

Peters Township SD

District Level Plan

07/01/2018 - 06/30/2021

District Profile

Demographics

631 E McMurray Rd
McMurray, PA 15317
(724)941-6251
Superintendent: Jeannine French
Director of Special Education: Patricia Kelly

Planning Process

The planning team consisted of a central leadership team along with a Comprehensive Planning Committee made up of teachers, administrators and community representatives. The first administration review meeting occurred in July 2015. The Comprehensive Plan has the following School District members: thirteen staff members, fourteen administrators, along with two school board members.

The administrative planning team continued to meet to discuss timelines and next steps. It was discussed that the Comprehensive Planning Committee begin with a review of the vision and mission statements as well as the shared values. The team decided that it wanted to continue utilizing those elements and focus on data review, analysis, and quality next steps.

The first community meeting occurred on February 29, 2016 with eighteen members in attendance. The focus of this meeting centered around the process to revise the Comprehensive Plan.

In March of 2016, the Administrative Planning team met several times to set a timetable and discussed the second community meeting of the Comprehensive Planning Committee. Updates were provided bi-monthly at each Education Committee.

On May 9, 2016, the Administrative Team presented the District Profile and Core Foundations Sections of the Plan. The Administrative Team also met to conduct the Needs Assessment by analyzing data and identifying District accomplishments, Concerns, and Challenges. Using this information, the team developed District-level Action Plans focused on the areas of concern and challenges over the Summer of 2016.

The Comprehensive Plan was reviewed by the Comprehensive Planning Committee in August 2016 and presented to the Education Committee on September 12, 2016. The Comprehensive Plan was displayed for 28 days and made available at the District Administrative Office and the Peters

Township Public Library. The Peters Township Board of Directors approved the Plan in October 2016.

Due to the extension in submission of the Comprehensive Plan granted by Act 118, the Administrative Planning team reviewed the plan previously adopted in October 2016. Based on this review, adjustments to the calendar and professional planning occurred. This information was shared with the public on August 21 and September 18, 2017. Starting on September 14, 2017, the Comprehensive Plan was displayed for 28 days at the District Administrative Office and the Peters Township Public Library. Following this display, the Peters Township Board of Directors approved the Plan on October 16, 2017.

Mission Statement

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

Vision Statement

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

Shared Values

We Believe:

- All students have value, the ability to learn, and deserve the opportunity to receive a high quality education.
- Educational excellence is achieved through the collaborative efforts of students, family, school, and community.
- Valuing individual diversity encourages respectful and clear communication both locally and globally.
- Technology, the arts, service learning, athletics, and extra curricular activities empower students to explore their talents and creatively shape their futures.
- Variety in teaching and learning strategies will encourage rigor and relevance in an ever changing world.

Educational Community

Historical Background

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

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

Peters Township remained a sparsely populated rural community until the 1950s with a reported population of 3,004. With suburbanization, Peters Township more than doubled in size from 1950 to 1960 to a population of 7,126. This steadily increased to the 2000 population of 17,566. Since then the population has continued its steady climb to the current population in 2016 of 22,349.

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

Geographic Location:

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

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

Peters Township is fortunate to have 470 acres of parks and open spaces that include playground areas, fishing, outdoor stage, conservancy area, a 4.0 mile walking trail, sports fields, and picnic shelters. A Community Recreation Center with year-round recreation programs for all ages is also accessible to the Township residents.

Community Profile

The District works in partnership with the police department, fire department and municipality as well as the chamber of commerce in the provision of services. The District is also fortunate to collaborate with the public library and various arts organization. Civic groups, such as the Rotary, Chamber of Commerce, medical, law, and faith based organizations partner with the District as well.

“Character Counts” is a nationally recognized joint initiative that promotes respect, responsibility, and honesty with the schools and in the community. This program fosters collaboration between the partnering organizations.

The Municipality of Peters Township and the Peters Township School District share several joint ventures including: District-nominated representatives to the Township's Parks and Recreation Board, the Cable TV Board, and the sharing of equipment and facilities for the Channel 7 Public Access Cable Television Studio. The Township's parks and recreation departments often schedule activities in the District, and the Township's Recreation Leagues offer support to school sports. The Peters Township Police Department leads the local DARE (Drug Abuse Resistance Education) program in the schools. In addition, the District and the PT Police Department work collaboratively by contracting for a School Resource Officer (SRO).

School Climate

The 2017 - 2018 student enrollment for the District is 4,071. The student population has limited diversity. Approximately 10% of the students are identified as special education students and approximately 7% of the student population is enrolled in the Free and Reduced Lunch Program.

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

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

Summary of Academic Programs

Peters Township School District consists of five school buildings, the District's Administrative Offices and maintenance facility. The five schools are Bower Hill Elementary School (Kindergarten thru 3rd grade), Pleasant Valley Elementary School (Kindergarten thru 3rd grade), McMurray Elementary School (4th thru 6th grade), Peters Township Middle School (7th and 8th grade) and the Peters Township High School (9th thru 12th grade).

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

Students in grades K -6 are grouped heterogeneously and participate in Response to Intervention and Instruction (RTII) that provides an additional 30 minutes of literacy instruction geared to the student's individual needs daily. Students at the Middle School are provided opportunities for

challenging courses with advanced options in math and Biology. High School students self-select their course levels based on college or career objectives and interest.

In their annual ranking of schools in our region, the Pittsburgh Business Times has ranked Peters Township 12th overall among the 500 districts across the Commonwealth of Pennsylvania and 6th among the 104 districts in our region based on three years of test scores. In 2017, all grade levels included in the survey (grades 3, 4, 5, 6, 7, 8, and 11) ranked in the top 10 in our region.

The Class of 2017 included five National Merit Finalists, nine National Merit Commended Students and three National Merit Scholarship winners. Overall, the class of 2017 earned more than \$7.8 million in scholarships. In 2016, 180 students earned the prestigious National AP Scholar Award by earning an average score of at least 4 on all AP Exams and scores of 4 or higher on eight or more of these exams. Overall, PTHS ranked 4th in the state in AP Math scores, 6th in the state in AP Science scores and 5th in the state in AP English.

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

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

In 2016-2017, Peters Township High School students began using ANSYS AIM and Space Claim programs to build and test designs of steel structure systems for an earthquake resistant building in our technology education courses. ANSYS has partnered with universities to bring their program to students at the collegiate level in the past, but their partnership with PTHS is the first of its kind.

In 2011, the U.S. Department of Education named Pleasant Valley Elementary School as National Blue Ribbon School. In 2013, the Middle School was awarded the distinction as a National Blue Ribbon School.

Athletics

Peters Township School District offers a variety of clubs and activities and 19 sports for our students to participate in throughout the school year. The community is extremely proud of its rich traditions in Western Pennsylvania high school athletics. Peters Township School District is a member of both the Western Pennsylvania Interscholastic Athletic League (WPIAL) and of the Pennsylvania Interscholastic Athletic Association (PIAA).

