

Tredyffrin- Easttown School District

PA Comprehensive Plan Summary

2022-2025

Mission

To empower students to pursue their individual and collective potential as global citizens by creating a safe and equitable community that fosters well-being, integrity, social responsibility, and a passion for learning.

Vision

The purpose of education in the District is to challenge and to assist each student to become a constructive member of our changing society. By providing experiences that develop intellectual excellence and promote a positive understanding of one's self, the school can effectively help each student to appreciate the contributions of our nation's heritage, the interdependence of individuals and the dignity of all. The focus of the educational program, therefore, is to help students to develop their maximum potential and to acquire skills in ways that stimulate curiosity and foster creativity. The vision for the District includes the responsibility, in conjunction with families and the community, to motivate and to assist each student: •To acquire the knowledge, skills and experiences necessary to be productive in a global society; •To develop critical thinking skills; •To develop self-discipline; •To accept responsibility, acquire self-reliance and develop leadership skills; •To formulate social and ethical values consistent with living in a democratic society; •To appreciate the value of individual effort; •To learn to adapt to change; •To learn to collaborate with others; •To gain a fundamental knowledge that will serve as the basis for further development. The goal of the District is to prepare students to be self-directed, creative life-long learners and responsible involved citizens.

Established Priorities

- Identify and implement a career planning and portfolio platform that does the following: - supports developmentally age-appropriate activities that meet the Pennsylvania's Academic Standards for Career Education and Work - allows for a systematic collection of artifacts - provides a comprehensive overview of students' K-12 experience in career readiness - Considers the impact of Covid-19 on the collection of artifacts and meeting the intended goal.
- Intentionally develop opportunities for faculty and staff to come together among and between teams to review and revise curriculum k-12 on a regular basis. Consider what students have learned during the transition from virtual and hybrid instruction due to Covid-19.

Measurable Goals

Increasing the percentage of High School students submitting career readiness artifacts to 98%, including at least 90% of special education students.

- Data Inquiry Cycle

To provide opportunities for grade level or content area teams to meet together regularly to review and revise curriculum as needed based on standards assessment data and student needs. Data, resources, and instructional practices will also be analyzed with a lens that is inclusive of our linguistically and racially diverse learners.

- Data Inquiry Cycle



Tredyffrin/Easttown School District

PA Comprehensive Plan | 2022 - 2025

Steering Committee

Name	Position/Role	Building/Group
Anthony DiLella	Administrator	TEAO
Shannon Downing	Administrator	TEAO
Rich Gusick	Administrator	TEAO
Amy Meisinger	Administrator	TEAO
Kim Morris	Administrator	TEAO
Andy Phillips	Administrator	TEMS
Horace Rooney	Administrator	TEAO
Michele Staves	Administrator	HES
Oscar Torres	Administrator	TEAO
Wendy Towle	Administrator	TEAO
Becky Wills	Administrator	VFES
Michele Burger	Board Member	Board Member
Roberta Hotinski	Board Member	Board Member
Noah Austin	Staff Member	CHS
Shawnette Brown	Staff Member	BES

Name	Position/Role	Building/Group
Marquis Weeks	Staff Member	VFMS
Kris Graham	Community Member	Community Member
Tory Stagnaro	Community Member	Community Member
Tori Hall	Staff Member	CHS
Alexandra Daly	Staff Member	NEES
Ryan Palmer	Staff Member	CHS
Travis Hartley	Staff Member	CHS
Kathy Steiner	Staff Member	VFES
Colleen O'Hara	Staff Member	VFMS
Lily-Marie Ukpere	Student	CHS
Nicole Tobin	Staff Member	TEMS
Karen Gately	Staff Member	CHS
Rongjun Yao	Community Member	Community Member
Julianne Kelly	Staff Member	HES

Name	Position/Role	Building/Group
Shannon DeGeorge	Staff Member	HES
Beth Adams	Staff Member	NEES
Liz Gallo	Staff Member	CHS
Liz DePascale	Staff Member	HES
Victoria Turner	Staff Member	TEMS
Liam Smith	Student	CHS
Lisa Lukens	Staff Member	TEAO
Wendy DiRico	Staff Member	CHS
Mary Simon	Community Member	Community Member
Dan McDermott	Staff Member	CHS
Will Mullin	Community Member	Community Member
Betsy Fadem	Community Member	Community Member
Seth Dixon	Staff Member	CHS
Stephanie Demming	Administrator	BES

LEA Profile

The Tredyffrin/Easttown School District serves the townships of Tredyffrin and Easttown, encompassing 38 square miles in eastern Chester County. The area primarily contains single-family homes and includes notable communities like Paoli, Devon, Berwyn, Daylesford, Chesterbrook, Strafford, and Wayne. More than 7,000 students attend T/E's eight schools: Conestoga High School, Tredyffrin/Easttown Middle School, Valley Forge Middle School, Beaumont, Devon, Hillside, New Eagle, and Valley Forge Elementary Schools.

The Tredyffrin/Easttown (T/E) School District and its 750+ staff members serve approximately 7,000 students in eight schools, supported by a central administration office, a maintenance/storage facility, and a network operations center.

As TESD becomes more diverse, the District strives to provide activities that include multiple perspectives, student voices, and culturally responsive experiences for all students to ensure that each has a sense of belonging. The Diversity Committee, formed in 1994, has monitored the change in student demographics throughout the years. TESD is home to students that report being American Indian/Alaskan Native, Asian, Black/African American, Multi-Racial, Pacific Islander/Native Hawaiian, White/Caucasian, and Hispanic. While the most significant number of students continues to be of the White/Caucasian race (59.53%), it has decreased from 80% over the last ten years. Students of Asian descent have doubled from 14% to 28.7% over the previous ten years. Another noteworthy change in the student population is the increase in Multi-Racial students from .93% to 5.57%.

The district maintains a budget that supports the T/E School District's solid educational program and services while complying with government mandates. Costs are driven upward by growing student enrollment, necessary special education services, and state-mandated contributions to the Public Employees' Retirement System (PERS). Enrollment projections indicate a total enrollment of approximately 6,986 in the 2021-22 school year, a 33.7% increase in enrollment since 1999. The District has commissioned additional enrollment projections reports to help with planning and space utilization. At Conestoga High School, student enrollment is projected to increase by approximately 176 students over the next six years. The District approved the Conestoga High School Expansion and Renovation project in 2019 to accommodate rising high school enrollment. The project was completed in 2021 and added classroom space, labs, an additional art room and kitchen, flexible space for meetings and group instruction, and expanded common areas throughout the school.

Elementary Schools: Beaumont, Devon, Hillside, New Eagle, and Valley Forge

Elementary School enrollment of almost 2,400 students in kindergarten through fourth grade is distributed among five schools. Each school strives to foster a warm, student-centered learning environment with recognition of unique talents, interests, differences, and learning experiences. Instructional programming meets the needs of all students by providing a rich curriculum with several support programs and enrichment opportunities.

All elementary schools engage in one or more programs to enhance the school climate by addressing social and interpersonal aspects of student behavior. The Olweus Bullying Prevention program helps children understand that bullying is intentional harm-doing repeated over time. PATHS is a science-based, social-emotional learning curriculum that promotes self-control, positive self-esteem, emotional awareness, and interpersonal problem-solving. Based on the understanding that internal language is the key to self-control, The Pro-Social Skills Program includes a five-step system that provides language to help children control impulses and make constructive choices. Every school plans collaboratively with its home and school association and staff to provide many school and community activities that enhance the educational program, such as cultural arts programs, fundraising opportunities, and many other in-school and after-school activities.

The goal of the TESD elementary schools is to educate and challenge each child through a program that:

- 1) Provides a firm foundation of basic skills, concepts, and experiences.
- 2) Stimulates intellectual curiosity.
- 3) Cultivates learning habits and perfects learning tools for independent, lifelong learning.
- 4) Addresses individual student strengths and needs.
- 5) Promotes healthy mental, physical, social, and emotional growth in a caring and nurturing learning community.

Middle Schools: Tredyffrin/Easttown and Valley Forge

With just over 2,000 students between the two middle schools, the schools provide a standard structure for students in the fifth through eighth grades.

TESD also provides a standard structure for both Tredyffrin/Easttown and Valley Forge Middle Schools. Consistencies in curriculum and instructional resources, educational goals, and initiatives provide an intentional horizontal alignment between both schools. For example, both middle schools share the same goal, which is “to educate and challenge students to fulfill their potential within a community where children are valued, empowering these emergent adolescents to discover and appreciate who they are, whom they have become, and what they can contribute to others.”

In addition to the continuation in and polishing of the basic skills of reading, writing, and computing, middle school students are encouraged to explore and expand interests in music, drama, sports, and art, find joy in the discovery of skills in a new language, take pride in creating in family and consumer sciences and technology education, become responsible citizens and treat others with respect, and to appreciate the uniqueness, characteristics, and personalities of others, and become increasingly independent, self-disciplined and appreciative of lifelong learning.

Conestoga High School:

With over 2300 students, Conestoga High School has been ranked among the best high schools nationally in numerous commercial publications, including Newsweek, The Washington Post, and Niche.com. Thirty Advanced Placement (AP) courses are offered, resulting in 900 Conestoga students demonstrating their knowledge on 1883 AP tests in May 2021, obtaining a mean score of 3.75 on 88% of exams taken. 62% of the most recent graduates, the Class of 2021, took at least one AP test during their high school careers, scoring a three or better. Seventy-seven students were named AP Scholars of Distinction with a mean score of 4.26. With a mean score of 3.6, 20 students placed as AP Scholars of Honor, and 33 students, with a mean score of 3.20, were recognized as AP Scholars.

With an annual graduation rate of 97% or greater, more than 75% of Conestoga graduates attend colleges listed in The Best 378 Colleges. The Class of 2021 boasted a total college attendance rate of 98%, with ACT and SAT scores exceeding State and National mean scores. Most recently, 39 Conestoga High School students in the Class of 2022 made the rank of National Merit Scholarship Semifinalists, the most extended list in Pennsylvania. Another 50 students were considered National Merit Commended Students, and five others were named National Hispanic Scholars.

