public schools face a variety of new challenges as state and federal funding sources are being taken away. Through grants provided to teachers, the Peters Township Education Foundation funds important initiatives within the schools such as technology and research materials.

Summary of Academic Programs

Peters Township School District consists of five school buildings, the District's Administrative Offices and maintenance facility. The five schools are Bower Hill Elementary School (Kindergarten thru 3rd grade), Pleasant Valley Elementary School (Kindergarten thru 3rd grade), McMurray Elementary School (4th and 5th grade), Peters Township Middle School (6th thru 8th grade) and Peters Township High School (9th thru 12th grade).

Curriculum development in the District is a continual and dynamic process making an effective academic program of studies available to students. Various content areas are at different levels of the design, implementation and evaluation stages of curriculum development.

Students in grades K - 5 are grouped heterogeneously and participate in Response to Intervention and Instruction (RTII) that provides an additional 30 minutes of literacy instruction geared to the student's individual needs daily. Students at the Middle School are provided opportunities for challenging courses with advanced options in math and Biology. High School students self-select their course levels based on college or career objectives and interest.

In their annual ranking of schools in our region, the Pittsburgh Business Times has ranked Peters Township 8th overall among approximately 500 districts across the Commonwealth of Pennsylvania and 5th among the 104 districts in our region based on three years of test scores. In 2019, all grade levels included in the survey (grades 3, 4, 5, 6, 7, 8, and 11) ranked in the top 10 in our region.

The Class of 2021 included three National Merit Finalists, twelve National Merit Commended Students and two National Merit Scholarship winners. In 2019, the District ranked third in the state in overall PSSA rankings and tied for first in the state for overall Keystone rankings according to Eidex. In 2021, the Pittsburgh Business Times released their annual Guide to Schools, reviewing a decade of test results and ranking school districts based on data from 2010 to 2019. Peters Township ranked 5th in the region and 9th in the state. All grade levels included ranked in the top 10, with 8th grade and 3rd grade earning first place rankings. A Keystone Exam ranking was also included in the Guide, with Peters Township ranking 6th in the region.

Students have options to enroll in courses outside of Peters Township High School. This may occur through the dual enrollment option or an online elective course that is not currently offered at the High School.

The Arts are an integral component in the curriculum and our students have the opportunity for hands-on instruction in pottery, music, vocals, theater and painting. Students have a chance to enter the world of media through video production, computer animation and graphic design.

Athletics

Peters Township School District offers a variety of clubs and activities and 25 varsity sports and 7 varsity club sports for our students to participate in throughout the school year. The community is extremely proud of its rich traditions in Western Pennsylvania high school athletics. Peters Township School District is a member of both the Western Pennsylvania Interscholastic Athletic League (WPIAL) and of the Pennsylvania Interscholastic Athletic Association (PIAA).

With most recent PIAA Sportsmanship Award in 2018-2019, the Peters Township Athletic Program received this award for the fifth time. This award acknowledges schools for their demonstration of good sportsmanship.

The purpose of the athletic program is to encourage and foster opportunities for students to participate in activities other than the academic. This develops learning outcomes in skills, emotional patterns, communication, interpersonal group dynamics, teamwork, leadership, and general knowledge.

Staff Characteristics

In the 2020 - 2021 school year, the Peters Township School District employed 26 administrators, 275 teachers and other professional staff and 196 full-time and part-time support personnel.

A comprehensive mentoring and new teacher induction program assists new teachers in learning effective strategies for growing their content and pedagogical skills.

Resources and Financial Data

The 2021 - 2022 budget is \$74.3 million. This was an increase from 2020 - 2021 of 4.22%. The millage for the School District is 14.58, each mill generates \$3,119,597. The District is funded by a combination of a local income tax, a property tax, a real estate tax, coupled with funding from the Commonwealth of Pennsylvania and the federal government. Grants have provided an opportunity to supplement school funding.

Mission and Vision

Mission

Peters Township School District will promote academic excellence, build leadership, and inspire character as a prominent Pennsylvania School District measured by state and national standards.

Vision

Peters Township School District, as a public school entity, will enable students to realize their potential to learn, live, lead and succeed.

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Educational Value Statements

Students

- Be honest and ethical: Respect, Responsibility, Honesty.
- Put forth his/her best efforts in the classroom to develop and improve his/her learning.
- Contribute to making the school a better place in which to learn.
- Exercise proper care when using school equipment.
- Assist in protecting the health, safety, and welfare of the school community.
- Be aware of the rules and policies of the school and follow them.
- Attend school daily and report to all classes on time.
- Make the necessary arrangements to make up work when absent from school.
- Respect school property.
- Follow the dress code.

Staff

- Be honest and ethical.
- Promote mutual respect and dignity.
- Expect the best from each student.
- Encourage each student to develop a positive self-image and recognize the self-worth of others.
- Strive to make each student enthusiastic about learning.
- Be aware of the programs offered by the school and their responsibilities for the success of those programs.
- Build a good working relationship with the students and their parents.
- Teach students, by example, the common courtesies that promote better relationships.
- Handle discipline concerns individually and with confidentiality.
- Build good relationships with fellow teachers, colleagues, administrators and the entire school community.

Administration

- Be honest and ethical.
- Promote mutual respect and dignity.
- Be available to students, teachers, and parents.
- Review the school's programs regularly to make sure they are meaningful.
- Help the teachers to improve their own professional attitudes and practice.
- Work with students and teachers to develop school rules.
- Work closely with parents in establishing a good relationship between home and school.
- Encourage parents and students to talk with other staff members and community agencies in solving problems. Make sure the school building is safe.
- Follow School Board Policies.