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

The WPIAL Sportsmanship Committee selected PTHS as one of five area schools to receive their Sportsmanship Award. In 2017, the school was recognized for the second consecutive year for their promotion and demonstration of good sportsmanship.

Staff Characteristics

In the 2017-18 school year, the Peters Township School District employed 25 administrators, 280 teachers and other professional staff and 219 full-time and part-time support personnel.

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

Resources and Financial Data

The 2017-18 budget is \$64.3 million. This was an increase from 2016-17 of 3.04%. The millage for the School District is 13.19, each mill generates \$2,983,850. The District is funded by a combination of a local income tax, a property tax, a real estate tax, coupled with funding from the Commonwealth of Pennsylvania and the federal government. Grants have provided an opportunity to supplement school funding.

Planning Committee

Name	Role
Michael Brookie	Administrator : Professional Education
Michael Fisher	Administrator : Professional Education
Julie Franzcyk	Administrator : Special Education
Jeannine French	Administrator : Professional Education
Robert Garvey	Administrator : Professional Education
Michael Henaghan	Administrator : Professional Education
Patricia Kelly	Administrator : Special Education
Christian Lesnett	Administrator : Professional Education
Greg Marquis	Administrator : Professional Education
Jennifer Murphy	Administrator : Professional Education
Lori Pavlik	Administrator : Professional Education
April Ragland	Administrator : Professional Education
Adam Sikorski	Administrator : Professional Education
Blair Stoehr	Administrator : Professional Education
Rolf Briegel	Board Member : Professional Education
William Merrell	Board Member : Professional Education
Suzie Bodie	Business Representative : Professional Education

Greg Gold	Business Representative : Professional Education
Robert Freado	Community Representative : Professional Education
Darcy Sefer	Community Representative : Professional Education
Vicky Cunningham	Ed Specialist - School Counselor : Professional Education
Jeff Sudol	Ed Specialist - School Counselor : Professional Education
Fred Traumuller	Ed Specialist - School Counselor : Professional Education
Kristofer Bergman	Elementary School Teacher - Regular Education : Professional Education
David DiFilippo	Elementary School Teacher - Regular Education : Professional Education
Leslie Green	Elementary School Teacher - Regular Education : Special Education
Lora O'Brien	Elementary School Teacher - Regular Education : Professional Education
Megan Wysocki	Elementary School Teacher - Regular Education : Professional Education
Heidi Colombo	Elementary School Teacher - Special Education : Special Education
Leah Blasso	High School Teacher - Special Education : Professional Education
Bettina Lemmon	High School Teacher - Special Education : Professional Education
Stephanie VanBalen	Middle School Teacher - Regular Education : Professional Education
Olivia Enders	Middle School Teacher - Special Education : Professional Education
Deanna Gallagher	Parent : Special Education
Jodi Hannah	Parent : Professional Education
Carla McCue	Parent : Professional Education
Laura Spernak	Parent : Professional Education

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

Standards	Mapping	Alignment
Arts and Humanities	Accomplished	Accomplished
Career Education and Work	Accomplished	Accomplished
Civics and Government	Accomplished	Accomplished
PA Core Standards: English Language Arts	Accomplished	Accomplished
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Developing	Developing
PA Core Standards: Mathematics	Accomplished	Accomplished
Economics	Accomplished	Accomplished
Environment and Ecology	Developing	Developing
Family and Consumer Sciences	Accomplished	Accomplished
Geography	Accomplished	Accomplished
Health, Safety and Physical Education	Accomplished	Accomplished
History	Accomplished	Accomplished
Science and Technology and Engineering Education	Developing	Developing
Alternate Academic Content Standards for Math	Developing	Developing
Alternate Academic Content Standards for Reading	Developing	Developing
American School Counselor Association for Students	Accomplished	Accomplished
Early Childhood Education: Infant-Toddler→Second Grade	Accomplished	Accomplished
English Language Proficiency	Developing	Developing
Interpersonal Skills	Accomplished	Accomplished
School Climate	Accomplished	Accomplished

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

The Elementary Curriculum follows a six year curriculum cycle and utilizes the On Hand Schools Curriculum Mapping tool. Within an online Curriculum mapping tool, the teachers have the opportunity to update the standards on an ongoing basis.

Elementary Education-Intermediate Level

Standards	Mapping	Alignment
Arts and Humanities	Accomplished	Accomplished
Career Education and Work	Accomplished	Accomplished
Civics and Government	Accomplished	Accomplished

PA Core Standards: English Language Arts	Accomplished	Accomplished
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Developing	Developing
PA Core Standards: Mathematics	Accomplished	Accomplished
Economics	Accomplished	Accomplished
Environment and Ecology	Developing	Developing
Family and Consumer Sciences	Accomplished	Accomplished
Geography	Accomplished	Accomplished
Health, Safety and Physical Education	Accomplished	Accomplished
History	Accomplished	Accomplished
Science and Technology and Engineering Education	Developing	Developing
Alternate Academic Content Standards for Math	Developing	Developing
Alternate Academic Content Standards for Reading	Developing	Developing
American School Counselor Association for Students	Accomplished	Accomplished
English Language Proficiency	Developing	Developing
Interpersonal Skills	Accomplished	Accomplished
School Climate	Accomplished	Accomplished

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

The Elementary - Intermediate Curriculum follows a six year curriculum cycle and utilizes OnHand Schools Curriculum Management Software as the curriculum mapping tool. Using an online curriculum mapping tool provides our teachers with the ability to reflect and revise their curriculum on an ongoing basis.

Middle Level

Standards	Mapping	Alignment
Arts and Humanities	Accomplished	Accomplished
Career Education and Work	Accomplished	Accomplished
Civics and Government	Accomplished	Accomplished
PA Core Standards: English Language Arts	Accomplished	Accomplished
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Accomplished	Accomplished
PA Core Standards: Mathematics	Accomplished	Accomplished
Economics	Accomplished	Accomplished
Environment and Ecology	Developing	Developing
Family and Consumer Sciences	Accomplished	Accomplished
Geography	Accomplished	Accomplished
Health, Safety and Physical Education	Accomplished	Accomplished
History	Accomplished	Accomplished
Science and Technology and Engineering Education	Developing	Developing
Alternate Academic Content Standards for Math	Developing	Developing
Alternate Academic Content Standards for Reading	Developing	Developing
American School Counselor Association for Students	Accomplished	Accomplished
English Language Proficiency	Developing	Developing

Interpersonal Skills	Accomplished	Accomplished
School Climate	Accomplished	Accomplished
World Language	Accomplished	Accomplished

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

The Middle School Curriculum follows a six year curriculum cycle and utilizes OnHand Schools Curriculum Management Software as the curriculum mapping tool. Using an online curriculum mapping tool provides our teachers with the ability to reflect and revise their curriculum on an ongoing basis.