Extra-curricular activities also bring accolades to Conestoga. The Pennsylvania Music Educators' Association recognized ten students in the Class of 2021 as All-Region Band, Orchestra, or Choir. During the four years of high school for the Class of 2021, sports teams brought home 29 Central League titles, five District One titles, and a Boys' Soccer State Title. Students also received recognition from the Pennsylvania School Press Association, Vex Robotics World Championships, Delaware Valley Science Fair, Pennsylvania's Math League Contest, and Chester County Art Association.

Mission and Vision

Mission

To empower students to pursue their individual and collective potential as global citizens by creating a safe and equitable community that fosters well-being, integrity, social responsibility, and a passion for learning.

Vision

The purpose of education in the District is to challenge and to assist each student to become a constructive member of our changing society. By providing experiences that develop intellectual excellence and promote a positive understanding of one's self, the school can effectively help each student to appreciate the contributions of our nation's heritage, the interdependence of individuals and the dignity of all. The focus of the educational program, therefore, is to help students to develop their maximum potential and to acquire skills in ways that stimulate curiosity and foster creativity. The vision for the District includes the responsibility, in conjunction with families and the community, to motivate and to assist each student:

- To acquire the knowledge, skills and experiences necessary to be productive in a global society
- To develop critical thinking skills
- To develop self-discipline
- To accept responsibility, acquire self-reliance and develop leadership skills
- To formulate social and ethical values consistent with living in a democratic society
- To appreciate the value of individual effort
- To learn to adapt to change
- To learn to collaborate with others
- To gain a fundamental knowledge that will serve as the basis for further development.

The goal of the District is to prepare students to be self-directed, creative life-long learners and responsible involved citizens.

Educational Value Statements

Students

Students will be active participants in classroom and schoolwide learning. There will be regular opportunities for students to collaborate with staff and administration to co-create experiences to support the mission and vision of the District.

Staff

Staff, students, administration and families will collaborate to design and implement opportunities leading to attainment of the District's mission and vision.

Administration

Staff, students, administration and families will collaborate to design and implement opportunities leading to attainment of the District's mission and vision.

Parents

Staff, students, administration and families will collaborate to design and implement opportunities leading to attainment of the District's mission and vision.

Community

On an on-going basis, the District will seek to partner with community members and resources to support attainment of the mission and vision.

Summary Of Strengths and Challenges

Strengths	Consideration In Plan
Statewide assessment measures for proficiency in all of our schools are well above the state average.	No
Percent of students with regular attendance in all of our schools are higher than the statewide average.	No
The percent career standards benchmark for our schools are all higher than the statewide average.	Yes
Graduation Rate is 97%	No
Strong counseling staff at every level	No
Robust career and college readiness curriculum	Yes
District has a well-constructed and well aligned standards-based curriculum K-12 to meet the needs of the students in the district	Yes
Our students continue to meet statewide Future Ready Index goals in ELA	No
Our students continue to meet statewide Future Ready Index goals in Math and Algebra.	No
Our students continue to meet statewide Future Ready Index goals in Science	No
English Learners have demonstrated progress as they acquire English Proficiency in Speaking, Listening, Reading, and Writing according to the 2021 WIDA ACCESS SCORES	No

Challenges	Consideration In Plan
Career Standards Benchmark: Continuing to ensure that all District students are college and career ready as determined by state standards.	Yes
Allocating time to continue to review, revise and implement curriculum on an ongoing basis	Yes
An increase in participation rate would impact our progress in meeting our mission, vision and Future Ready PA Index targets.	No

Other than English Learners receiving scores on the WIDA ACCESS State Proficiency Assessment, data by race is not available in English Language Arts due to Insufficient Testers in School Year 2020-2021.	No
TESD Students are well on their way to meeting Career Readiness Benchmarks, focusing on all schools reaching the statewide performance standard will meet this goal.	No

Analyzing Strengths and Challenges

Strengths
The percent career standards benchmark for our schools are all higher than the statewide average.
Robust career and college readiness curriculum
District has a well-constructed and well aligned standards-based curriculum K-12 to meet the needs of the students in the district

Challenges	Discussion Points	Priority For Planning	Priority Statement
Career Standards Benchmark: Continuing to ensure that all District students are college and career ready as determined by state standards.	The Career Standards Benchmark applies to three of our schools. Our two middle schools (grades 5-8) exceed the statewide average and the statewide performance standard for the Career Standards Benchmark with 100% and 99% completion rates. While our high school exceeded the statewide average with a 94.9% completion rate, it fell short of the statewide performance standard of 98%. Although all of our students exceed the statewide average, only two of our schools meet the statewide performance standard for Career Readiness. We would like to focus on all schools reaching the statewide performance standard.	Yes	Identify and implement a career planning and portfolio platform that does the following: - supports developmentally age-appropriate activities that meet the Pennsylvania's Academic Standards for Career Education and Work - allows for a systematic collection of artifacts - provides a comprehensive overview of students' K-12 experience in career readiness - Considers the impact of Covid-19 on the collection of artifacts and meeting the intended goal.
Allocating time to continue to review, revise and implement curriculum on an ongoing basis	As state and national standards continue to evolve, we need to ensure that curriculum remains aligned to standards and meets expectations of our teachers, students and families. Additionally, we want to ensure the resources used to support the curriculum provide a deep learning background conducive to critical and creative thinking.	Yes	Intentionally develop opportunities for faculty and staff to come together among and between teams to review and revise curriculum k-12 on a regular basis. Consider what students have learned during the transition to virtual and hybrid instruction due to Covid-19.

Goal Setting

Priority: Identify and implement a career planning and portfolio platform that does the following: - supports developmentally age-appropriate activities that meet the Pennsylvania's Academic Standards for Career Education and Work - allows for a systematic collection of artifacts - provides a comprehensive overview of students' K-12 experience in career readiness - Considers the impact of Covid-19 on the collection of artifacts and meeting the intended goal.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Career Standards Benchmark	Increasing the percentage of High School students submitting career readiness artifacts to 98%, including at least 90% of special education students.	Percent Career Standards Benchmark	Increasing the percentage of High School students submitting career readiness artifacts from 94.9% to 96%, including at least 88% of special education students.	Increasing the percentage of High School students submitting career readiness artifacts from 96% to 97%, including at least 89% of special education students.	Increasing the percentage of High School students submitting career readiness artifacts to 98%, including at least 90% of special education students.

Priority: Intentionally develop opportunities for faculty and staff to come together among and between teams to review and revise curriculum k-12 on a regular basis. Consider what students have learned during the transition to virtual and hybrid instruction due to Covid-19.

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	To provide opportunities for grade level or content area teams to meet together regularly to review and revise curriculum as needed based on standards assessment data and student needs. Data, resources, and instructional practices will also be analyzed with a lens that is inclusive of our linguistically and racially diverse learners.	Curriculum Review	Opportunities will be identified for some teachers to meet and review curriculum based on local and state assessment data. The data will be analyzed with a lens that is inclusive of our linguistically and racially diverse learners.	Opportunities will be identified for all teachers to meet and review curriculum based on local and state assessment data. The data will be analyzed with a lens that is inclusive of our linguistically and racially diverse learners.	To provide opportunities for grade level or content area teams to meet together regularly to review and revise curriculum as needed based on standards assessment data and student needs. Data, resources, and instructional practices will also be analyzed with a lens that is inclusive of our linguistically and racially diverse learners.

Action Plan

Action Plan for: Data Inquiry Cycle						
Measurable Goals			Anticipated Output		Monitoring/Evaluation	
<ul style="list-style-type: none"> Percent Career Standards Benchmark 			Implementation of the portfolio platform selected		Ongoing monitoring	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Identify a career planning and portfolio platform to systematically collect career artifacts that aligns with the Pennsylvania's Academic Standards for Career Education and Work.	08/29/2022	06/30/2025	Mr. Mark Cataldi, Director of Assessment and Accountability	Portfolio Platform	Yes	Yes

Action Plan for: Data Inquiry Cycle						
Measurable Goals		Anticipated Output			Monitoring/Evaluation	
<ul style="list-style-type: none"> Curriculum Review 		Updated Curriculum Documents			Ongoing monitoring	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Curriculum Review	08/29/2022	06/30/2025	Dr. Wendy Towle, Director of Curriculum, Instruction, Staff Development and Planning	Curriculum Documents and available Student Performance Data.	Yes	Yes

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Data Inquiry Cycle	<ul style="list-style-type: none"> Identify a career planning and portfolio platform to systematically collect career artifacts that aligns with the Pennsylvania's Academic Standards for Career Education and Work.
Data Inquiry Cycle	<ul style="list-style-type: none"> Curriculum Review

Professional Development Activities

Career Portfolio platform implementation						
Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Identify a career planning and portfolio platform to systematically collect career artifacts that aligns with the Pennsylvania's Academic Standards for Career Education and Work. 	School Counselors	Career benchmark standards and career portfolio training	successful completion of training	Mr. Mark Cataldi, Director of Assessment and Accountability	08/29/2022	06/30/2023
Learning Formats						
Type of Activities	Frequency		Choose Observation and Practice Framework		This Step Meets the Requirements of State Required Trainings	
Inservice day	1 per semester					

Curricular Review						
Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Curriculum Review 	All Instructional Staff	Curriculum Development, Assessment Data, and Student Data	Review and Revise curriculum based on standards	Dr. Wendy Towle, Director of Curriculum, Instruction, Staff Development, and Planning	08/29/2022	06/30/2025
Learning Formats						
Type of Activities	Frequency		Choose Observation and Practice Framework		This Step Meets the Requirements of State Required Trainings	
Collaborative curriculum development	3 times per year				Teaching Diverse Learners in an Inclusive Setting	