Parents

- Be honest and ethical.
- Teach their child to respect themselves and take pride in their accomplishments.
- Respect their child's interests, abilities, and limitations.
- Instill in their child a positive attitude toward school.
- Provide a suitable place for their child to do homework and be available for help when it is needed.
- Encourage their child to bring home all notices, forms, or letters from the school; read them; and, if necessary, discuss them with their child.
- Build a good working relationship with their child's teachers, and the school.
- Ensure prompt and regular school attendance.
- Teach their child to respect the law as well as the rights and property of others.

- Be aware of the school's rules for student behavior and encourage their child to follow them.
- Check the District website, PowerSchool and e-mail regularly to stay well informed.

Community

- Be honest and ethical.
- Promote mutual respect and dignity.
- Assist in protecting the health, safety, and welfare of the school community.
- Be aware of the programs offered by the school and their responsibilities for the success of those programs.
- Work closely with District personnel in establishing a good relationship between the community and the District.
- Be sensitive to the needs and expectations of the different people who make up the school community.
- Respect the feelings, judgments, and concerns of community members.

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Summary Of Strengths and Challenges

Strengths

Strength
Data/Kid Talk Meetings
RTII/MTSS Framework
College and Career Readiness Lessons
Primary teachers implement research-based strategies in a Response to Intervention Program to ensure that students read proficiently by grade 3.
All teachers utilize a standards-based, vertically aligned curriculum.
All teachers utilized a standards-based, vertically aligned curriculum.
Enrichment and remediation opportunities are available for all students.
Resources are equitably allocated across all schools and programs.
Highly effective and appropriately certified teachers are retained in every position.
A highly effective school-based and district-level administrative team has been retained for more than 5 years.
All curriculum is standards-based and reviewed on a 6 year cycle.
The Peters Township School District continues to value a full inclusion model for all learners.
Students have equal access to remediation or acceleration as needed to meet their needs.
All students participate in career planning and readiness activities.

Challenges

Challenge
Grades 4 and 7 underperform other grade levels in the District in English Language Arts.
Grades 4 underperforms other grade levels in the District in Mathematics.
Grade 4 underperforms other grade levels in the District in Science.
A continued focus on utilizing technology and Canvas, the Learning Management System is needed to increase student engagement and improve instruction in a blended learning environment.
Continue to focus on recruiting students for Western Area Career and Tech Center (CTC).
Students' social-emotional response to the COVID-19 pandemic continues to be an area of focus.

Analyzing Strengths and Challenges

Strengths

Strength
RTII/MTSS Framework
All teachers utilize a standards-based, vertically aligned curriculum.
Enrichment and remediation opportunities are available for all students.
The Peters Township School District continues to value a full inclusion model for all learners.
Students have equal access to remediation or acceleration as needed to meet the needs of the students.
All students participate in career planning and readiness activities.

Challenges

Challenge	Discussion Points	Priority For Planning	Priority Statement
Grades 4 and 7 underperform other grade levels in the District in English Language Arts.		Yes	Grade 4 and Grade 7 English and Language Arts (ELA) are identified as areas in need of strategic support to improve student performance on state exams.
Grades 4 underperforms other grade levels in the District in Mathematics.		No	
Grade 4 underperforms other grade levels in the District in Science.		No	
A continued focus on utilizing technology and Canvas, the Learning Management System is needed to increase student engagement and improve instruction in a blended learning environment.		Yes	Teachers will utilize the Canvas Learning Management System and one-to-one devices to increase student engagement in a blended learning environment.
Students' social-emotional response to the COVID-19 pandemic continues to be an area of focus.		Yes	The impact of the COVID-19 pandemic on students' social and emotional wellbeing has been identified as a District-wide area of priority.

Goal Setting

Priority: Grade 4 and Grade 7 English and Language Arts (ELA) are identified as areas in need of strategic support to improve student performance on state exams.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
English Language Arts	Students in grades 4 and 7 will exceed the statewide 2030 goal for the percent proficient or advanced in English Language Arts.	English Language Arts 2030 Goal	Students in grades 4 and/or 7 will meet the statewide 2030 goal for the percent proficient or advanced in English Language Arts.	Students in grades 4 and 7 will meet the statewide 2030 goal for the percent proficient or advanced in English Language Arts.	Students in grades 4 and 7 will exceed the statewide 2030 goal for the percent proficient or advanced in English Language Arts.
English Language Growth and Attainment	Students in grades 4 and 7 will exceed the statewide average in growth in English Language Arts.	English Language Arts Growth Goal	Students in grades 4 and/or 7 will meet the statewide average in growth in English Language Arts.	Students in grades 4 and 7 will meet the statewide average in growth in English Language Arts.	Students in grades 4 and 7 will exceed the statewide average in growth in English Language Arts.

Priority: Teachers will utilize the Canvas Learning Management System and one-to-one devices to increase student engagement in a blended learning environment.					
Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Professional learning	All Peters Township Teachers will participate in Dell Blended Learning trainings and use strategies from these trainings to engage students in technology-based instructional activities.	Blended Learning Strategies	All Peters Township Teachers will participate in Dell Blended Learning trainings and 80% of teachers will use strategies from these trainings to engage students in technology-based instructional activities.	All Peters Township Teachers will participate in Dell Blended Learning trainings and 90% of teachers will use strategies from these trainings to engage students in technology-based instructional activities.	All Peters Township Teachers will participate in Dell Blended Learning trainings and use strategies from these trainings to engage students in technology-based instructional activities.
Essential Practices 1: Focus on Continuous Improvement of Instruction	100% of Peters Township Students will utilize the Canvas Learning Management System to actively engage in classroom instruction at least three times per week.	Engaging Students in Blended Learning	80% of Peters Township Students will utilize the Canvas Learning Management System to actively engage in classroom instruction at least three times per week.	90% of Peters Township Students will utilize the Canvas Learning Management System to actively engage in classroom instruction at least three times per week.	100% of Peters Township Students will utilize the Canvas Learning Management System to actively engage in classroom instruction at least three times per week.