High School Level

Standards	Mapping	Alignment
Arts and Humanities	Accomplished	Accomplished
Career Education and Work	Accomplished	Accomplished
Civics and Government	Accomplished	Accomplished
PA Core Standards: English Language Arts	Accomplished	Accomplished
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Developing	Developing
PA Core Standards: Mathematics	Accomplished	Accomplished
Economics	Accomplished	Accomplished
Environment and Ecology	Accomplished	Accomplished
Family and Consumer Sciences	Accomplished	Accomplished
Geography	Accomplished	Accomplished
Health, Safety and Physical Education	Accomplished	Accomplished
History	Accomplished	Accomplished
Science and Technology and Engineering Education	Accomplished	Accomplished
Alternate Academic Content Standards for Math	Developing	Developing
Alternate Academic Content Standards for Reading	Developing	Developing
American School Counselor Association for Students	Accomplished	Accomplished
English Language Proficiency	Developing	Developing
Interpersonal Skills	Accomplished	Accomplished
School Climate	Accomplished	Accomplished
World Language	Accomplished	Accomplished

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

The High School Curriculum follows a six year curriculum cycle and utilizes OnHand Schools Curriculum Management Software as the curriculum mapping tool. Using an online curriculum mapping tool provides our teachers with the ability to reflect and revise their curriculum on an ongoing basis.

Adaptations

Elementary Education-Primary Level

Checked answers

- Arts and Humanities
- Career Education and Work
- Civics and Government
- PA Core Standards: English Language Arts
- PA Core Standards: Mathematics
- Economics
- Environment and Ecology
- Geography
- Health, Safety and Physical Education
- History
- Science and Technology and Engineering Education

*Unchecked answers**None.***Elementary Education-Intermediate Level***Checked answers*

- Arts and Humanities
- Career Education and Work
- Civics and Government
- PA Core Standards: English Language Arts
- PA Core Standards: Mathematics
- Economics
- Environment and Ecology
- Geography
- Health, Safety and Physical Education
- History
- Science and Technology and Engineering Education

*Unchecked answers**None.***Middle Level***Checked answers*

- Arts and Humanities
- Career Education and Work
- Civics and Government
- PA Core Standards: English Language Arts
- PA Core Standards: Mathematics
- Environment and Ecology
- Geography
- Health, Safety and Physical Education
- History
- Science and Technology and Engineering Education

*Unchecked answers**None.***High School Level***Checked answers*

- Arts and Humanities
- Career Education and Work
- Civics and Government
- PA Core Standards: English Language Arts
- PA Core Standards: Mathematics
- Environment and Ecology
- Geography
- Health, Safety and Physical Education
- History
- Science and Technology and Engineering Education

*Unchecked answers**None.*

Explanation for any standards checked:

The District curriculum is aligned to the PA Core Standards. Our staff engage in ongoing dialogue to ensure they have the necessary resources to create learning experiences that challenge our students and meet the standards.

Curriculum***Planned Instruction*****Elementary Education-Primary Level**

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Accomplished
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Accomplished
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Developing
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Developing

Processes used to ensure Accomplishment:

The curriculum has been aligned to PA Core Standards. Additionally, third grade teachers also reviewed the Eligible Content and Assessment Anchors and incorporate them into their instruction. Teachers use the SAS portal as a resource for planning and reflecting on

lessons.

The District's six year curriculum cycle allows our staff members to review, research and revise curriculum to ensure the necessary content is included in instruction. The District utilizes OnHand Schools software as the online warehouse for curriculum mapping (UbD) and student data.

Our District also provides staff members and team/grade level facilitators weekly opportunities to meet with their colleagues to ensure that planned instruction includes best practices and is aligned to the curriculum.

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

The District will continue to provide teachers time to review curriculum and monitor all revisions.

Elementary Education-Intermediate Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Accomplished
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Accomplished
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Developing
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Developing

Processes used to ensure Accomplishment:

The curriculum has been aligned to PA Core Standards. Additionally, fourth through sixth grade teachers have reviewed the Eligible Content and Assessment Anchors and incorporate them into their instruction. Teachers use the SAS portal as a resource for planning and reflecting on lessons.

The District's six year curriculum cycle allows our staff members to review, research and revise curriculum to ensure the necessary content is included in instruction. The District utilizes OnHand Schools software as the online warehouse for curriculum mapping (UbD) and student data.

Our District also provides staff members and team/grade level facilitators weekly opportunities to meet with their colleagues to ensure that planned instruction includes best practices and is aligned to the curriculum.

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

The District will continue to provide teachers time to review curriculum and monitor all revisions.

Middle Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Accomplished
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Accomplished
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Developing
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Developing

Processes used to ensure Accomplishment:

The curriculum has been aligned to PA Core Standards. Additionally, seventh and eighth grade teachers have reviewed the Eligible Content and Assessment Anchors and incorporate them into their instruction. Teachers use the SAS portal as a resource for planning and reflecting on lessons. The Algebra I Keystone Exam's Eligible Content and Assessments were also reviewed with the current curriculum.

The District's six year curriculum cycle allows our staff members to review, research and revise curriculum to ensure the necessary content is included in instruction. The District utilizes OnHand Schools software as the online warehouse for curriculum mapping (UbD) and student data.

Our District also provides staff members and team/grade level facilitators weekly opportunities to meet with their colleagues to ensure that planned instruction includes best practices and is aligned to the curriculum.

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

The District will continue to provide teachers time to review curriculum and monitor all revisions.

High School Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Accomplished
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Accomplished
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Developing
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Developing

Processes used to ensure Accomplishment:

The curriculum has been aligned to PA Core Standards. Teachers have reviewed the Eligible Content and Assessment Anchors and incorporate them into their instruction. Teachers use

the SAS portal as a resource for planning and reflecting on lessons. The Algebra I, Biology and Literature Keystone Exam's Eligible Content and Assessments were also reviewed against the current curriculum.

The District's six year curriculum cycle allows our staff members to review, research and revise curriculum to ensure the necessary content is included in instruction. The District utilizes OnHand Schools software as the online warehouse for curriculum mapping (UbD) and student data.

Our District also provides staff members and team/grade level facilitators weekly opportunities to meet with their colleagues to ensure that planned instruction includes best practices and is aligned to the curriculum.

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

The District will continue to provide teachers time to review curriculum and monitor all revisions.

Modification and Accommodations

Explain how planned instruction contains modifications and accommodations that allow all students at all mental and physical ability levels to access and master a rigorous standards aligned curriculum.

The Peters Township School District designs modifications and accommodations that allow all students at all mental and physical ability levels to access and master the rigorous PA Core standards. This is accomplished by using data to understand how students learn and providing modifications and adaptations, for the students in need. District personnel consider a modified curriculum, effective behavioral support, teacher training, and the provision of paraprofessionals, as necessary, to provide the modifications and accommodations in the least restrictive environment.