Communications Action Steps

Evidence-based Strategy	Action Steps
Data Inquiry Cycle	<ul style="list-style-type: none"> Identify a career planning and portfolio platform to systematically collect career artifacts that aligns with the Pennsylvania's Academic Standards for Career Education and Work.
Data Inquiry Cycle	<ul style="list-style-type: none"> Curriculum Review

Communications Activities

Career Readiness Activities					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Identify a career planning and portfolio platform to systematically collect career artifacts that aligns with the Pennsylvania's Academic Standards for Career Education and Work. 	School Counselors	Career Readiness Platform	Mr. Mark Cataldi, Director of Assessment and Accountability	08/29/2022	06/30/2025
Communications					
Type of Communication			Frequency		
Presentation			4 times per year		

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

Tredyffrin/Easttown School District
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Dr. Oscar Torres
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Dr. Richard Gusick
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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
Oscar Torres	Administrator	Administrator	Administration Personnel
Beth Adams	Teacher	Teacher	Administration Personnel

Name	Title	Committee Role	Chosen/Appointed by
Shannon DeGeorge	Teacher	Teacher	Administration Personnel
Wendy Towle	Administrator	Administrator	Administration Personnel
Liz Gallo	Teacher	Teacher	Administration Personnel
Karen Gately	Teacher	Teacher	Administration Personnel
Travis Hartley	Teacher	Teacher	Administration Personnel
Lisa Lukens	Education Specialist	Education Specialist	Education Specialist
Colleen O'Hara	Teacher	Teacher	Administration Personnel
Ryan Palmer	Teacher	Teacher	Administration Personnel
Kelly Saladik	Teacher	Teacher	Administration Personnel
Kathy Steiner	Teacher	Teacher	Administration Personnel
Victoria Turner	Teacher	Teacher	Administration Personnel
Becky Wills	Administrator	Administrator	Administration Personnel
Shannon Downing	Administrator	Administrator	Administration Personnel
Horace Rooney	Administrator	Administrator	Administration Personnel

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

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

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

OTHER

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

CHARACTERISTICS.

The following qualities are considered when selecting mentor teachers. Mentor teachers have demonstrated successful teaching experiences with the Tredyffrin/Easttown School District. Mentor teachers have demonstrated knowledge and application of Tredyffrin/Easttown policies, procedures, and curriculum. Mentor teachers have demonstrated enthusiasm and a positive attitude toward the teaching profession. Mentor teachers have demonstrated participation in Tredyffrin/Easttown's professional development opportunities.

NEEDS ASSESSMENT

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

Characteristics used by LEA	Yes/No
Observations of inductee instructional practice by a coach or mentor to identify needs.	Yes
Multiple observations of inductee instructional practice by building supervisor to identify needs.	Yes
Regular scheduled meetings with mentors or coaches to reflect upon instructional practice to identify needs.	Yes
Standardized student assessment data	Yes
Classroom assessment data (Formative & Summative)	Yes
Inductee survey (local, intermediate units and national level)	Yes
Review of inductee lesson plans	Yes
Review of written reports summarizing instructional activity	Yes
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**

Purpose: To meet the needs of students by maintaining the high standards of academic excellence in the T/E School District, the New Teacher Induction Program will acclimate new teachers by developing an understanding of T/E philosophy, expectations and educational program as it provides support to the new employee. Goals: 1. To develop holistic understanding of curriculum implementation in the school district 2. To acquire instructional techniques which address the varying needs of students 3. To promote inquiry through reflection within the Induction program 4. To create a support network with other new employees 5. To foster familiarity with building culture and practice 6. To build congruence between individual school and district initiatives Program Structure: The District has a year long induction program that is aligned with and includes sessions that address each of these goals. As part of this program, new staff members are assigned a mentor and meet on a regular basis at the school and district level for professional development opportunities. These sessions are evaluated by the new staff members and this input is used by the Staff Development Advisory Council when considering revisions to the program and additional staff training. The District has an extensive professional evaluation system that includes regular classroom observations, pre-conferences and post-conferences and written observation reports, which often include recommendations for improving instructional practice. All of the induction sessions are informed by needs and best-practices. Content Included: Professional Evaluation System, Professional Practices, Mandatory Reporting/Child Abuse Training, Technology Initiatives, Policies & Safety, Minding Your Mind/Suicide Awareness, Parent Teacher Conferences, Special Education Issues and Practices for the Classroom Teacher, Essential Skills Model, Meeting the Social and Emotional Needs of Gifted Students, Meeting the Needs of English Learners, The Power of Feedback, Diversity and Equity in the Educational Program, Meeting Frequency: Summer Academy is held prior to the start of the academic year and lasts for four full days. Induction sessions throughout the year

occur monthly. Delivery Format: All Inductions sessions, including Summer Academy are In-person sessions.

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
	Year 1 Summer

INSTRUCTIONAL PRACTICES

Selected Danielson Framework(s)	Timeline
	Year 1 Winter

SAFE AND SUPPORTIVE SCHOOLS

Selected Danielson Framework(s)	Timeline
	Year 1 Summer

Selected Danielson Framework(s)

Timeline

TECHNOLOGY INSTRUCTION

Selected Danielson Framework(s)

Timeline

Year 1 Summer

PROGRESS REPORTS AND PARENT-TEACHER CONFERENCING

Selected Danielson Framework(s)

Timeline

Year 1 Fall

ACCOMMODATIONS AND ADAPTATIONS FOR DIVERSE LEARNERS

Selected Danielson Framework(s)

Timeline

Year 1 Spring

EVALUATION AND MONITORING

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

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

EVALUATION AND MONITORING

Tredyffrin/Easttown School District monitors and evaluates the Educator Induction Program by requiring an Educator Induction Log, Session Evaluations and Teacher Observations. The Staff Development Advisory Council reviews the Educator Induction Program on an annual basis. A Needs Assessment is conducted every year to determine if any changes need to be made to the plan. The Staff Development Advisory Council will meet at least once each year. The responsibilities include · Annually evaluating and revising the Induction Program for the district. · Keeping up-to-date on literature and research of induction. · Maintaining a file and reporting annually to the Board of School Directors and providing written verification to the inductee upon completion of the program. · Providing feedback to staff members regarding quality of the Induction Program based on the Evaluation of Program. · Resolving concerns arising through the Induction Program

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.

Dr. Wendy Towle

Date

Educator Induction Plan Coordinator

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

Chief School Administrator

Date

ACT 48

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

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

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

g. A school district that contracts with a community provider to operate a prekindergarten program shall address in the school district's professional education plan how the school district will offer professional education opportunities to teachers in the community provider's prekindergarten program.

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

Exemplary professional education for staff:

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

PROFILE AND PLAN ESSENTIALS

Tredyffrin/Easttown School District

124157802

940 West Valley Road, Suite 1700, Wayne, PA 19087

Dr. Oscar Torres

torreso@tesd.net

6102401909

Dr. Richard Gusick

gusickr@tesd.net

STEERING COMMITTEE

Name	Title	Committee Role	Appointed By
Oscar Torres	Administrator	Oscar Torres	Administration Personnel
Beth Adams	Teacher	Beth Adams	Administration Personnel
Shannon Downing	Adminstrator	Shannon Downing	Administration Personnel
Shannon DeGeorge	Teacher	Shannon DeGeorge	Administration Personnel
Liz Gallo	Teacher	Liz Gallo	Administration Personnel
Karen Gately	Teacher	Karen Gately	Administration Personnel

Name	Title	Committee Role	Appointed By
Travis Hartley	Teacher	Travis Hartley	Administration Personnel
Lisa Luckens	Staff	Lisa Luckens	Administration Personnel
Colleen O'Hara	Teacher	Colleen O'Hara	Administration Personnel
Ryan Palmer	Teacher	Ryan Palmer	Administration Personnel
Horace Rooney	Administrator	Horace Rooney	Administration Personnel
Kathy Steiner	Teacher	Kathy Steiner	Administration Personnel
Becky Wills	Administrator	Becky Wills	Administration Personnel
Victoria Turner	Teacher	Victoria Turner	Administration Personnel
Wendy Towle	Administrator	Wendy Towle	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.

The District comprehensive planning process includes multiple members of the school community. The scope of the committee's work was to review each goal, strategy and action plan as part of the process. The Staff Development Advisory Committee reviewed/revised existing strategies and developed new ones to assist in the realization of the District's mission. As part of the process, The Staff Development Advisory Committee reviewed and revised the Act 48 Plan and the Teacher Induction Plan to be implemented in 2022. The plan was shared with the

Strategic Planning Committee in the Spring of 2022. After approval by the Board Education Committee in Spring of 2022 the plan was posted on the District website and placed in all schools and public libraries for 28 days for public review. The full Board will review and approve the Comprehensive Plan in August 2022. Moving forward, the District will develop steps to communicate the plan and the goals to the school community and take initial steps toward implementation. Specifically, the goals of the new Comprehensive Plan will be communicated, and strategies will be prioritized so the Plan can be fully implemented.