Priority: The impact of the COVID-19 pandemic on students' social and emotional wellbeing has been identified as a District-wide area of priority.					
Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Social emotional learning	100% of students in grades K to 5 will participate in monthly HERO lessons focused on social emotional learning topics.	K - 5 HERO GOAL	80% of students in grades K to 5 will participate in monthly HERO lessons focused on social emotional learning topics.	90% of students in grades K to 5 will participate in monthly HERO lessons focused on social emotional learning topics.	100% of students in grades K to 5 will participate in monthly HERO lessons focused on social emotional learning topics.
School climate and culture	100% of students in grades 6 - 12 will participate in lessons, assemblies, and/or activities focused on improving school culture and climate of their school.	6-12 School Culture	80% of students in grades 6 - 12 will participate in lessons, assemblies, and/or activities focused on improving school culture and climate of their school.	90% of students in grades 6 - 12 will participate in lessons, assemblies, and/or activities focused on improving school culture and climate of their school.	100% of students in grades 6 - 12 will participate in lessons, assemblies, and/or activities focused on improving school culture and climate of their school.
Professional learning	100% of teachers and staff will participate in training related to trauma-informed approaches to education.	Trauma-informed education	100% of teachers and staff will participate in training related to trauma-informed approaches to education.	100% of teachers and staff will participate in training related to trauma-informed approaches to education.	100% of teachers and staff will participate in training related to trauma-informed approaches to education.

Action Plan for: Effective Use of Technology to Increase Student Engagement

Measurable Goals			Anticipated Output		Monitoring/Evaluation		
- Blended Learning Strategies - Engaging Students in Blended Learning			Increase in blended learning activities in classroom instruction		Review Needs Assessment Surveys, Observations		
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person /Position	Material/Resources/Supports Needed	PD Step?	Com Step?	
Professional Development Sessions 2021-22 School Year	08/17/2021	02/19/2022	Dr. Jennifer Murphy	Dell Training Team	Yes	No	
Conduct Needs Assessment for 2021-2022 Planning	02/18/2022	02/18/2022	Dr. Jennifer Murphy	Survey Monkey	No	No	
Professional Development Sessions 2022-23	08/16/2022	06/12/2023	Dr. Jennifer Murphy		Yes	No	
Conduct Needs Assessment for 2023-24	02/17/2023	02/17/2023	Dr. Jennifer Murphy	Survey Monkey	No	No	
Professional Development Sessions 2023-24	08/15/2023	06/10/2024	Dr. Jennifer Murphy		Yes	No	
Classroom Observations including Canvas Review	08/24/2021	06/10/2024	Principals		No	No	
Teacher Co-Planning Sessions	08/17/2021	06/10/2024	Principals and Facilitators		Yes	No	

Action Plan for: Effective literacy strategies

Measurable Goals		Anticipated Output			Monitoring/Evaluation	
- English Language Arts 2030 Goal - English Language Arts Growth Goal		All students in grades K-3 meet reading benchmarks.			Review Acadience data	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Teachers will be trained on Tier I and Tier II Reading Interventions.	08/17/2021	06/14/2024	Dr. Michael Fisher	Acadience database	Yes	Yes

Action Plan for: Data and Kid Talk Meetings							
Measurable Goals			Anticipated Output		Monitoring/Evaluation		
- English Language Arts 2030 Goal - English Language Arts Growth Goal			New novels selection for curriculum implementation		PSSA and Keystone Data		
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?	
Teachers will review K-12 novel placement to ensure appropriate sequence based on Lexile level, student interest, and rigor.	08/15/2022	06/09/2023	Dr. Jennifer Murphy	Institute for Learning Professional Development Training	Yes	No	

Action Plan for: Trauma-informed Education							
Measurable Goals		Anticipated Output			Monitoring/Evaluation		
- K - 5 HERO GOAL 6-12 School Culture - Trauma-informed education		Increased student attendance and decrease in referrals to SAP/ESAP.			PowerSchool Attendance Data and referral data		
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?	
District faculty and staff will continue to support students during and post-Covid 19 pandemic.	08/17/2021	06/14/2024	Dr. Jennifer Murphy	Trauma-informed education training resources	Yes	Yes	

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Effective Use of Technology to Increase Student Engagement	- Professional Development Sessions 2021-22 School Year - Professional Development Sessions 2022-23 School Year - Professional Development Sessions 2023-24 School Year - Teacher Co-Planning Sessions
Effective literacy strategies	Teachers will be trained on Tier I and Tier II Reading Interventions.
Data and Kid Talk Meetings	Teachers will review K-12 novel placement to ensure appropriate sequence based on Lexile level, student interest, and rigor.
Trauma-informed Education	District faculty and staff will continue to support students during and post-Covid 19 pandemic.