In addition to instruction aligned to the PA Core standards, opportunities in arts and physical education are provided to students at the primary, intermediate and middle school levels. Response to Intervention and Instruction (RTII)/Multi-Tiered Systems of Support (MTSS) is implemented at the building level to analyze student data and provide intervention and enrichment to the identified students. Building-level data teams review progress monitoring data to ensure students are making progress and closing achievement gaps. If necessary, intervention changes occur to ensure students receive instruction at their readiness level. Student data is compiled in OnHands Schools data warehouse so students can be monitored as they progress from grade level to grade level.

The high school level has three levels of courses: foundational, academic and honors, in addition to Advanced Placement courses.

In addition, at all levels teachers have developed a variety of assessments, study guides, homework assignments, projects, and in-class work at various levels of mastery and content development to meet the needs of all learners.

Gifted students and enriched students are offered unique opportunities in advancement such as dual enrollment, early graduation, independent studies and mentorships. Students with IEPs will be monitored through their Specially Designed Instruction and the team will ensure that the modifications and accommodations based on the level of need of each student within the area of academic and functional needs.

Instruction

Instructional Strategies

Checked Answers

- Formal classroom observations focused on instruction
- Walkthroughs targeted on instruction
- Annual Instructional evaluations

Unchecked Answers

- Peer evaluation/coaching
- Instructional Coaching

Regular Lesson Plan Review

Checked Answers

- Administrators
- Building Supervisors

Unchecked Answers

- Department Supervisors
- Instructional Coaches
- Not Reviewed

Provide brief explanation of LEA's process for incorporating selected strategies.

The District currently utilizes the Act 82 model for all educator evaluations. All teachers and administrators have been trained on the process and the rubric. This training has been included in our induction program to ensure new staff members have the knowledge commensurate with their colleagues. Administrators formally and informally observe teachers throughout the year and provide feedback in the four domains of effective teaching. Administrative support is provided to teachers identified as in need of improvement in any of the domains. Building principals and central office administrators assist identified teachers through professional development and mentoring sessions. Differentiated supervision opportunities are provided to staff members to enhance instructional practices and to develop curriculum resources. A common lesson plan template was created to support lesson planning aligned to Domain I Charlotte Danielson's rubric.

Administrator training has focused on learning walks to ensure calibration with the

Danielson Framework. Additionally, the team has focused on providing actionable feedback to staff members and developed consistent practices for follow-up. With support from District Administration, learning walks and co-observations are used to provide professional development for school level administration.

Provide brief explanation for strategies not selected and how the LEA plans to address their incorporation.

Peer Evaluation is currently not a practice that the District teachers utilize. One area where Peer Evaluation occurs is within the induction program, when the new teachers visit other teachers' classrooms. The District does not have Instructional Coaches. In lieu of an Instructional Coach, the team facilitators and District and school level administrators provide professional development in instructional strategies. Additionally, building administrators monitor implementation of the curricula and instructional delivery through weekly review of lesson plans, pacing guides, curriculum maps and informal walk-throughs.

Responsiveness to Student Needs

Elementary Education-Primary Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Flexible instructional time or other schedule-related practices are used to meet student needs.	Full Implementation
Differentiated instruction is used to meet student needs.	Implemented in 50% or more of district classrooms
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Implemented in 50% or more of district classrooms

If necessary, provide further explanation. (Required explanation if column selected was

The elementary building schedule is designed to provide uninterrupted core instructional time for all students. In addition to this time, RTII/MTSS time is provided for teachers to close achievement gaps and enrich students. Students who receive support services or enrichment are identified during grade level data meetings. Student data is reviewed consistently and students move fluidly between intervention, classroom support and enrichment groupings.

Differentiated instruction is still developing. Our staff members are working to use data to develop instructional groupings targeted to meet the readiness of their learners.

Elementary Education-Intermediate Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Flexible instructional time or other schedule-related practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Differentiated instruction is used to meet student needs.	Implemented in 50% or more of district classrooms
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Implemented in 50% or more of district classrooms

If necessary, provide further explanation. (Required explanation if column selected was

The schedule in our upper elementary building has been developed to reflect practices that are consistent in our elementary buildings. Core instructional blocks for ELA, Math, Science and Social Studies are provided for each team of teachers. Students who are in need of intervention or enrichment are identified through building level data meetings. Enrichment and intervention services are provided during the 10th period "Intervention Time" by a team of teachers who are trained to deliver research-based intervention. Student data is consistently reviewed so that they can move fluidly between groupings of intensive support, instructional support, and enrichment.

Middle Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Flexible instructional time or other schedule-related practices are used to meet student needs.	Full Implementation
Differentiated instruction is used to meet student needs.	Implemented in 50% or more of district classrooms
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Implemented in 50% or more of district classrooms

If necessary, provide further explanation. (Required explanation if column selected was

Student data is the determining factor for providing a schedule that meets the needs of all students. Once data is reviewed students can receive Math and Reading support from highly qualified staff members during 11th Period. This time is scheduled for the most intensive students, but provided on an as needed basis for students who are experiencing difficulty with specific content. A writing lab is also an option for students to receive support from peer tutors. Gifted support is also provided for students who receive enrichment and/or acceleration. Special education students receive intensive support with directed study labs built into the master schedule.

High School Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Flexible instructional time or other schedule-related practices are used to meet student needs.	Full Implementation
Differentiated instruction is used to meet student needs.	Implemented in 50% or more of district classrooms
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Implemented in 50% or more of district classrooms

If necessary, provide further explanation. (Required explanation if column selected was

Courses are differentiated in instruction as foundational, academic and honors. Special education students receive intensive support with directed study labs built into the master schedule.

Recruitment

Describe the process you implement to recruit and assign the most effective and highly qualified teachers in order to meet the learning needs of students who are below proficiency or are at risk of not graduating.

Peters Township School District utilizes PA Educator as the primary source of recruiting candidates. The District recruits and assigns the most effective and highly qualified teachers in order to meet the learning needs of students who are below proficiency or are at risk of graduating through the hiring policy that is reviewed and updated regularly.