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

CAREER PORTFOLIO PLATFORM IMPLEMENTATION

Action Step	Audience	Topics to be Included	Evidence of Learning
Identify a career planning and portfolio platform to systematically collect career artifacts that aligns with the Pennsylvania's Academic Standards for Career Education and Work.	School Counselors	Career benchmark standards and career portfolio training	successful completion of training
Lead Person/Position	Anticipated Timeline		
Mr. Mark Cataldi, Director of Assessment and Accountability	08/29/2022 - 06/30/2023		

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	1 per semester		

CURRICULAR REVIEW

Action Step	Audience	Topics to be Included	Evidence of Learning
Curriculum Review	All Instructional Staff	Curriculum Development, Assessment Data, and Student Data	Review and Revise curriculum based on standards
Lead Person/Position			Anticipated Timeline
Dr. Wendy Towle, Director of Curriculum, Instruction, Staff Development, and Planning			08/29/2022 - 06/30/2025

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Collaborative curriculum development	3 times per year		Teaching Diverse Learners in an Inclusive Setting

OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES

LANGUAGE AND LITERACY ACQUISITION FOR ALL STUDENTS

Audience	Topics to be Included	Evidence of Learning
<ul style="list-style-type: none"> Classroom teachers School counselors New Staff Other educational specialists 	<ul style="list-style-type: none"> Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Creating lessons to meet varied student learning styles Collaboration across grade levels and Peer-to-peer lesson discussion Journaling and reflecting 	<p>Teachers will develop and implement strategies that improve the language and literacy acquisition of all students. Teachers will develop and share the strategies identified with their colleagues at teacher In-service workshops. Research tells us that it is essential to provide Effective Literacy and English Language Acquisition Instruction to all Learners (NCEE). Goals of the training:</p> <ul style="list-style-type: none"> 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 more effectively with parents and community partners.
Lead Person/Position		Anticipated Timeline
Dr. Oscar Torres, Director of Equity and Public Programs		08/29/2022 - 06/30/2025

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Annually		Language and Literacy Acquisition for All Students

TEACHING DIVERSE LEARNERS IN INCLUSIVE SETTINGS

Audience	Topics to be Included	Evidence of Learning
Classroom Teachers, Principals, Assistant Principals, Superintendent, Assistant Superintendent, Directors, School Counselors, Other educational specialist.	Teachers will acquire the skills through workshop sessions that will provide them with the skills to deliver lessons and develop assessments. We will provide continual review of academic standards, adaptations of curriculum, and developing new courses or levels as appropriate can ensure that the K-12 curricular scope and sequence addresses the needs of all students. Teachers will develop strategies to meet the needs of all learners, including students with disabilities, English Learners, Gifted Learners, students who struggle to demonstrate academic proficiency and students from all cultural backgrounds.	Students who learn differently or express what they know in different ways can benefit from flexible curricular adaptations. Developed in 1983 by Howard Gardner, the theory of multiple intelligences proposes that there is more to intelligence than that which is measured on an IQ test. Gardner suggests eight types: linguistic, logical-mathematical, spatial, body-kinesthetic, musical, interpersonal, intrapersonal and naturalistic. Teachers who experience difficulty in reaching students through the traditional linguistic or logical ways of instruction can present materials in other ways to promote learning. Based on the work of Carol Ann Tomlinson, teachers endeavor to differentiate classroom instruction with students' varying abilities in mind. They proactively use multiple approaches to decide what students need to learn, how they'll learn it and how it will be assessed. Differentiated Instruction emerged as a need in response to the increasing diversity of classrooms and to the understanding that students learn differently because of gender, experience, readiness and interests, among other factors. The implications of this research can be applied to curricular areas to meet the needs of diverse learners.
Lead Person/Position		Anticipated Timeline
Dr. Oscar Torres, Director of Equity and Public Programs		08/29/2022 - 06/30/2025

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Annually		Teaching Diverse Learners in an Inclusive Setting

TRAUMA-INFORMED CARE TRAINING

Audience	Topics to be Included	Evidence of Learning
All Staff	Social Emotional Learning, Signs of Suicide, The Role of Race in Trauma Informed Care	Participation in workshops

Lead Person/Position	Anticipated Timeline
Dr. Oscar Torres, Director of Equity and Public Programs	08/29/2022 - 06/30/2025

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Anually		School Safety including Trauma-informed Education Awareness (Act 44)

SCHOOL SAFETY INCLUDING TRAUMA-INFORMED EDUCATION AWARENESS

Audience	Topics to be Included	Evidence of Learning
All Staff	School Safety Protocols and Trauma-Informed Awareness	Participation in workshops
Lead Person/Position	Anticipated Timeline	
Dr. Chris Groppe, Director of Safety and Student Services	08/29/2022 - 06/30/2025	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Annually		School Safety including Trauma-informed Education Awareness (Act 44)

ADVANCED STUDIES

Audience	Topics to be Included	Evidence of Learning
Professional Staff	Graduate Course Work and Approved Professional Conferences	completion of course work
Lead Person/Position	Anticipated Timeline	
Dr. Wendy Towle, Director of Curriculum, Instruction, Staff Development and Planning	08/29/2022 - 06/30/2025	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Course(s)	Semester		

ALTERNATIVE ASSESSMENT PROGRAM

Audience	Topics to be Included	Evidence of Learning
Teachers	Goal Development, Goal Evaluation and Results sharing, Goal Implementation.	Teacher Surveys and Staff Logs
Lead Person/Position		Anticipated Timeline
Dr. Wendy Towle, Director of Curriculum, Instruction, Staff Development and Planning		08/29/2022 - 06/30/2025

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Independent study	Annually		Indicator 13 Effective Practices in Transition Training

CHILD AND ADOLESCENT DEVELOPMENT

Audience	Topics to be Included	Evidence of Learning
Teachers	Participants will gain knowledge about current trends and research related to child and adolescent development	Teacher Surveys and Staff Logs
Lead Person/Position		Anticipated Timeline
Dr. Oscar Torres, Director of Equity and Public Programs		08/29/2022 - 06/30/2025

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Annually		

COMMUNITY RESOURCES

Audience	Topics to be Included	Evidence of Learning
Professional Staff, Special Education Teachers	Professionals will gain knowledge about community resources that can be helpful to students and parents with special needs such as eating disorders, family support, or conflict management.	Teacher Surveys and Staff Logs
Lead Person/Position		Anticipated Timeline
Dr. Oscar Torres, Director of Equity and Public Programs		08/29/2022 - 06/30/2025

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Annually		

CREATING INSTRUCTIONAL ENVIRONMENTS THAT PROMOTE LEARNING

Audience	Topics to be Included	Evidence of Learning
Teachers	Teachers will develop and implement strategies that increase student engagement, collaboration, self-direction, and intrinsic motivation. The strategies explored will be designed to meet the needs of all learners. Teachers will rely on research and best practices to make decisions.	Teacher Surveys and Staff Logs
Lead Person/Position		Anticipated Timeline
Dr. Wendy Towle, Director of Curriculum, Instruction, Staff Development and Planning		08/29/2022 - 06/30/2025

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Annually		

CPR/EMERGENCY PROTOCOLS

Audience	Topics to be Included	Evidence of Learning
Classroom Teachers, Administration	Learn Skills to perform CPR Update existing knowledge with new emergency practices	Participation in workshops
Lead Person/Position	Anticipated Timeline	
Dr. Chris Groppe, Director of Safety and Student Services	08/29/2022 - 06/30/2025	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Annually		School Safety including Trauma-informed Education Awareness (Act 44)

PREVENTION STRATEGIES

Audience		Topics to be Included	Evidence of Learning
School Counselors, Education Specialists, Teachers, and Administrators		Implement healthy practices education Promote school community awareness of healthy practices	Participation in workshops, lesson development
Lead Person/Position			Anticipated Timeline
Mark Cataldi, Director of Assessment and Accountability, Supervisor of Counselors			08/29/2022 - 06/30/2025

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Annually		Trauma Informed Training (Act 18)

CONTENT AREA TRAINING

Audience	Topics to be Included	Evidence of Learning
Teachers, Curriculum Supervisors	Broader Understanding of Course Content Deeper Understanding of Course Content Understanding of emerging research in area of assignment	Participation in workshops, Lesson Development
Lead Person/Position	Anticipated Timeline	
Dr. Wendy Towle, Director of Curriculum, Instruction, Staff Development and Planning	08/29/2022 - 06/30/2025	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Annually		

COURSE DEVELOPMENT

Audience	Topics to be Included	Evidence of Learning
Teachers, Curriculum Supervisors	Teachers will review existing course curricula in light of emerging research, best practices, and resources Knowledge about current and best practices New approaches to deliver curriculum in area of assignment Strategies to adapt curriculum to meet all learner needs	Participation in workshops, Lesson Development
Lead Person/Position		Anticipated Timeline
Dr. Wendy Towle, Director of Curriculum, Instruction, Staff Development and Planning		08/29/2022 - 06/30/2025

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Annually		

INTEGRATED CURRICULUM

Audience	Topics to be Included	Evidence of Learning
Teachers, Curriculum Supervisors	Professionals will be trained to draw connections among literacy, math, sciences, or other academic areas and to develop curricular frameworks to support these Enhanced content knowledge Skill in integrating curriculum with other disciplines, technology, and essential skills	Participation in workshops, Lesson Development
Lead Person/Position		Anticipated Timeline
Dr. Wendy Towle, Director of Curriculum, Instruction, Staff Development and Planning		08/29/2022 - 06/30/2025

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Annually		

RELATING CURRICULUM TO REAL WORLD EXPERIENCES

Audience	Topics to be Included	Evidence of Learning
Teachers, Curriculum Supervisors	Professionals will create, assess and analyze current curriculum to connect real-life experiences Acquire strategies to increase student engagement and personalize learning Training is how to relate lessons to real life building knowledge of content items that can be connected to real-life experiences	Participation in workshops, Lesson Development
Lead Person/Position		Anticipated Timeline
Dr. Wendy Towle, Director of Curriculum, Instruction, Staff Development and Planning		08/29/2022 - 06/30/2025

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Annually		

CURRICULAR ALIGNMENT WITH ACADEMIC STANDARDS

Audience	Topics to be Included	Evidence of Learning
Teachers, Curriculum Supervisors	Content Knowledge Strategies to effectively deliver state standards in classroom, using assessment data to modify curriculum and utilize resources	Participation in workshops, Lesson Development
Lead Person/Position		Anticipated Timeline
Dr. Wendy Towle, Director of Curriculum, Instruction, Staff Development and Planning		08/29/2022 - 06/30/2025

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Annually		

DEVELOPMENT OF NEW COURSES

Audience	Topics to be Included	Evidence of Learning
Teachers, Curriculum Supervisors	As driven by Needs Assessment Tools, parent, student, or teacher input, or the implementation of strategic initiatives, new courses are developed.	Participation in workshops, Lesson Development
Lead Person/Position		Anticipated Timeline
Dr. Wendy Towle, Director of Curriculum, Instruction, Staff Development and Planning		08/29/2022 - 06/30/2025