Professional Development Activities

Engaging Students in a Blended Learning Environment						
Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
Professional Development Sessions 2021-22 School Year	Teachers	Introduction to blended learning, Use of Technology to Deepen Understanding, Hands-on Takeaway	Observation data demonstrates teachers are utilizing strategies	Dr. Jennifer Murphy	08/17/2021	08/19/2021
Learning Formats						
Type of Activities	Frequency	Danielson Framework Component Met in this Plan		This Step Meets the Requirements of State Required Trainings		
Inservice day	Half-day	1d: Demonstrating Knowledge of Resources 3c: Engaging Students in Learning 4d: Participating in a Professional Community 4a: Reflecting on Teaching		Teaching Diverse Learners in an Inclusive Setting		

Follow-up from August 2021 Training						
Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
Professional Development Sessions 2021-22 School Year	Teachers	Reflection on lessons developed	Increase in use of blended learning strategies during classroom instruction	Dr. Jennifer Murphy	10/29/2021	10/29/2021
Learning Formats						
Type of Activities	Frequency	Danielson Framework Component Met in this Plan		This Step Meets the Requirements of State Required Trainings		
Inservice day	Half-day	1e: Designing Coherent Instruction 3c: Engaging Students in Learning 4a: Reflecting on Teaching		Teaching Diverse Learners in an Inclusive Setting		

Trauma Informed Practices						
Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
District faculty and staff will continue to support students during and post-Covid 19 pandemic.	Teachers	Identifying trauma triggers, supporting students experiencing trauma, the impacts of the pandemic on children	Teachers demonstrate an understanding of trauma triggers, supporting students experiencing trauma, and the impacts of the pandemic on children.	Dr. Jennifer Murphy	02/18/2022	02/18/2022
Learning Formats						
Type of Activities	Frequency		Danielson Framework Component Met in this Plan		This Step Meets the Requirements of State Required Trainings	
Inservice day			1b: Demonstrating Knowledge of Students 4c: Communicating with Families		Trauma Informed Training (Act 18)	

Tier I and Tier II Intervention Strategies						
Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
Teachers will be trained on Tier I and Tier II Reading Interventions.	K-5 Teachers	Read Naturally, Haggerty, Just Words, and Corrective Reading	All teachers use effective practices to deliver intervention and curriculum lessons.	Dr. Michael Fisher	08/17/2021	06/14/2024
Learning Formats						
Type of Activities	Frequency	Danielson Framework Component Met in this Plan		This Step Meets the Requirements of State Required Trainings		
Workshop(s)	Quarterly over the next three years	1a: Demonstrating Knowledge of Content and Pedagogy 1b: Demonstrating Knowledge of Students 1d: Demonstrating Knowledge of Resources 1c: Setting Instructional Outcomes 1f: Designing Student Assessments		Language and Literacy Acquisition for All Students		

New Novel Selection for Grades K - 12							
Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date	
Teachers will review K-12 novel placement to ensure appropriate sequence based on Lexile level, student interest, and rigor.	K - 12 Teachers	Selecting novels for rigor and use in classroom instruction.	Teachers may select new novels for reading instruction.	Dr. Jennifer Murphy	08/15/2022	06/09/2023	
Learning Formats							
Type of Activities	Frequency	Danielson Framework Component Met in this Plan		This Step Meets the Requirements of State Required Trainings			
Workshop(s)	Quarterly	1a: Demonstrating Knowledge of Content and Pedagogy 1b: Demonstrating Knowledge of Students 4d: Participating in a Professional Community		Language and Literacy Acquisition for All Students			

Communications Action Steps

Evidence-based Strategy	Action Steps
Effective literacy strategies	• Teachers will be trained on Tier I and Tier II Reading Interventions.
Trauma-informed Education	• District faculty and staff will continue to support students during and post-Covid 19 pandemic.

Communications Activities

Kid Talk/Data Meetings						
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date	
Teachers will be trained on Tier I and Tier II Reading Interventions.	Teachers, parents, administration	Student benchmark and progress monitoring data	Dr. Michael Fisher	08/24/2021	06/09/2023	
Communications						
Type of Communication			Frequency			
Other			Monthly			

Effective Literacy Strategies					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
District faculty and staff will continue to support students during and post-Covid 19 pandemic.	District faculty and staff	Trauma-informed approaches to education, Threat Assessment, Safe2Say	Dr. Michael Fisher	08/17/2021	06/10/2022
Communications					
Type of Communication			Frequency		
Presentation			Quarterly		

Effective Literacy Strategies						
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date	
Teachers will be trained on Tier I and Tier II Reading Interventions.	K-5 Teachers	Title I Family Engagement, Tier I and Tier II Interventions	Dr. Jennifer Murphy	08/17/2021	06/09/2023	
Communications						
Type of Communication			Frequency			
Presentation			Bi-Annually			

PETERS TOWNSHIP SD

631 E McMurray Rd

Student Services Assurances (Chapter 12) | 2021 - 2024

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

Peters Township School District
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631 East McMurray Drive , McMurray, PA 15317

Dr. Michael Fisher
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7249416251 Ext. 7298

Dr. Jeannine French
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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-A1)	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 Curricula	Yes
Comprehensive School Safety and Violence Prevention Plans (Article XIII-B of the School Code)	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 § 12.41(a))	Yes
Free Education and Attendance (in compliance with § 12.1)	Yes
School Rules (in compliance with § 12.3)	Yes
Collection, maintenance and dissemination of student records (in compliance § 12.31(a) and § 12.32)	Yes
Discrimination (in compliance with § 12.4)	Yes
Corporal Punishment (in compliance with § 12.5)	Yes
Exclusion from School, Classes, Hearings (in compliance with § 12.6 , § 12.7 , § 12.8)	Yes
Freedom of Expression (in compliance with § 12.9)	Yes
Confidential Communications (in compliance with § 12.12)	Yes
Searches (in compliance with § 12.14)	Yes
Emergency Care and Administration of Medication and Treatment (in compliance with 35 P.S. § 780-101—780-144)	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