Assessments

Local Graduation Requirements

Course Completion	SY 18/19	SY 19/20	SY 20/21
Total Courses	28.00	28.00	28.00
English	4.00	4.00	4.00
Mathematics	4.00	4.00	4.00
Social Studies	4.00	4.00	4.00
Science	4.00	4.00	4.00
Physical Education	2.00	2.00	2.00
Health	1.00	1.00	1.00
Music, Art, Family & Consumer Sciences, Career and Technical Education	2.00	2.00	2.00
Electives	7.00	7.00	7.00
Minimum % Grade Required for Credit (Numerical Answer)	60.00	60.00	60.00

Graduation Requirement Specifics

We affirm that our entity requires demonstration of proficiency or above in each of the following State academic standards: English Language Arts and Mathematics, Science and Technology and Environment and Ecology, as determined through any one or a combination of the following: *Checked answers*

- Completion of secondary level coursework in English Language Arts (Literature), Algebra I and Biology in which a student demonstrates proficiency on the associated Keystone Exam or related project-based assessment if § 4.4(d)(4) (relating to general policies) applies.
- Locally approved and administered assessments, which shall be independently and objectively validated once every 6 years. Local assessments may be designed to include a variety of assessment strategies listed in ? 4.52(c) and may include the use of one or more Keystone Exams. Except for replacement of individual test items that have a similar level of difficulty, a new validation is required for any material changes to the assessment. Validated local assessments must meet the following standards:
 - I. Alignment with the following State academic standards: English Language Arts (Literature and Composition); Mathematics (Algebra I) and Environment and Ecology (Biology).
 - II. Performance level expectations and descriptors that describe the level of performance required to achieve proficiency comparable to that used for the Keystone Exams.

- III. Administration of the local assessment to all students, as a requirement for graduation, except for those exempted by their individualized education program under subsection (g), regarding special education students, or gifted individualized education plan as provided in ? 16.32 (relating to GIEP).
- IV. Subject to appropriations provided by law, the cost to validate local assessments shall be evenly divided between the school district, AVTS or charter school, including a cyber-charter school, and the Department. If the Department does not provide sufficient funding to meet its share, local assessments submitted for validation shall be deemed valid until a new validation is due to the Department.
- V. The Department will establish a list of entities approved to perform independent validations of local assessments in consultation with the Local Assessment Validation Advisory Committee as provided in ? 4.52(f).
- VI. School boards shall only approve assessments that have been determined to meet the requirements of this subsection by an approved entity performing the independent validation. If a school district, AVTS or charter school, including a cyber-charter school, uses a local assessment that has not been independently validated, the Secretary will direct the school entity to discontinue its use until the local assessment is approved through independent validation by an approved entity.

Unchecked answers

- Completion of an Advanced Placement exam or International Baccalaureate exam that includes academic content comparable to the appropriate Keystone Exam at a score established by the Secretary to be comparable to the proficient level on the appropriate Keystone Exam.
- Not Applicable. Our LEA does not offer High School courses.

Local Assessments

Standards	WA	TD	NAT	DA	PSW	Other
Arts and Humanities	X	X			X	X
Career Education and Work		X		X		X
Civics and Government		X				X
PA Core Standards: English Language Arts		X		X		X
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects		X		X		X
PA Core Standards: Mathematics		X		X		X
Economics		X				X

Environment and Ecology		X				X
Family and Consumer Sciences		X				X
Geography		X				X
Health, Safety and Physical Education		X				X
History		X				X
Science and Technology and Engineering Education		X				X
World Language		X		X		X

Methods and Measures

Summative Assessments

Summative Assessments	EEP	E EI	ML	HS
Locally developed standards aligned to assessments in math	X	X	X	X
PSSA/PASA	X	X	X	X
Textbook assessment	X	X	X	X
Scientific experiments	X	X	X	X
Teacher developed curriculum based assessments	X	X	X	X
Project based assessments	X	X	X	X
AP Exams				X
SAT/PSAT				X
Student Work	X	X	X	X
Work of art/music	X	X	X	X
ACCESS for ELL	X	X	X	X
Keystone Exams			X	X

Benchmark Assessments

Benchmark Assessments	EEP	E EI	ML	HS
Dibles Next	X	X		
Study Island			X	X
Works of art, music or theater	X	X	X	X
Curriculum Based Benchmark Assessments	X	X	X	X
STAR reader			X	

Formative Assessments

Formative Assessments	EEP	E EI	ML	HS
demonstration, performance, products, projects	X	X	X	X
scientific experiments	X	X	X	X

curriculum based formative assessments	X	X	X	X
exit tickets	X	X	X	X
progress monitoring	X	X	X	X
fitness assessments		X	X	X
work of art, music	X	X	X	X

Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
Dibels Next	X	X		
Study Island		X	X	X
Textbook assessment	X	X	X	X
Classroom Diagnostic Tests (CDT)				X

Validation of Implemented Assessments

Validation Methods	EEP	EEI	ML	HS
External Review				
Intermediate Unit Review				
LEA Administration Review	X	X	X	X
Building Supervisor Review	X	X	X	X
Department Supervisor Review	X	X	X	X
Professional Learning Community Review	X	X	X	X
Instructional Coach Review				
Teacher Peer Review				

Provide brief explanation of your process for reviewing assessments.

Facilitators and administrators review assessment data and monitor student achievement on a regular basis. In addition to reviewing student data, assessments are reviewed consistently to ensure curriculum alignment.

The District does not employ instructional coaches and does not work with the IU on assessment review.

Development and Validation of Local Assessments

If applicable, explain your procedures for developing locally administered assessments and how they are independently and objectively validated every six years.

Building and District administrators review assessments on a regular basis to determine alignment with the curriculum and standards. Within professional learning communities, teachers develop assessments aligned to curricula and review assessment data in order to monitor student progress and achievement.

Collection and Dissemination

Describe your system to collect, analyze and disseminate assessment data efficiently and effectively for use by LEA leaders and instructional teams.

District administrators work in collaboration with building administrators to review student achievement data. PSSA/Keystone data is reviewed to determine building/grade level strengths and weaknesses. Actionable steps are developed to ensure continuous improvement.

Diagnostic and benchmark assessments are reviewed by building administrators and teacher teams to identify specific grade level and student needs. Meetings occur on a consistent basis to ensure students are making progress.

Data Informed Instruction

Describe how information from the assessments is used to assist students who have not demonstrated achievement of the academic standards at a proficient level or higher.

Students who have not reached proficient or higher levels of performance are identified through the review of data. Upon analyzing the data, individual plans are developed to meet the unique needs of each learner and are enforced by the classroom and remedial teachers. Examples would include RTII, one to one meeting with counselor and students and creation of small groups of students to focus on skill building for non-proficient students.

Assessment Data Uses

Assessment Data Uses	EEP	E EI	ML	HS
Assessment results are reported out by PA assessment anchor or standards-aligned learning objective.	X	X	X	X
Instructional practices are identified that are linked to student success in mastering specific PA assessment anchors, eligible content or standards-aligned learning objectives.	X	X	X	X
Specific PA assessment anchors, eligible content or standards-aligned learning objectives are identified for those students who did not demonstrate sufficient mastery so that teachers can collaboratively create and/or identify instructional strategies likely to increase mastery.	X	X	X	X
Instructional practices modified or adapted to increase student mastery.	X	X	X	X

Provide brief explanation of the process for incorporating selected strategies.