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Annually		

CLASSROOM MANAGEMENT STRATEGIES

Audience	Topics to be Included	Evidence of Learning
Teachers, Curriculum Supervisors	Participants will improve teaching skills through the practice of effective classroom management strategies	Participation in workshops, Lesson Development
Lead Person/Position		Anticipated Timeline
Dr. Wendy Towle, Director of Curriculum, Instruction, Staff Development and Planning		08/29/2022 - 06/30/2025

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Annually		

FOSTERING INTRINSIC MOTIVATION/SELF DIRECTED LEARNING

Audience	Topics to be Included	Evidence of Learning
Teachers, Curriculum Supervisors	Participants will develop skills to promote self-directed learning and intrinsic motivation in students. Theories and related skills will be explored.	Participation in workshops, Lesson Development
Lead Person/Position		Anticipated Timeline
Dr. Wendy Towle, Director of Curriculum, Instruction, Staff Development and Planning		08/29/2022 - 06/30/2025

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Anually		

USING COLLABORATIVE LEARNING STRATEGIES

Audience	Topics to be Included	Evidence of Learning
Teachers, Curriculum Supervisors	Participants will explore how to teach students to work productively in groups of varying sizes.	Participation in Workshops, Lesson Development
Lead Person/Position		Anticipated Timeline
Dr. Wendy Towle, Director of Curriculum, Instruction, Staff Development and Planning		08/29/2022 - 06/30/2022

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Annually		

DEVELOPING CREATIVITY

Audience	Topics to be Included	Evidence of Learning
Teachers, Curriculum Supervisors	Professionals will identify and learn new ways to incorporate creativity in the classroom and develop it in their students	Participation in Workshops, Lesson Development
Lead Person/Position		Anticipated Timeline
Dr. Wendy Towle, Director of Curriculum, Instruction, Staff Development and Planning		08/29/2022 - 06/30/2025

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Annually		

DEVELOPING CRITICAL AND CREATIVE THINKING SKILLS

Audience	Topics to be Included	Evidence of Learning
Teachers, Curriculum Supervisors	Professionals will identify and learn ways to build critical and creative thinking skills in the classroom	Participating in Workshops, Lesson Development
Lead Person/Position		Anticipated Timeline
Dr. Wendy Towle, Director of Curriculum, Instruction, Staff Development and Planning		08/29/2022 - 06/30/2025

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Annually		

FOSTERING CULTURAL COMPETENCE

Audience	Topics to be Included	Evidence of Learning
Teachers, Curriculum Supervisors	Professionals will participate in activities to develop student's understanding and appreciation of other cultures, religious backgrounds and lifestyles	Participating in Workshops, Lesson Development
Lead Person/Position		Anticipated Timeline
Dr. Oscar Torres, Director of Equity and Public Programs		08/29/2022 - 06/30/2025

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Annually		

INSTRUCTIONAL STRATEGIES FOR ENGLISH LEARNERS

Audience	Topics to be Included	Evidence of Learning
Teachers, Curriculum Supervisors	Professionals will learn how to assess and monitor the learning needs of English Learners; how to plan for and adapt instruction for ELs; and develop cultural competence in their relationships with ELs.	Participating in Workshops, Lesson Development
Lead Person/Position		Anticipated Timeline
Dr. Oscar Torres, Director of Equity and Public Programs		08/29/2022 - 06/30/2025

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Annually		

PROMOTING SOCIAL/ETHICAL RESPONSIBILITY

Audience	Topics to be Included	Evidence of Learning
Teachers, Curriculum Supervisors	Professionals will develop an understanding of the many facets of social and ethical responsibility and will identify opportunities in the content areas to explore ethical issues with students	Participation in Workshops, Lesson Development
Lead Person/Position		Anticipated Timeline
Dr. Oscar Torres, Director of Equity and Public Programs		08/29/2022 - 06/30/2025

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Annually		

ASSISTIVE TECHNOLOGY

Audience	Topics to be Included	Evidence of Learning
Teachers, Curriculum Supervisors	Professionals will develop a better understanding of new and existing assistive technologies and their benefits to individuals in the classroom Increase effective student/teacher communication skills Specific application of technology tools to meet the needs of learners with special needs	Participation in Workshops, Lesson Development
Lead Person/Position		Anticipated Timeline
Dr. Michael Szymendera, Director of Technology		08/29/2022 - 06/30/2025

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Annually		

INTEGRATING CURRENT TECHNOLOGY INTO INSTRUCTIONAL PRACTICE

Audience	Topics to be Included	Evidence of Learning
Teachers, Curriculum Supervisors	Participants will develop skills with emerging technologies and explore opportunities for application in the content areas.	Participation in Workshops, Lesson Development
Lead Person/Position		Anticipated Timeline
Dr. Oscar Torres, Director of Equity and Public Programs		08/29/2022 - 06/30/2025

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Annually		

MEDIA/INFORMATION LITERACY

Audience	Topics to be Included	Evidence of Learning
Teachers, Curriculum Supervisors	Participants will increase competency with teaching media/information literacy skill suggested by state standards and professional organizations such as the American Library Association	Participation in Workshops, Lesson Development
Lead Person/Position		Anticipated Timeline
Dr. Wendy Towle, Director of Curriculum, Instruction, Staff Development and Planning		08/29/2022 - 06/30/2025

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Annually		

ONLINE LEARNING ENVIRONMENTS

Audience	Topics to be Included	Evidence of Learning
Teachers, Curriculum Supervisors	Professionals will acquire knowledge of and implementation strategies for online learning environments in order to institute skills in the classroom. Methods to use online frameworks to improve instruction will be explored.	Participation in Workshops, Lesson Development
Lead Person/Position		Anticipated Timeline
Dr. Michael Szymendera, Director of Technology		08/29/2022 - 06/30/2025

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Annually		

PROMOTE AND MODEL DIGITAL CITIZENSHIP AND RESPONSIBILITY

Audience	Topics to be Included	Evidence of Learning
Teachers, Curriculum Supervisors	Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices as they collaborate with one another and instruct students	Participation in Workshops, Lesson Development
Lead Person/Position		Anticipated Timeline
Dr. Michael Szymendera, Director of Technology		08/29/2022 - 06/30/2025

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Annually		

TECHNOLOGY SKILLS ACQUISITION

Audience	Topics to be Included	Evidence of Learning
Teachers, Curriculum Supervisors	Professionals will acquire knowledge for use of new and existing technologies to improve classroom curriculum, instruction, and assessment	Participation in Workshops, Lesson Development
Lead Person/Position	Anticipated Timeline	
Dr. Michael Szymendera, Director of Technology	08/29/2022 - 06/30/2025	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Annually		

WEB-BASED INSTRUCTIONAL TOOLS

Audience	Topics to be Included	Evidence of Learning
Teachers, Curriculum Supervisors	Professionals will become proficient in implementing new web-based instructional tools.	Participation in Workshops, Lesson Development
Lead Person/Position		Anticipated Timeline
Dr. Michael Szymendera, Director of Technology		08/29/2022 - 06/30/2025

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Annually		

ACQUIRING RESILIENCY AND WELLNESS SKILLS

Audience	Topics to be Included	Evidence of Learning
Teachers, Curriculum Supervisors	Beginning with the Staff Development Needs Assessment, the Staff Development Advisory Committee will identify opportunities where teachers can provide input on the type of Professional Development for resiliency and wellness. Teachers will participate in workshops during In-service days with experts in the field of resiliency and wellness. A 'train the trainer program' will be developed. Ongoing feedback and evaluation will occur throughout the implementation of this strategy.	Participation in Workshops, Lesson Development
Lead Person/Position		Anticipated Timeline
Dr. Oscar Torres, Director of Equity and Public Programs		08/29/2022 - 06/30/2025

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Annually		

DEVELOPING FORMATIVE ASSESSMENTS

Audience	Topics to be Included	Evidence of Learning
Teachers, Curriculum Supervisors	Professionals will receive training in the development and use of assessments that provide information about student progress while instruction is taking place. Creation, interpretation and analysis methods will be explored. Responding to results will be emphasized.	Participation in Workshops, Lesson Development
Lead Person/Position		Anticipated Timeline
Dr. Oscar Torres, Director of Equity and Public Programs		08/29/2022 - 06/30/2022

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Annually		

DEVELOPING SUMMATIVE ASSESSMENTS

Audience	Topics to be Included	Evidence of Learning
Teachers, Curriculum Supervisors	Participants will develop skills in creating meaningful summative assessments for students.	Participation in Workshops, Lesson Development
Lead Person/Position		Anticipated Timeline
Dr. Oscar Torres, Director of Equity and Public Programs		08/29/2022 - 06/30/2025

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Annually		

ALIGNING ASSESSMENT WITH STANDARDS

Audience	Topics to be Included	Evidence of Learning
Teachers, Curriculum Supervisors	Participants will review assessment practices used in the curricular areas and refine these tools to reflect expected outcomes aligned with state standards	Participation in Workshops, Lesson Development
Lead Person/Position		Anticipated Timeline
Dr. Wendy Towle, Director of Curriculum, Instruction, Staff Development and Planning		08/29/2022 - 06/30/2025

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Annually		

USING DATA TO DEVELOP AND ADAPT DIFFERENTIATED ASSESSMENTS

Audience	Topics to be Included	Evidence of Learning
Teachers, Curriculum Supervisors	Participants will learn how to interpret data to develop and adapt differentiated forms of assessment to meet the needs of all learners	Participation in Workshops, Lesson Development
Lead Person/Position		Anticipated Timeline
Dr. Oscar Torres, Director of Equity and Public Programs		08/29/2022 - 06/30/2025