PETERS TOWNSHIP SD

631 E McMurray Rd

Gifted Education Plan Assurances (Chapter 16) | 2021 - 2024

CHAPTER 16

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

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

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

1. Describe your district's public notice procedures conducted annually to inform the public of the gifted education services AND programs offered (newspaper, student handbooks, school website, etc.).
Information regarding gifted education is posted on the District website and in student handbooks. In addition, policy 114 addresses gifted education and is available in our policy manual.
2. Describe your district's process for locating students who are thought to be gifted and may need specially designed instruction.
The Peters Township School District has established procedures whereby the classroom teacher and/or school counselor reviews student performance throughout the school year. This systemic screening process fulfills the District's obligation to conduct child find activities for students who may need services or instruction not ordinarily provided in the general education curriculum. The review considers analysis of data from standardized assessments, report card information and teacher observation using the Gifted Rating Scale at a given grade level. If the student's screening, regardless of any disability, indicates that a student has potential consistent with the definition of mentally gifted or a performance level which exceeds that of other students in the general classroom the student will be referred for a gifted multidisciplinary evaluation (GMDE). If during the student's screening process, the student indicates a potential consistent with the definition of mentally gifted or a performance level which exceeds that of other students in the general classroom by demonstrating three of the following criteria, the student will be referred for a GMDE: Grades – Reading or Mathematics – 95% State Assessment (PSSA and Keystone) - 97% DIBELS/DAZE – 2 grade levels above Standard Assessment scores – 98% Gifted Rating Scale - 2 or 3 domains with scores > 60
3. Describe your district's procedures for determining ELIGIBILITY (through MULTIPLE CRITERIA) and NEED (based on ACADEMIC STRENGTH) for potentially mentally gifted students (EVALUATION).
Gifted Criteria: In order for a student to be identified as a Gifted Learner in the Peters Township School District, the student must attain 19 points or higher. Cognitive Ability Requirement: (Maximum 15 points) a. Full Scale IQ 140 or higher 15 points b. Full Scale IQ 130-139 10 points c. IQ 135 in either verbal and/or non-verbal 10 points d. Full Scale IQ 125-129 5 points e. Full Scale IQ 124 or lower 1 point Multiple Criteria Indicating Gifted Ability (Maximum 18 points) a. Achievement (Maximum 4 points) Above grade level achievement - 97th percentile 4 points , 90th to 96th 2 points b. Rate of Acquisition and Retention/Early Skill Development (Maximum 2 points) Parent Input Form - 2 points c. Rate of Acquisition and Retention/Early Skill Development (Maximum 4 points) Teacher Input Forms - 4 points d. Demonstrated Achievement (Maximum 8 points) Grades - 4 points or Exceptional products or portfolios – 2 points Assessments - 4 points Intervening Factors Masking Giftedness Are there any health factors that impact this student's learning? Are there any familial variables that impact this student's learning? Is the student bi-lingual or is another language spoken in the home? Does the student exhibit extraordinary giftedness in

a single domain unaccompanied by giftedness in any other domains? Are there behavioral concerns in the classroom or school setting? Are there any concerns about this student's learning performance, such as a disability?

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.
All students in the District are offered enrichment and/or acceleration opportunities based on student interest and classroom performance. In the elementary schools, enrichment groups/programs are offered multiple times a week to students based on gifted criteria and student's performance. These opportunities provide time for students to work to achieve their GIEP goals. Each spring, a math acceleration exam is administered to students to determine eligibility for accelerating one grade level in math. In the Middle School, opportunities for enrichment are provided within the core curriculum for gifted students to achieve GIEP goals. Acceleration for math and science is available for students including the gifted student. During the school day, time is provided for acceleration and/or enrichment for gifted and talented students. In the High School, students are provided with leadership, mentoring, and dual enrollment opportunities. In addition, acceleration and/or enrichment is provided throughout the core curriculum and related arts programs.

Superintendent/Chief Executive Officer

Date

PETERS TOWNSHIP SD

631 E McMurray Rd

Professional Development Plan (Act 48) | 2021 - 2024

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

Peters Township School District

101636503

631 East McMurray Drive, McMurray, PA 15317

Dr. Jennifer Murphy

murphyj@pt-sd.org

724-941-6251 X 7208

Dr. Jeannine French

frenchj@pt-sd.org

STEERING COMMITTEE

Name	Title	Committee Role	Appointed By
Dr. Jennifer Murphy	Deputy Superintendent	Dr. Jennifer Murphy	Administration Personnel
Dr. Michael Fisher	Assistant Superintendent	Dr. Michael Fisher	Administration Personnel
April Ragland	Assistant Director of Pupil Services	April Ragland	Administration Personnel
Minna Allison	Board Member	Minna Allison	School Board of Directors
Lisa Anderson	Board Member	Lisa Anderson	School Board of Directors
Julie Collins	Parent	Julie Collins	Administration Personnel

Name	Title	Committee Role	Appointed By
Samantha McVicker	Parent	Samantha McVicker	Administration Personnel
Caroline Abele	Teacher/PTFT President	Caroline Abele	Administration Personnel
Harry Bushmire	Teacher/PTFT Vice President	Harry Bushmire	Administration Personnel
Jeff Sudol	Counselor	Jeff Sudol	Administration Personnel
Adam Sikorski	Principal	Adam Sikorski	Administration Personnel
Greg Marquis	Principal	Greg Marquis	Administration Personnel

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.

In a given school year, a needs assessment occurs after every professional development session. This data is shared as needed to plan for future sessions. Information is shared is quarterly through the Education Committee where updates on sessions are provided.