Assessment data are used at all organizational levels to impact teaching and learning. After review and analysis of data, teams determine selected strategies as indicated in teacher Student Learning Objectives (SLOs) and individual student intervention plans. Instructional practices help students achieve proficiency in each assessment anchor. This data informed decision making focuses on specific skills and concepts necessary for greater achievement. Instructional strategies are adapted to facilitate growth.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

All strategies are incorporated.

Distribution of Summative Assessment Results

Distribution Methods	EEP	E EI	ML	HS
Course Planning Guides				
Directing Public to the PDE & other Test-related Websites	X	X	X	X
Individual Meetings	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Local Media Reports	X	X	X	X
Website	X	X	X	X
Meetings with Community, Families and School Board	X	X	X	X
Mass Phone Calls/Emails/Letters	X	X	X	X
Newsletters	X	X	X	X
Press Releases	X	X	X	X
School Calendar				
Student Handbook				
District Assessment Calendar	X	X	X	X

Provide brief explanation of the process for incorporating selected strategies.

The District has a Communications Coordinator who assists in the distribution of information. The community and the Peters Township School Board receive a data presentation from the previous year's data during a Fall Education Committee meeting. This presentation is comprehensive and posted for review on the District's website. Data is also shared with parents through email blasts that are sent home with PSSA/Keystone Exam scores, parent-teacher conferences and Title I parent workshops.

Provide brief explanation for strategies not selected and how the LEA plans to address their incorporation.

While the District's school calendar does not include assessment data, our assessment calendar provides dates of the assessments. Student handbooks and Course Planning Guides included assessments that are required for courses/grade levels.

Safe and Supportive Schools

Assisting Struggling Schools

Describe your entity's process for assisting schools that either do not meet the annual student achievement targets or experience other challenges, which deter student attainment of academic standards at a proficient level or higher.

If your entity has no struggling schools, explain how you will demonstrate continued growth in student achievement.

The Peters Township School District continues to demonstrate high achievement and growth. We will continue to review student data, modify curriculum, and use professional development to ensure our teachers are utilizing best instructional practices. Additionally, our administrators and teaching staff have aligned their Student Learning Objectives to promote achievement and growth of their students.

Programs, Strategies and Actions

Programs, Strategies and Actions	EEP	EEl	ML	HS
Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement	X	X	X	X
School-wide Positive Behavioral Programs	X	X		
Conflict Resolution or Dispute Management	X	X	X	X
Peer Helper Programs	X	X	X	X
Safety and Violence Prevention Curricula	X	X	X	X
Student Codes of Conduct	X	X	X	X
Comprehensive School Safety and Violence Prevention Plans	X	X	X	X
Purchase of Security-related Technology	X	X	X	X
Student, Staff and Visitor Identification Systems	X	X	X	X
Placement of School Resource Officers				X
Student Assistance Program Teams and Training	X	X	X	X
Counseling Services Available for all Students	X	X	X	X
Internet Web-based System for the Management of Student Discipline	X	X	X	X

Explanation of strategies not selected and how the LEA plans to address their incorporation:

Due to other programs and strategies in use, a school-wide positive behavior program (PBIS) is not utilized at the Secondary Level. In addition, the High School has one full time School Resource Officer. The elementary and middle schools receive additional support from the Peters Township Police Department through arrival and departure assistance, DARE Programs, and other educational opportunities.

Screening, Evaluating and Programming for Gifted Students

Describe your entity's awareness activities conducted annually to inform the public of the gifted education services and programs offered (newspaper, student handbooks, school website, etc.)

Information regarding gifted education is posted on the District website and student handbooks. In addition policy 114 addresses gifted education and is available in our policy manual.

Describe your entity's process for locating students who are thought to be gifted and may be in need of specially designed instruction (screening).

The Peters Township School District has established procedures whereby the classroom teacher and/or school counselor reviews student performance throughout the school year. This systemic screening process fulfills the District's obligation to conduct child find activities for students who may need services or instruction not ordinarily provided in the general education curriculum. The review considers analysis of data from standardized assessments, report card information and teacher observation using the Gifted Rating Scale at a given grade level.

If the student's screening, regardless of any disability, indicates that a student has potential consistent with the definition of mentally gifted or a performance level which exceeds that of other students in the general classroom the student will be referred for a gifted multidisciplinary evaluation (GMDE). If during the student's screening process, the student indicates a potential consistent with the definition of mentally gifted or a performance level which exceeds that of other students in the general classroom by demonstrating three of the following criteria, the student will be referred for a GMDE:

- Grades – Reading or Mathematics – 95%
- State Assessment (PSSA and Keystones) - 97%
- DIBELS/DAZE – 2 grade levels above
- Standard Assessment scores – 98%
- Gifted Rating Scale - 2 or 3 domains with scores \geq 60

Describe your entity's procedures for determining eligibility (through multiple criteria) and need (based on academic strength) for potentially mentally gifted students (evaluation).

In order for a student to be identified as a Gifted Learner in the Peters Township School District, the student must attain 25 points or higher.

Cognitive Ability Requirement: **Maximum 15 points**

- | | | |
|----|-------------------------------------------|-----------|
| a. | Full Scale IQ 140 or higher | 15 points |
| b. | Full Scale IQ 130-139 | 10 points |
| c. | IQ 135 in either verbal and/or non-verbal | 10 points |

- d. Full Scale IQ 125-129 5 points

Multiple Criteria Indicating Gifted Ability

Maximum

20 points

- **Achievement** **Maximum 4 points**
 - Above grade level achievement - 97th percentile 4 points
 - 90th to 96th 2 points
- **Rate of Acquisition and Retention** **Maximum 4 points**
 - Scale for Determining Rate of Acquisition – 2 points
 - Scale for Determining Rate of Retention – 2 points
- **Demonstrated Achievement** **Maximum 8 points**
 - Grades - 4 points
 - or Exceptional products or portfolios – 2 points
 - Assessments - 4 points
- **Early Skill Development** **Maximum 4 points**
 - Gifted Rating Scale
- **Intervening Factors Masking Giftedness**
 - Are there any health factors that impact this student’s learning?
 - Are there any familial variables that impact this student’s learning?
 - Is the student bi-lingual or is another language spoken in the home?
 - Does the student exhibit extraordinary giftedness in a single domain unaccompanied by giftedness in any other domains?

- Are there any concerns you have about this student's behavior in the classroom or school setting?
- Are there any concerns you have about this student's learning performance, output and/or participation?

Describe the gifted programs* being offered that provide opportunities for acceleration, enrichment or both. *The word "programs" refers to the continuum of services, not one particular option.

All students in the District are offered enrichment and/or acceleration opportunities based on student interest and classroom performance.

In the elementary schools, enrichment groups/programs are offered multiple times a week to students based on gifted criteria and student's performance. These opportunities provide time for students to work to achieve their GIEP goals. Each spring, a math acceleration exam is administered to students to determine eligibility for accelerating one grade level in math.