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Annually		

USING DATA TO INFORM IEP AND GIEP WRITING

Audience	Topics to be Included	Evidence of Learning
Teachers, Curriculum Supervisors	Aligned with Chapter 14 regulations, participants will develop skills in using cognitive assessment tools, standardized tests, and classroom assessments to design appropriate IEP and GIEP goals.	Participation in Workshops, Lesson Development
Lead Person/Position		Anticipated Timeline
Dr. Chris Groppe, Director of Safety and Student Services		08/29/2022 - 06/30/2025

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Annually		

INTERPRETING CLASSROOM ASSESSMENT DATA

Audience	Topics to be Included	Evidence of Learning
Teachers, Curriculum Supervisors	Professionals will use classroom assessment data to evaluate and create instruction to meet the needs of all students	Participation in Workshops, Lesson Development
Lead Person/Position		Anticipated Timeline
Dr. Oscar Torres, Director of Equity and Public Programs		08/29/2022 - 06/30/2025

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Annually		

INTERPRETING DATA TO INFORM THE DELIVERY OF INDIVIDUALIZED EDUCATION PLANS

Audience	Topics to be Included	Evidence of Learning
Teachers, Curriculum Supervisors	Participants will develop strategies to use data as it is gathered to modify instruction as needed and to ensure the needs of students with IEPs are met.	Participation in Workshops, Lesson Development
Lead Person/Position		Anticipated Timeline
Nicole Roy, Director of Special Education		08/29/2022 - 06/30/2025

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Annually		

USING STANDARDIZED TESTING DATA TO INFORM INSTRUCTION

Audience	Topics to be Included	Evidence of Learning
Teachers, Curriculum Supervisors	Professionals will use standardized testing data to evaluate and create instruction to meet the needs of all students	Participation in Workshops, Lesson Development
Lead Person/Position		Anticipated Timeline
Dr. Oscar Torres, Director of Equity and Public Programs		08/29/2022 - 06/30/2025

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Annually		

USING STATE ASSESSMENT DATA TO INFORM INSTRUCTION

Audience	Topics to be Included	Evidence of Learning
Teachers, Curriculum Supervisors	Professionals will use State Assessment Data to evaluate and create instruction to meet the needs of all students.	Participation in Workshops, Lesson Development
Lead Person/Position		Anticipated Timeline
Dr. Oscar Torres, Director of Equity and Public Programs		08/29/2022 - 06/30/2025

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Annually		

INSTRUCTION THROUGH PARTNERSHIPS

Audience	Topics to be Included	Evidence of Learning
Teachers, Curriculum Supervisors	Participants will explore methods of creating partnerships with local, state, national, and global entities to enrich instructional opportunities for students	Participation in Workshops, Lesson Development
Lead Person/Position		Anticipated Timeline
Dr. Oscar Torres, Director of Equity and Public Programs		08/29/2022 - 06/30/2025

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Annually		

INVOLVING PARENTS IN STUDENT SUCCESS

Audience	Topics to be Included	Evidence of Learning
Teachers, Curriculum Supervisors	Participants will explore methods of communicating with parents to increase opportunities for student success	Participation in Workshops, Lesson Development
Lead Person/Position		Anticipated Timeline
Dr. Oscar Torres, Director of Equity and Public Programs		08/29/2022 - 06/30/2025

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Annually		

UNDERSTANDING INTERPERSONAL RELATIONSHIPS

Audience	Topics to be Included	Evidence of Learning
Teachers, Curriculum Supervisors	Participants will develop interpersonal communication skills and strategies to work with individuals with varying communication styles, cultural and religious backgrounds, ethnicities, gender identities and sexual orientations.	Participation in Workshops, Lesson Development
Lead Person/Position		Anticipated Timeline
Dr. Oscar Torres, Director of Equity and Public Programs		08/29/2022 - 06/30/2025

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Annually		

EFFECTIVE COMMUNICATION TOOLS AND PROTOCOLS

Audience	Topics to be Included	Evidence of Learning
Teachers, Curriculum Supervisors	Participants will increase capacities to communicate with parents, students and community members using various communication tools. Specific protocols for maximizing positive outcomes for each method of communication will be explored.	Participation in Workshops, Lesson Development
Lead Person/Position		Anticipated Timeline
Dr. Oscar Torres, Director of Equity and Public Programs		08/29/2022 - 06/30/2025

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Annually		

APPLYING LEGAL AND REGULATORY UPDATES

Audience	Topics to be Included	Evidence of Learning
Teachers, Curriculum Supervisors	Professionals will receive information regarding policy changes in state, federal and local regulations. Individuals will transfer that knowledge to the workplace.	Participation in Workshops, Lesson Development
Lead Person/Position	Anticipated Timeline	
Dr. Oscar Torres, Director of Equity and Public Programs	08/29/2022 - 06/30/2025	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Annually		

DISTRICT AND BUILDING LONG RANGE PLANNING

Audience	Topics to be Included	Evidence of Learning
Teachers, Curriculum Supervisors	Professionals will acquire knowledge and skills to assist them in creating a vision for current and future student success. Professionals will acquire knowledge to understand local expectations through collaboration with school and local community members.	Participation in Workshops, Lesson Development
Lead Person/Position		Anticipated Timeline
Dr. Oscar Torres, Director of Equity and Public Programs		08/29/2022 - 06/30/2025

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Annually		

GROUP AND TEAM PROCESS TRAINING

Audience	Topics to be Included	Evidence of Learning
Teachers, Curriculum Supervisors	Participation in Workshops, Lesson Development	Administration and Leaders of the professional staff will develop strategies to create school and district climates that promote student success.
Lead Person/Position		Anticipated Timeline
Dr. Oscar Torres, Director of Equity and Public Programs		08/29/2022 - 06/30/2025

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Annually		

TRAINING DESIGN FOR STRATEGIC INITIATIVES

Audience	Topics to be Included	Evidence of Learning
Teachers, Curriculum Supervisors	Professionals will research and plan for the implementation of workshops designed to implement the District Strategic Plan.	Participation in Workshops, Lesson Development
Lead Person/Position		Anticipated Timeline
Dr. Wendy Towle, Director of Curriculum, Instruction, Staff Development and Planning		08/29/2022 - 06/30/2025

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Annually		

IMPROVING BUDGETING/STAFFING PRACTICES

Audience	Topics to be Included	Evidence of Learning
Teachers, Curriculum Supervisors	Administrators will attend both workshops to increase understanding of new strategies and techniques to address staffing and budget needs	Participation in Workshops, Lesson Development
Lead Person/Position		Anticipated Timeline
Dr. Oscar Torres, Director of Equity and Public Programs		08/29/2022 - 06/30/2025

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Annually		

EVALUATION AND REVIEW

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

The Staff Development Advisory Committee along with Staff Development Supervisors review annually and make revisions as needed. The review includes evaluation of the goals, activities, delivery system, and attainment of the competencies for each activity. Student outcomes are considered as administrators and teachers review course grades and results of standardized assessments. Participants' use of new knowledge and skills are considered throughout the teacher observation process. Participants' learning of the professional development plan are considered as participants provide feedback through surveys and discussions with colleagues and administrators. Participant reaction is identified through the participation surveys and registration process. Organization support and change are provided throughout the implementation and review process of professional development. .

PROFESSIONAL EDUCATION PLAN ASSURANCES

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

Dr. Wendy Towle, Director of Curriculum, Instruction, Staff Development and Planning
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

ACADEMIC STANDARDS AND ASSESSMENT REQUIREMENTS (CHAPTER 4)

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

ACADEMIC STANDARDS AND PLANNING

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

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

Chapter 4 Curriculum and Instruction Requirements	Written Curriculum Framework	Taught within the Grade Span
PA-Core English Language Arts	K-2, 3-5, 6-8, 9-12	K-2, 3-5, 6-8, 9-12
PA-Core Mathematics	K-2, 3-5, 6-8, 9-12	K-2, 3-5, 6-8, 9-12
Science and Technology	K-2, 3-5, 6-8, 9-12	K-2, 3-5, 6-8, 9-12
Environment and Ecology	K-2, 3-5, 6-8, 9-12	K-2, 3-5, 6-8, 9-12
Civics and Government	K-2, 3-5, 6-8, 9-12	K-2, 3-5, 6-8, 9-12
Economics	K-2, 3-5, 6-8, 9-12	K-2, 3-5, 6-8, 9-12
Geography	K-2, 3-5, 6-8, 9-12	K-2, 3-5, 6-8, 9-12
History	K-2, 3-5, 6-8, 9-12	K-2, 3-5, 6-8, 9-12
Arts and Humanities	K-2, 3-5, 6-8, 9-12	K-2, 3-5, 6-8, 9-12
Health, Safety, and Physical Education	K-2, 3-5, 6-8, 9-12	K-2, 3-5, 6-8, 9-12
Family and Consumer Sciences	6-8, 9-12	6-8, 9-12

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

Reading and Writing for Science and Technical Subjects

K-2, 3-5, 6-8, 9-12

K-2, 3-5, 6-8, 9-12

Reading and Writing for History and Social Studies

K-2, 3-5, 6-8, 9-12

K-2, 3-5, 6-8, 9-12

Career Education and Work

K-2, 3-5, 6-8, 9-12

K-2, 3-5, 6-8, 9-12

ASSURANCES: STANDARDS ALIGNMENT

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

Standards	Yes/No
A. Grade K-2 locally developed curriculum is aligned to PA Core/Academic Content Standards	Yes
B. Grade 3-5 locally developed curriculum is aligned to PA Core/Academic Content Standards	Yes
C. Grade 6-8 locally developed curriculum is aligned to PA Core/Academic Content Standards	Yes
D. Grade 9-12 locally developed curriculum is aligned to PA Core/Academic Content Standards	Yes
E. Our LEA has a standardized format for mapping LEA curriculum to the PA Core/Academic Standards.	Yes

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1. Describe your LEA's process for reviewing alignment to the PA Academic Standards and evaluating and updating the written curriculum.

Include timelines and personnel involved.