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

Professional Education Plan Guidelines

Yes/No

Are the professional development activities aligned with the current and applicable Pennsylvania Core Standards or Pennsylvania Academic Standards? (22 Pa Code, Chapter 4)

Yes

Are the effectiveness of offerings evaluated through multiple measures of student achievement within the context of educator effectiveness to determine impact on student learning, educator effectiveness, and/or school performance? (Act 82 of 2012) aka (22 Pa Code, 19)

Yes

Does the professional education plan contain a committee consisting of teacher representatives divided equally among elementary, middle and high school teachers chosen by the teachers, educational specialist representatives chosen by educational specialists and administrative representatives chosen by the administrative personnel? (Act 48, Section 1205.1)

Yes

Does the committee include parents of children attending a school in the district, local business representatives and other individuals representing the community appointed by the board of directors? (Act 48, Section 1205.1)

Yes

Was the professional education plan approved by the professional education committee and the board of the school entity? (22 pa Code, 49.16)

Yes

Does the professional development plan align with educator needs? (Act 48, Section 2)

Yes

Do the implementation steps cover at least a three-year implementation horizon?

Yes

ACTION PLANS STEPS FROM COMPREHENSIVE PLAN

ENGAGING STUDENTS IN A BLENDED LEARNING ENVIRONMENT

Action Step	Audience	Topics to be Included	Evidence of Learning
Professional Development Sessions 2021-22 School Year	Teachers	Introduction to blended learning, Use of Technology to Deepen Understanding, Hands-on Takeaway	Observation data demonstrates teachers are utilizing strategies
Lead Person/Position	Anticipated Timeline		
Dr. Jennifer Murphy	08/17/2021 - 08/19/2021		

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	Half-day	4a: Reflecting on Teaching 1d: Demonstrating Knowledge of Resources 4d: Participating in a Professional Community 3c: Engaging Students in Learning	Teaching Diverse Learners in an Inclusive Setting

FOLLOW-UP FROM AUGUST 2021 TRAINING

Action Step	Audience	Topics to be Included	Evidence of Learning
Professional Development Sessions 2021-22 School Year	Teachers	Reflection on lessons developed	Increase in use of blended learning strategies during classroom instruction
Lead Person/Position			
Dr. Jennifer Murphy		Anticipated Timeline	
		10/22/2021 - 10/22/2021	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	Half-day	4a: Reflecting on Teaching 3c: Engaging Students in Learning 1e: Designing Coherent Instruction	Teaching Diverse Learners in an Inclusive Setting

TRAUMA INFORMED PRACTICES

Action Step	Audience	Topics to be Included	Evidence of Learning
District faculty and staff will continue to support students during and post-Covid 19 pandemic.	Teachers	Identifying trauma triggers, supporting students experiencing trauma, the impacts of the pandemic on children	Teachers demonstrate an understanding of trauma triggers, supporting students experiencing trauma, and the impacts of the pandemic on children.
Lead Person/Position		Anticipated Timeline	
Dr. Jennifer Murphy		02/19/2021 - 02/19/2021	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	1b: Demonstrating Knowledge of Students 4c: Communicating with Families	Trauma Informed Training (Act 18)	

TIER I AND TIER II INTERVENTION STRATEGIES

Action Step	Audience	Topics to be Included	Evidence of Learning
Teachers will be trained on Tier I and Tier II Reading Interventions.	K-5 Teachers	Read Naturally, Haggerty, Just Words, and Corrective Reading	All teachers use effective practices to deliver intervention and curriculum lessons.
Lead Person/Position	Anticipated Timeline		
Dr. Michael Fisher	08/17/2021 - 06/14/2024		

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Quarterly over the next three years	1c: Setting Instructional Outcomes 1b: Demonstrating Knowledge of Students 1a: Demonstrating Knowledge of Content and Pedagogy 1f: Designing Student Assessments 1d: Demonstrating Knowledge of Resources	Language and Literacy Acquisition for All Students

NEW NOVEL SELECTION FOR GRADES K - 12

Action Step	Audience	Topics to be Included	Evidence of Learning
Teachers will review K-12 novel placement to ensure appropriate sequence based on Lexile level, student interest, and rigor.	K - 12 Teachers	Selecting novels for rigor and use in classroom instruction.	Teachers may select new novels for reading instruction.
Anticipated Timeline			
Lead Person/Position	08/15/2022 - 06/09/2023		
Dr. Jennifer Murphy			

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Quarterly	4d: Participating in a Professional Community 1b: Demonstrating Knowledge of Students 1a: Demonstrating Knowledge of Content and Pedagogy	Language and Literacy Acquisition for All Students

OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES

Other Professional Development Activities are not included in this report

EVALUATION AND REVIEW

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

The Professional Education Plan is guided by student outcomes on standardized assessments, data collected from observation records, needs assessments conducted following each professional development activity, and other needs identified by administration such as curriculum review. The Plan is reviewed annually to ensure that the needs of educators are met as well as ensuring that qualitative and quantitative data sources support the components of the plan.

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

PETERS TOWNSHIP SD

631 E McMurray Rd

Induction Plan (Chapter 49) | 2021 - 2024

INDUCTION PLAN (CHAPTER 49)

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

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

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

PROFILE AND PLAN ESSENTIALS

Peters Township School District
101636503
631 East McMurray Drive , McMurray, PA 15317

Michael Fisher
fisherm@pt-sd.org
724-941-6251 Ext. 7298

Dr. Jeannine French
frenchj@pt-sd.org

INDUCTION PLAN COMMITTEE PARTICIPANTS

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

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

STEERING COMMITTEE

Name	Title	Committee Role	Chosen/Appointed by
Michael Fisher	Assistant Superintendent	Administrator	Administration Personnel
Jennifer Murphy	Deputy Superintendent	Administrator	Administration Personnel