In the Middle School, opportunities for enrichment are provided within the core curriculum for gifted students to achieve GIEP goals. Acceleration for math and science is available for students including the gifted student. During the school day, time is provided for acceleration and/or enrichment for gifted and talented students.

In the High School, students are provided with leadership, mentoring and dual enrollment opportunities. In addition, acceleration and/or enrichment is provided throughout the core curriculum and related arts programs.

Developmental Services

Developmental Services	EEP	E EI	ML	HS
Academic Counseling	X	X	X	X
Attendance Monitoring	X	X	X	X
Behavior Management Programs	X	X	X	X
Bullying Prevention	X	X	X	X
Career Awareness	X	X	X	X
Career Development/Planning	X	X	X	X
Coaching/Mentoring				X
Compliance with Health Requirements -i.e., Immunization	X	X	X	X
Emergency and Disaster Preparedness	X	X	X	X
Guidance Curriculum	X	X	X	X
Health and Wellness Curriculum	X	X	X	X
Health Screenings	X	X	X	X
Individual Student Planning	X	X	X	X
Nutrition	X	X	X	X
Orientation/Transition	X	X	X	X
RTII/MTSS	X	X	X	

Wellness/Health Appraisal	X	X	X	X
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Explanation of developmental services:

At the Elementary level, Instructional Support, Elementary Student Assistance and Child Study "Kid Talk" teams are active in referral, intervention and follow-up activities for at-risk students. These teams meet regularly to support students with a variety of needs, such as, academic difficulties, behavior and/or attendance issues. At the secondary level, Student Assistance Program teams provide the same services. The district provides a full range of nursing services to all students. Guidance services are provided to all students K -12. These services include scheduling, career and school counseling, intervention strategies for students with issues such as bullying, grief, divorce, drug and alcohol problems and coping skills.

Diagnostic, Intervention and Referral Services

Diagnostic, Intervention and Referral Services	EEP	EEI	ML	HS
Accommodations and Modifications	X	X	X	X
Administration of Medication	X	X	X	X
Assessment of Academic Skills/Aptitude for Learning	X	X	X	X
Assessment/Progress Monitoring	X	X	X	X
Casework	X	X	X	X
Crisis Response/Management/Intervention	X	X	X	X
Individual Counseling	X	X	X	X
Intervention for Actual or Potential Health Problems	X	X	X	X
Placement into Appropriate Programs	X	X	X	X
Small Group Counseling-Coping with life situations	X	X	X	X
Small Group Counseling-Educational planning	X	X	X	X
Small Group Counseling-Personal and Social Development	X	X	X	X
Special Education Evaluation	X	X	X	X
Student Assistance Program		X	X	X
Elementary Student Support "Kid Talk"	X	X		

Explanation of diagnostic, intervention and referral services:

Peters Township School District has established procedures for the identification of students who are experiencing academic difficulties at any level. Students in grades K -8 participate in the district's Response to Intervention and Instruction. Throughout the Elementary and Secondary grades students are administered various assessments to determine academic preparedness.

Consultation and Coordination Services

Consultation and Coordination Services	EEP	EEI	ML	HS
Alternative Education	X	X	X	X
Case and Care Management	X	X	X	X

Community Liaison				
Community Services Coordination (Internal or External)				
Coordinate Plans				
Coordination with Families (Learning or Behavioral)	X	X	X	X
Home/Family Communication	X	X	X	X
Managing Chronic Health Problems	X	X	X	X
Managing IEP and 504 Plans	X	X	X	X
Referral to Community Agencies	X	X	X	X
Staff Development	X	X	X	X
Strengthening Relationships Between School Personnel, Parents and Communities	X	X	X	X
System Support				
Truancy Coordination	X	X	X	X

Explanation of consultation and coordination services:

Peters Township School District strives to maintain an appropriate learning environment for all students. In the event a student experiences difficulty, collaboration between home and school occurs to identify the appropriate intervention.

Communication of Educational Opportunities

Communication of Educational Opportunities	EEP	EEI	ML	HS
Course Planning Guides	X	X	X	X
Directing Public to the PDE & Test-related Websites	X	X	X	X
Individual Meetings	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Local Media Reports	X	X	X	X
Website	X	X	X	X
Meetings with Community, Families and Board of Directors	X	X	X	X
Mass Phone Calls/Emails/Letters	X	X	X	X
Newsletters	X	X	X	X
Press Releases	X	X	X	X
School Calendar	X	X	X	X
Student Handbook	X	X	X	X

Communication of Student Health Needs

Communication of Student Health Needs	EEP	EEI	ML	HS
Individual Meetings	X	X	X	X
Individual Screening Results	X	X	X	X
Letters to Parents/Guardians	X	X	X	X

Website	X	X	X	X
Meetings with Community, Families and Board of Directors				
Newsletters				
School Calendar				
Student Handbook	X	X	X	X

Frequency of Communication

Elementary Education - Primary Level

- Quarterly

Elementary Education - Intermediate Level

- Quarterly

Middle Level

- Quarterly

High School Level

- Quarterly

Collaboration for Interventions

Describe the collaboration between classroom teachers and individuals providing interventions regarding differing student needs and academic progress.

In grades K-8, staff engage in Response to Instruction and Intervention (RTII)/Multi-Tiered Systems of Support to benchmark student progress and provide intervention strategies. In grades 9-12, school counselors work in collaboration with case managers to identify students in need of specific instructional support.

Community Coordination

Describe how you accomplish coordination with community operated infant and toddler centers, as well as preschool early intervention programs. In addition, describe the community coordination with the following before or after school programs and services for all grade levels, including pre-kindergarten, if offered, through grade 12.

1. Child care
2. After school programs
3. Youth workforce development programs
4. Tutoring

1. Child care - In our K-6 buildings, the District contracts for extended school day care on-site. Our kindergarten teachers attend preschool parent meetings to provide information regarding the District's kindergarten programming and information to help families transition to Peters Township. In addition, our kindergarten teachers provide a "Kindergarten Tea" for local pre-school programs to keep them informed of our Kindergarten curriculum and instructional best practices.
2. After-school programs - Each of the District's 5 buildings offers different after-school programs based on student needs and staffing availability. Extended Day Services also provide after school care programs in our elementary buildings.
3. Youth workforce development programs - At the High School a Practical Assessment Exploration System (PAES) Lab provides PTHS students with practical entry level job skills. It converts the class into a simulated work environment and allows students to explore and learn skills for future employment.
4. Tutoring is offered through Peters Township National Honor Society.

Preschool Agency Coordination

Explain how the LEA coordinates with agencies that serve preschool age children with disabilities.

1. Address coordination activities designed to identify and serve children with disabilities and the supports and accommodations available to ensure both physical and programmatic access.
2. Address pre-kindergarten programs operated directly by the LEA and those operated by community agencies under contract from the LEA.
3. Describe how the LEA provides for a smooth transition from the home setting and any early childhood care or educational setting the students attend, to the school setting.