The curriculum of the Tredyffrin/Easttown School District is vertically articulated and horizontally enriched. It is based on and expands upon Pennsylvania State Standards, Chapter 4 and national content standards, and attends to available global standards. A designated curriculum supervisor is assigned to each of the District's curricular areas to ensure cohesiveness and consistency. Curriculum is developed by District teachers under the guidance and direction of curriculum supervisors. Curriculum development is reviewed by the Board Education Committee, and approved by the Board of School Directors. Cross-grade-level teams of teachers design curriculum in beginning and end of year in-services to ensure that the curriculum is standards based, is properly spiraled from kindergarten through grade twelve, and that it

incorporates District initiatives beyond basic learning standards. These initiatives include, but are not limited to, critical and creative thinking, self-directed learning, cultural competence, written and oral communication, technology and information literacy, and ethical academic behavior. Some of these initiatives are well-established, while others are in their beginning stages. The District's instructional program is organized and communicated via the research-based Tredyffrin/Easttown School District Teacher Model. The Teacher Model expands and describes in some depth the areas of planning and preparation, classroom environment, instructional delivery and professionalism. All teachers and administrators in the District have received training on the Teacher Model, and the model is completely accessible to all professional staff members. It forms the basis for teacher reflection on personal performance, and for teacher evaluation. Instructional materials are selected and designed to support the District's curriculum. The District is committed to providing students with multiple sources of instructional materials, from text materials to primary source materials. Web-based materials are utilized, with both teachers and students being guided to be critical consumers of all sources of information. The District invests substantial resources and support into the design of teacher-made materials. These are most often produced in a collaborative summer workshop setting, with teachers working under the guidance of District supervisors and administrators. Curricular materials are available for review by parents upon request. In summary, the Tredyffrin/Easttown School District allocates considerable financial and human resources to the development and updating of District curriculum, instructional strategies and instructional materials. The design model is fully collaborative, and is based on state and content-specific standards. This base is extended through the explicit teaching of critical thinking skills, self-directed learning and other content development themes that support life-long learning. Materials to deliver the curriculum range from texts, to primary sources, to teacher made materials, to web-based sources. The District's instructional model implements research-based best practices, and is systematized so that it is accessible to all who are responsible for instructing students. Standing Committees meet by curricular area to review and evaluate the alignment of PA Academic Standards with TESD Curriculum. Teachers and curriculum supervisors meet over the summer to update curricular materials and the TESD written curriculum.

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

Teachers, counselors, educational specialists, and administrators need to remain current with knowledge regarding student needs. These development opportunities will share findings from current research and/or best practices to ensure that all staff members can address the full spectrum of student needs beyond instructional strategies. Teachers will gain deeper understanding of curricular area content through study of field-based curricular trends, identifying opportunities for interdisciplinary inquiry, relating content to student experiences, and the development of new courses as appropriate. Professional organizations in curricular areas are considered in the development and

alignment of curriculum. Professional staff members will review curricular offerings to ensure that the needs of diverse learners are met. Continual review of academic standards, adaptations of curriculum when necessary, and developing new courses or levels as appropriate can ensure that the K-12 curricular scope and sequence addresses the needs of all students.

3. How does the LEA ensure that all teachers have access to the written curriculum and needed instructional materials? Explain.

All teachers have access to the curricular and instructional materials once they are identified as the teacher of the course. The curriculum supervisor provides the teacher with electronic access to the curriculum along with a set of tangible instructional materials. Department and Team Facilitators serve as support for the teachers on the team who meet regularly to review and develop lessons. New teachers are provided with a mentor teacher. The following qualities are considered when selecting mentor teachers. Mentor teachers have demonstrated successful teaching experiences with the Tredyffrin/Easttown School District. Mentor teachers have demonstrated knowledge and application of Tredyffrin/Easttown policies, procedures, and curriculum. Mentor teachers have also demonstrated enthusiasm and a positive attitude toward the teaching profession and have demonstrated participation in Tredyffrin/Easttown’s professional development opportunities.

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

No

ASSURANCES: CURRICULUM AND INSTRUCTION

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

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

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

The curriculum of the Tredyffrin/Easttown School District is vertically articulated and horizontally enriched. It is based on and expands upon

Pennsylvania State Standards, Chapter 4 and national content standards, and attends to available global standards. A designated curriculum supervisor is assigned to each of the District's curricular areas to ensure cohesiveness and consistency. Curriculum is developed by District teachers under the guidance and direction of curriculum supervisors. Curriculum development is reviewed by the Board Education Committee, and approved by the Board of School Directors. Cross-grade-level teams of teachers design curriculum in beginning and end of year in-services to ensure that the curriculum is standards based, is properly spiraled from kindergarten through grade twelve, and that it incorporates District initiatives beyond basic learning standards. These initiatives include, but are not limited to, critical and creative thinking, self-directed learning, cultural competence, written and oral communication, technology and information literacy, and ethical academic behavior. Some of these initiatives are well-established, while others are in their beginning stages. Curriculum is reviewed and revised on an annual basis.

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

Curriculum will continue to be reviewed and revised on an annual basis. Teachers meet at the beginning of the year and end of the school year to review and revise curriculum.

ASSURANCES: CURRICULUM AND INSTRUCTION (CONTINUED)

ACT 13

Act 13 states that all professional employees must be evaluated once a year and temporary professional employees must be evaluated twice a year.

Act 13 classifies educators as Classroom Professionals, Non-Teaching Principals, and Principals.

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

Check if Act 13 is not used in educator evaluations (Charter/Cyber Charter School's only).

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

a. Data Available Classroom Teachers

28.42

b. Non-Data Available Classroom Teachers

52.05

c. Non-Teaching Professionals

3.42

d. Principals

16.1

Total

0

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

	Elementary School	Middle School	High School
Domain 1: Planning and Preparation	1d: Demonstrating Knowledge of Resources	1d: Demonstrating Knowledge of Resources	1d: Demonstrating Knowledge of Resources
Domain 2: The Classroom Environment	2a: Creating an Environment of Respect and Rapport	2a: Creating an Environment of Respect and Rapport	2b: Establishing a Culture for Learning
Domain 3: Instruction	3e: Demonstrating Flexibility and Responsiveness	3e: Demonstrating Flexibility and Responsiveness	3a: Communicating with Students
Domain 4: Professional Responsibilities	4e: Growing and Developing Professionally	4b: Maintaining Accurate Records	4e: Growing and Developing Professionally

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

Continue to involve the faculty and staff in the design and revision of curriculum K-12.

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

	Elementary School	Middle School	High School
Domain 1: Planning and Preparation	1b: Demonstrating Knowledge of Students	1e: Designing Coherent Instruction	1e: Designing Coherent Instruction
Domain 2: The Classroom Environment	2c: Managing Classroom Procedures	2c: Managing Classroom Procedures	2c: Managing Classroom Procedures

	Elementary School	Middle School	High School
Domain 3: Instruction	3d: Using Assessment in Instruction	3c: Engaging Students in Learning	3c: Engaging Students in Learning
Domain 4: Professional Responsibilities	4d: Participating in a Professional Community	4a: Reflecting on Teaching	4f: Showing Professionalism

5. What action steps will be implemented to improve the challenges found in the classroom teachers observations?
Given the number of new teachers within the district, focus on effectively managing classroom procedures will continue to be part of the professional development plan.
6. In planning for the implementation of Act 13, what information would be used to determine the LEA Selected Measures and Principal Performance Goals? How will those goals be determined?

Goals Set	Comments/Considerations
Provided at the district level	N/A
Provided at the building level	State Assessment data
Provided at the grade level	Benchmark data
Provided within the content area	Content standards
Individual teacher choice	Student projects, student portfolios
Other (state what other is)	N/A

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

Evidence	Grades/Content Area	Comments
Locally Developed School District Rubric	N/A	N/A
District-Designed Measure & Examination	K-4	District Benchmark Assessment Protocol
Nationally Recognized Standardized Test	N/A	N/A
Industry Certification Examination	N/A	N/A
Student Projects Pursuant to Local Requirements	5-12	As appropriate for course
Student Portfolios Pursuant to Local Requirements	5-12	As appropriate for course

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

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

ASSESSMENT

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

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

Assessment

Goals for teachers regarding classroom assessments • Developing innovative assessment models • Meeting the assessment needs of diverse learners • Using data to inform classroom decisions Professionals will receive training in the development and use of assessments that provide information about student progress while instruction is taking place. Creation, interpretation and analysis methods will be explored. Responding to results will be emphasized.

Type of Assessment

Formative

Frequency or Date Given

Weekly - Monthly

K-2

Yes

3-5

Yes

6-8

Yes

9-12

Yes

Assessment

DIBELS/Acadience A great deal of research has been done on the skills that early readers

Type of Assessment

Benchmark

need to develop into successful, fluent readers. These skills are measured using Acadience an evidence-based assessment tool. Acadience assessments are: standardized; reliable and valid; fast to administer and report; assess core early literacy skills, and when used as a universal screener can detect when students need extra support. Kindergarten students are assessed on fluency with identifying initial sounds, naming letters, segmenting phonemes and reading nonsense words which measures alphabetic principle and basic phonics. First grade students are assessed on fluency with naming letters, segmenting phonemes, reading nonsense words and oral reading fluency. Second grade students are assessed on fluency with reading nonsense words and oral reading fluency. Students in grades three and four are assessed with measures of Oral Reading Fluency and Maze. Oral Reading Fluency is the ability to read connected text quickly, accurately, and with expression. These assessments, given three times a year, are nationally normed.

Frequency or Date Given	K-2	3-5	6-8	9-12
3x per year	Yes	Yes	No	No

Assessment

4Sight The 4Sight Benchmark Assessments (4Sight) are tests in reading that are given quarterly to all student in grades 3 – 6. Their purpose is to measure the impact of instruction and to predict future performance on the Pennsylvania System of School Assessment (PSSA).