Name	Title	Committee Role	Chosen/Appointed by
Louise Woods	Human Resources Coordinator	Other	Administration Personnel
Julie Collins	Parent	Other	Administration Personnel
Samantha McVicker	Parent	Other	Administration Personnel
Nancy Hobbs	Teacher	Teacher	Administration Personnel
Harry Bushmire	Teacher	Teacher	Administration Personnel
Caroline Abele	Teacher	Teacher	Administration Personnel
Amanda Slagle	Teacher	Teacher	Administration Personnel
Jeff Sudol	Counselor	Education Specialist	Administration Personnel
Minna Allison	Board Member	Other	School Board of Directors
Lisa Anderson	Board Member	Other	School Board of Directors
Jeannine French	Superintendent	Administrator	Administration Personnel
Patricia Kelly	Director of Pupil Services	Administrator	Administration Personnel
Adam Sikorski	Principal	Administrator	Administration Personnel
April Ragland	Assistant Director of Pupil Services	Administrator	Administration Personnel

Name	Title	Committee Role	Chosen/Appointed by
Greg Marquis	Principal	Administrator	Administration Personnel

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

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

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

MENTORS

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

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

OTHER

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

CHARACTERISTICS.

The Peters Township School District Induction Program creates a collaborative learning environment for new and experienced teachers. It is designed to guide and inform the newly hired professional under the direction of District administrators and mentor teachers. Charlotte Danielson's Implementing the Framework for Teaching in Enhancing Professional Practice is the key text used to guide learners in this teaching/learning process. Newly hired staff members who haven't completed an induction process are provided a mentor upon their employment within the Peters Township School District. At Peters Township, mentor teachers must be Instructional II teachers who have taught in the district for at least three years. They are assigned based upon the following criteria: First, from the grade level/discipline in the building in which they are teaching. Second, from the same building or split between one building and the same subject discipline outside of the building. In the rare occasion in which an Instructional II teacher is not available under the above two circumstances, the mentor teacher is chosen based upon master teacher qualities as determined by the building principal, or the superintendent or his/her designee. The mentor teacher will also possess successful evaluations from the principal, recommendation and support of the supervisory staff and administration, and have the willingness to serve. The mentor will be paid a stipend per the collective bargaining agreement. Mentors will be provided with monthly topics, coinciding with Building/District activities. For example, mentors will be expected to discuss Open House procedures with the new teacher during the month of September when Peters Township School District typically hosts the event. This checklist of topics will be referenced in the mentor's monthly induction reports which are submitted to the Assistant Superintendent. The mentor teacher's role will include: Establishing an effective professional rapport with the new teacher Assisting the new teacher in identifying strategies to communicate with supervisors, parents, and community members. Meeting with the teacher on a weekly basis. Providing written monthly documentation of support. Modeling engaging instructional practices and reflective practices. Participating in the Induction Program. Support the Inductee in the observation process. Demonstrating character qualities and providing ways in which Character Education can be integrated into the classroom. Support Inductee in learning about policies and procedures of the school district. The Peters Township School District Induction Program incorporates the SAS portal. SAS sessions provide inductees the opportunity to review resources the portal offers to influence instruction and assessment practices.

NEEDS ASSESSMENT

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

Characteristics used by LEA	Yes/No
Observations of inductee instructional practice by a coach or mentor to identify needs.	No
Multiple observations of inductee instructional practice by building supervisor to identify needs.	Yes
Regular scheduled meetings with mentors or coaches to reflect upon instructional practice to identify needs.	Yes
Standardized student assessment data	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

OTHER

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

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

During the course of the two-year program, the New Teachers attend Induction meetings both after school and during the school day. The Year One teachers begin the first year of the program with a two-day orientation prior to the beginning of the school year. Throughout the school year additional 2 hour after school meeting occur to review Induction topics. Topics for this orientation and year one of the induction process are listed below, but are not limited to: Overview of the Induction Program based upon Charlotte Danielson's Implementing the Framework for Teaching in Enhancing Professional Practice Self-reflection on teaching through monthly note-taking with the Mentor Setting up the classroom for the first day of school The Observation Process The Level 1 to Level 2 Certification process Character Education A Community Field Trip Visitation to the Community library to learn about available resources for both students and teachers Technology Use

Curriculum/Instruction/Assessment Professional Code of Conduct for Educators Pedagogy Training in Crisis Response In addition, upon hiring, the Business Office, per School Board Policy #333.1 (Orientation), conducts an orientation with the new employee on District procedures, employee benefits, and policies. Year two Induction meetings occur during 2 hour after school meetings throughout the school year. Topics covered in the second year fall under each of Danielson's four domains of Planning and Organization, Instruction, Classroom Environment, and Professionalism including, but not limited to: Creating an environment of respect and rapport Managing classroom procedures Organizing physical space Establishing a culture for learning Demonstrating knowledge of content and pedagogy Selecting instructional goals Designing coherent instruction Communicating with families Maintaining accurate records Managing student behavior Engaging students in learning Using questioning and discussion techniques Demonstrating knowledge of students Assessing student learning Providing feedback to students Growing and developing professionally Showing professionalism Segments on School Law, Lesson Design, Differentiation, Special

Education, and Portfolio Construction complete the two-year program. Master teachers with various expertise, as well as administrators and other experts in the fields, act as presenters in the program.