Type of Assessment

Benchmark

Frequency or Date Given	K-2	3-5	6-8	9-12
3x per year	No	Yes	No	No

Assessment

ERB Students are tested in grades 2-4, 6, and 8 early in October so that teachers can use

Type of Assessment

Summative

the results to identify strengths, relative weaknesses, and to assist with grouping decisions

Frequency or Date Given	K-2	3-5	6-8	9-12
Annual	No	Yes	Yes	No

Assessment

PSSA Students in grades 3-8 take the PSSA in the spring of each school year in the areas of English Language Arts and Math. Students in grades 4 and 8 also take a PSSA in the area of Science. These assessments are aligned to PA Core Standards and provide information on the progress of students across the state toward meeting these standards.

Type of Assessment

Summative

Frequency or Date Given	K-2	3-5	6-8	9-12
Annual	No	Yes	Yes	No

Assessment

WIDA Access The test provides information about students' English language abilities in school. Educators use this information to make decisions about students' education. ACCESS measures what students know and can do in English in the domains of Listening, Speaking, Reading and Writing.

Type of Assessment

Summative

Frequency or Date Given	K-2	3-5	6-8	9-12
Annual	Yes	Yes	Yes	Yes

Assessment

Keystone Exams: At the secondary level, the Keystone Exams are end-of-course assessments designed to assess proficiency in the Algebra I, Biology, and Literature. The Literature Keystone is aligned with the District's American Literature course typically taken in grade 10. Students can meet the statewide graduation requirement through several

Type of Assessment

Summative

pathways including proficiency on the Keystone exam.

Frequency or Date Given	K-2	3-5	6-8	9-12
Annual	No	No	Yes	Yes

ASSESSMENT (CONTINUED)

EDUCATION AREAS OF CERTIFICATION

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

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

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

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

Ongoing curriculum-based and other formative assessments are administered to determine student strengths and needs, as well as to inform instruction. Standardized and District-wide assessments are used to inform our instruction and provide for all students' curricular needs in the all content areas.

SIGNATURE AND QUALITY ASSURANCE

EDUCATION AREAS OF CERTIFICATION

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

Chief School Administrator

Date

TREDYFFRIN-EASTTOWN SD

West Valley Business Center

Student Services Assurances (Chapter 12) | 2022 - 2025

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

Tredyffrin/Easttown School District

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Oscar Torres

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Dr. Richard Gusick

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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-AI)	Yes
School-wide Positive Behavioral Programs	Yes
Bullying Prevention Program	Yes
Conflict Resolution or Dispute Management	Yes

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

Peer Helper Programs

Yes

Safety and Violence Prevention 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

No

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

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.).

The Tredyffrin/Easttown School District provides parents and community members with the awareness of the Gifted Support Program through letters, student handbooks and the school websites. Teachers also communicate this information to parents during parent meetings and other formal and informal means of communication.

2. Describe your district's process for locating students who are thought to be gifted and may need specially designed instruction.

The Tredyffrin/Easttown School District complies with all federal and state regulations relating to the identification of gifted students. The district has procedures in place to actively identify all eligible students. Staff members are trained to identify the characteristics of gifted learners at all grade levels, and the process to recommend students for a gifted evaluation is reviewed with staff members regularly. All Grade 1 students and new students to grades 2-8 are screened using the Screening Assessment for Gifted Elementary and Middle School Students (SAGES-2). Based on the SAGES-2 results, the school may, with the parents' informed consent, conduct a gifted multidisciplinary evaluation (GMDE). At all levels (elementary, middle, and high school) each school has regular team meetings in which student achievement is discussed in which a referral may be made for testing for gifted programming eligibility.

3. Describe your district's procedures for determining ELIGIBILITY (through MULTIPLE CRITERIA) and NEED (based on ACADEMIC STRENGTH) for potentially mentally gifted students (EVALUATION).

The Gifted Multidisciplinary Evaluation (GMDE) is a multiple criteria evaluation process for identifying students who are eligible and in need of gifted support services at school. It includes a nationally normed, reliable, and valid test of cognitive development administered by qualified individuals (licensed psychologists or certified school psychologists). Other criteria considered in the GMDE include instructional levels in academic subject areas; rates of acquisition and retention of information; skills reflecting gifted ability; demonstrated achievement in one or more academic areas; use of high-level cognitive skills; and intense interest in specific academic content areas including communication, thinking, creativity, and leadership. The GMDE may also include nationally normed, valid, and reliable achievement tests. By PA State Chapter 16 Regulations for gifted identification and the Tredyffrin/Easttown School District, the Gifted Multidisciplinary Team (GMDT), including parents, a Certified School Psychologist, and other appropriate school personnel, will contribute information to this evaluation. All teachers are alert to the characteristics of gifted children and have access to a teacher of gifted students within their buildings. They may refer a student for a gifted evaluation at any time. Families may also request an assessment for giftedness for their child by sending a written request to the school administrator. If a family requests an evaluation or a teacher refers a student for an

evaluation, a Permission to Evaluate (PTE) will be sent to the parents. Once the signed permission is received by the school, the evaluation timeline of 60 school days will begin. All the assessment information will be compiled into a Gifted Written Report (GWR) highlighting the student's educational strengths and needs and will include recommendations for student programming. Assessment results, including parent and teacher input and individual testing results, will be reviewed and considered by the GMDT using Pennsylvania Chapter 16 Regulations as guidelines for identifying a student as gifted according to a student's strengths and needs. A Pennsylvania certified school psychologist, as a member of the GMDT, will compile the Gifted Written Report (GWR) that summarizes individual assessment results and documented evidence that intervening factors such as English as a second language, disability, gender or racial bias, or socioeconomic status are not masking gifted abilities. The GMDT determines eligibility for gifted support, which is two-pronged. The GWR will first include the determination as to whether the student is gifted, and second include the determination as to whether the student needs specially designed instruction. Specially designed instruction is defined as: Adaptations or modifications to the general curriculum, instruction, instructional environments, methods, materials or a specialized curriculum for students who are gifted. If the student is determined eligible for gifted support, the school and parents convene to review the recommendations in the report and develop a Gifted Individualized Education Plan (GIEP).

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.

Elementary School Level At the elementary school level, programming for eligible students in grades K-4 is determined by the student's GIEP. Programming may include differentiated instruction in the regular classroom, ability and/or achievement grouping, work with the gifted support teacher, participation in gifted support instructional sessions with other identified gifted students, and engagement in instructional activities with other staff members who differentiate, enrich, and accelerate the curriculum. Eligible students in second, third, or fourth grade may participate in the Challenge Program. The Challenge Program supplements a gifted student's regular classroom experience by promoting higher-level thinking skills in a small group setting where students meet on a regular schedule during the 6 day cycle. The Challenge curriculum is organized around interdisciplinary units that are oriented to process, not product and advance and develop critical and creative thinking, problem solving, and complex inquiry. The goals of the Challenge Program are addressed through themes designed to foster higher level thinking, the creative process, decision making/problem solving abilities, group process skills, self-concept development, and advanced communication techniques. Classroom and Challenge teachers work together on integrated themes and regularly plan for and discuss programming options that will address gifted students' strengths and needs. This communication and

program integration provide the opportunity to extend, enrich, and explore the natural connection between the regular education and the Challenge curriculum. Middle School Level The TESD middle school curriculum provides all students with a strong academic program. Within the regular education curriculum there are varied enrichment options designed to extend thinking and learning through differentiated instruction. The regular education curriculum provides leveled instruction in Mathematics (grades 5-8) and Reading (grades 5-6). Students also engage in daily coursework in the academic subjects of Science, Social Studies, English and a World Language (grades 7-8). In addition, students can participate in a full complement of co-curricular, extra-curricular and athletic activities. Gifted learners also have the opportunity to participate in the Middle School Humanities curriculum, where they are scheduled into a series of Humanities courses in place of the regular art (5th grade), music (6th grade) and advisory initiatives curriculum (7th and 8th grades). The Humanities sequence provides an opportunity for gifted students to engage in discourse with their intellectual peers as they make interdisciplinary connections and extend their learning through an enriched curriculum. Gifted students requiring specially designed instruction beyond the aforementioned regular curriculum opportunities work with gifted support teachers and classroom teachers to meet individualized needs as articulated in their GIEPs. Their goals may be addressed in a variety of ways. Options include, but are not limited to, more specialized differentiated instruction in the regular classroom, the provision of alternate assignments, self-directed projects to enrich the curriculum, participation in small-group seminars for engagement with their intellectual peers, topical seminars, accelerated learning opportunities, or participation in specialized events such as academic competitions and contests. High School Level One of the outstanding features of Conestoga High School is its philosophy of access, options and choice within its vast academic program. We are committed to providing an academic program through the regular curriculum that meets the needs of the individual student. With the assistance of the faculty and counseling staff, Conestoga students select from among a large number of distinct courses to develop a completely individualized program of study designed to address personal, educational, and career needs and goals. Academic subjects—English, social studies, mathematics, science, and world languages—are offered at various instructional levels to accommodate individual differences with respect to learning needs, interests, and academic preparation. Students select the instructional level within each discipline that affords the greatest opportunity for both intellectual challenge and academic success. Over 25 Advanced Placement (AP) courses are offered to students in grades 9-12. Students may also apply through their counselors for administrative approval to schedule Experiential Learning Opportunities such as Independent Study, Community Service, Individualized Experience, Early College Study, Student Aide, or the Chester County Technical College High School. Lastly, students may select from an extensive array of over 200 extracurricular, co-curricular and athletic activities. Gifted students requiring specially designed instruction beyond the aforementioned regular curriculum opportunities work with gifted support teachers and classroom teachers to meet individualized needs as articulated in their GIEPs. Their goals may be addressed in

a variety of ways. Options include, but are not limited to, more specialized differentiated instruction in the regular classroom, the provision of alternate assignments, self-directed projects to enrich the curriculum, participation in topical seminars, accelerated learning opportunities, or participation in specialized events such as academic competitions and contests.

Chief School Administrator

Date