EDUCATOR INDUCTION PLAN TOPIC AREAS

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

CODE OF PROFESSIONAL PRACTICE AND CONDUCT FOR EDUCATORS

Selected Danielson Framework(s)	Timeline
4f: Showing Professionalism	Year 2 Spring, Year 1 Spring
4e: Growing and Developing Professionally	
4c: Communicating with Families	
3a: Communicating with Students	

ASSESSMENTS AND PROGRESS MONITORING

Selected Danielson Framework(s)	Timeline
1b: Demonstrating Knowledge of Students	Year 1 Winter, Year 2 Fall
4b: Maintaining Accurate Records	
1c: Setting Instructional Outcomes	
4c: Communicating with Families	

Selected Danielson Framework(s)	Timeline
1f: Designing Student Assessments	
3d: Using Assessment in Instruction	

INSTRUCTIONAL PRACTICES

Selected Danielson Framework(s)	Timeline
3b: Using Questioning and Discussion Techniques	Year 2 Fall, Year 1 Fall, Year 1 Spring
1e: Designing Coherent Instruction	
3d: Using Assessment in Instruction	
1f: Designing Student Assessments	
3e: Demonstrating Flexibility and Responsiveness	
1c: Setting Instructional Outcomes	
3c: Engaging Students in Learning	

SAFE AND SUPPORTIVE SCHOOLS

Selected Danielson Framework(s)	Timeline
2a: Creating and Environment of	Year 2 Winter, Year 1 Fall

Selected Danielson Framework(s)	Timeline
---------------------------------	----------

- | | |
|-----------------------------------|--|
| Respect and Rapport | |
| 2d: Managing Student Behavior | |
| 2c: Managing Classroom Procedures | |
| 3a: Communicating with Students | |
| 2e: Organizing Physical Space | |

STANDARDS/CURRICULUM

Selected Danielson Framework(s)	Timeline
---------------------------------	----------

- | | |
|---|---|
| 1a: Demonstrating Knowledge of Content and Pedagogy | Year 1 Fall, Year 1 Spring, Year 2 Fall |
| 1f: Designing Student Assessments | |
| 1c: Setting Instructional Outcomes | |
| 3b: Using Questioning and Discussion Techniques | |
| 1d: Demonstrating Knowledge of Resources | |
| 3d: Using Assessment in Instruction | |
| 1e: Designing Coherent Instruction | |

TECHNOLOGY INSTRUCTION

Selected Danielson Framework(s)	Timeline
1d: Demonstrating Knowledge of Resources 3e: Demonstrating Flexibility and Responsiveness 3c: Engaging Students in Learning 2b: Establishing a Culture for Learning 4b: Maintaining Accurate Records 2c: Managing Classroom Procedures	Year 2 Winter, Year 1 Fall, Year 1 Winter

PROGRESS REPORTS AND PARENT-TEACHER CONFERENCING

Selected Danielson Framework(s)	Timeline
1b: Demonstrating Knowledge of Students 4b: Maintaining Accurate Records 4c: Communicating with Families 4f: Showing Professionalism	Year 1 Fall, Year 2 Fall

ACCOMMODATIONS AND ADAPTATIONS FOR DIVERSE LEARNERS

Selected Danielson Framework(s)	Timeline
2a: Creating and Environment of Respect and Rapport	Year 2 Winter, Year 1 Fall
3d: Using Assessment in Instruction	
4f: Showing Professionalism	
2e: Organizing Physical Space	
4a: Reflecting on Teaching	
2d: Managing Student Behavior	
3e: Demonstrating Flexibility and Responsiveness	
1b: Demonstrating Knowledge of Students	
3c: Engaging Students in Learning	
4c: Communicating with Families	

DATA INFORMED DECISION MAKING

Selected Danielson Framework(s)	Timeline
3d: Using Assessment in Instruction	Year 2 Winter, Year 1 Winter
1f: Designing Student Assessments	

MATERIALS AND RESOURCES FOR INSTRUCTION

Selected Danielson Framework(s)	Timeline
1f: Designing Student Assessments	Year 1 Winter, Year 1 Fall
1d: Demonstrating Knowledge of Resources	
3d: Using Assessment in Instruction	

CLASSROOM AND STUDENT MANAGEMENT

Selected Danielson Framework(s)	Timeline
2b: Establishing a Culture for Learning	Year 2 Fall, Year 1 Fall
1b: Demonstrating Knowledge of Students	
2d: Managing Student Behavior	
4f: Showing Professionalism	
2c: Managing Classroom Procedures	
3c: Engaging Students in Learning	
2a: Creating and Environment of Respect and Rapport	
2e: Organizing Physical Space	

PARENTAL AND/OR COMMUNITY INVOLVEMENT

Selected Danielson Framework(s)	Timeline
4f: Showing Professionalism	Year 1 Spring
4c: Communicating with Families	

EVALUATION AND MONITORING

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

- a. Survey of participants – new teachers, mentors, principals, and other members of the Educator Induction Program to determine levels of satisfaction and to understand the strengths and weakness of the program
- b. Analysis of activities and resources used in the program
- c. Aligned program evaluation instruments that provide quantitative and qualitative data (e.g., survey/questionnaires, individual and group interviews, and observation tools) to determine the impact of participating teachers and their students

EVALUATION AND MONITORING

Our induction program is evaluated regularly with a summative review occurring at the conclusion year two. During the last meeting in year two of the induction program, inductees meet with building administrators and the coordinator of the induction program to review the topics of the induction program and identify topics to add or remove from the program. Changes to topics are made based on inductee feedback. Informal assessments include group discussions during induction meetings and information gathered in group notetaking documents. Formative evaluations for Year One, Year Two, and Mentor Teachers include the monthly induction tracking, which includes the mentor's report on the new teacher's progress, Year One and Year Two teachers' question and answer segments about teaching, and feedback on the monthly induction topics.

DOCUMENTATION OF PARTICIPATION AND COMPLETION

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

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

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

EDUCATOR INDUCTION PLAN STATEMENT OF ASSURANCE

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

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

Educator Induction Plan Coordinator

Date

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

Superintendent/Chief Executive Officer

Date