The District has a transition team consisting of kindergarten teachers, elementary principals and the Director of Pupil Services. Members of the team collaborate on the needs of students, readiness for kindergarten and the needs of the community are discussed.

Materials and Resources

Description of Materials and Resources

Elementary Education-Primary Level

Material and Resources Characteristics	Status
-----------------------------------------------	---------------

Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Accomplished
A robust supply of high quality aligned instructional materials and resources available	Accomplished
Accessibility for students and teachers is effective and efficient	Accomplished
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Accomplished

Provide explanation for processes used to ensure Accomplishment.

The adoption of our reading and math programs support the rigor of the PA Core standards and provide teachers and students with high quality resources and materials. These programs provide opportunities to differentiate for student readiness and are supported by professional development related to instructional best practices. For mathematics, students have logins to access their math texts at home.

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

All items are accomplished.

Elementary Education-Intermediate Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Accomplished
A robust supply of high quality aligned instructional materials and resources available	Developing
Accessibility for students and teachers is effective and efficient	Developing
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Developing

Provide explanation for processes used to ensure Accomplishment.

The adoption of our math program along with the purchase of novels and anchor units support the rigor of the PA Core standards and provide teachers and students with high quality resources and materials. These programs provide opportunities to differentiate for student readiness and are supported by professional development related to instructional best practices. For mathematics, students have logins to access their math texts at home.

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

All items are accomplished or developing.

Middle Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level	Accomplished

and demonstrates relationships among fundamental concepts and skills	
A robust supply of high quality aligned instructional materials and resources available	Accomplished
Accessibility for students and teachers is effective and efficient	Accomplished
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Accomplished

Provide explanation for processes used to ensure Accomplishment.

Materials and resources have been aligned to the rigor of the PA Core standards. In addition, professional development from the Institute for Learning (IFL) and National Math and Science Initiative (NMSI) have supported the selection and development of these resources.

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

All items are accomplished.

High School Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Accomplished
A robust supply of high quality aligned instructional materials and resources available	Accomplished
Accessibility for students and teachers is effective and efficient	Accomplished
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Accomplished

Provide explanation for processes used to ensure Accomplishment.

Materials and resources have been aligned to the rigor of the PA Core standards. In addition, professional development from the Institute for Learning (IFL) and National Math and Science Initiative (NMSI) have supported the selection and development of these resources.

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

All items are accomplished.

SAS Incorporation

Elementary Education-Primary Level

Standards	Status
Arts and Humanities	Implemented in

	50% or more of district classrooms
Career Education and Work	Implemented in 50% or more of district classrooms
Civics and Government	Implemented in 50% or more of district classrooms
PA Core Standards: English Language Arts	Implemented in 50% or more of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
PA Core Standards: Mathematics	Implemented in 50% or more of district classrooms
Economics	Implemented in 50% or more of district classrooms
Environment and Ecology	Implemented in 50% or more of district classrooms
Family and Consumer Sciences	Implemented in 50% or more of district classrooms
Geography	Implemented in 50% or more of district classrooms
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms
History	Implemented in 50% or more of district classrooms
Science and Technology and Engineering Education	Implemented in 50% or more of district classrooms

Alternate Academic Content Standards for Math	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Reading	Implemented in 50% or more of district classrooms
American School Counselor Association for Students	Implemented in 50% or more of district classrooms
Early Childhood Education: Infant-Toddler→Second Grade	Implemented in 50% or more of district classrooms
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

SAS materials and resources are used in the District to access PA Core standards for use in curriculum writing and for Educator Effectiveness. SAS has also served as a resource to assist teachers with materials for PSSA preparation. Professional development opportunities provided will continue to explore SAS as a resource for instruction.

Elementary Education-Intermediate Level

Standards	Status
Arts and Humanities	Implemented in 50% or more of district classrooms
Career Education and Work	Implemented in 50% or more of district classrooms
Civics and Government	Implemented in 50% or more of district classrooms

PA Core Standards: English Language Arts	Implemented in 50% or more of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
PA Core Standards: Mathematics	Implemented in 50% or more of district classrooms
Economics	Implemented in 50% or more of district classrooms
Environment and Ecology	Implemented in 50% or more of district classrooms
Family and Consumer Sciences	Implemented in 50% or more of district classrooms
Geography	Implemented in 50% or more of district classrooms
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms
History	Implemented in 50% or more of district classrooms
Science and Technology and Engineering Education	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Math	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Reading	Implemented in 50% or more of district classrooms
American School Counselor Association for Students	Implemented in 50% or more of district

	classrooms
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

SAS materials and resources are used in the District to access PA Core standards for use in curriculum writing and for Educator Effectiveness. SAS has also served as a resource to assist teachers with materials for PSSA preparation. Professional development opportunities provided will continue to explore SAS as a resource for instruction.

Middle Level

Standards	Status
Arts and Humanities	Implemented in 50% or more of district classrooms
Career Education and Work	Implemented in 50% or more of district classrooms
Civics and Government	Implemented in 50% or more of district classrooms
PA Core Standards: English Language Arts	Implemented in 50% or more of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
PA Core Standards: Mathematics	Implemented in 50% or more of district classrooms
Economics	Implemented in 50% or more of district classrooms

	classrooms
Environment and Ecology	Implemented in 50% or more of district classrooms
Family and Consumer Sciences	Implemented in 50% or more of district classrooms
Geography	Implemented in 50% or more of district classrooms
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms
History	Implemented in 50% or more of district classrooms
Science and Technology and Engineering Education	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Math	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Reading	Implemented in 50% or more of district classrooms
American School Counselor Association for Students	Implemented in 50% or more of district classrooms
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms
World Language	Implemented in 50% or more of

	district classrooms
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Further explanation for columns selected "

SAS materials and resources are used in the District to access PA Core standards for use in curriculum writing and for Educator Effectiveness. SAS has also served as a resource to assist teachers with materials for PSSA/Keystone preparation. Professional development opportunities provided will continue to explore SAS as a resource for instruction.

High School Level

Standards	Status
Arts and Humanities	Implemented in 50% or more of district classrooms
Career Education and Work	Implemented in 50% or more of district classrooms
Civics and Government	Implemented in 50% or more of district classrooms
PA Core Standards: English Language Arts	Implemented in 50% or more of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
PA Core Standards: Mathematics	Implemented in 50% or more of district classrooms
Economics	Implemented in 50% or more of district classrooms
Environment and Ecology	Implemented in 50% or more of district classrooms
Family and Consumer Sciences	Implemented in 50% or more of district classrooms
Geography	Implemented in 50% or more of

	district classrooms
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms
History	Implemented in 50% or more of district classrooms
Science and Technology and Engineering Education	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Math	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Reading	Implemented in 50% or more of district classrooms
American School Counselor Association for Students	Implemented in 50% or more of district classrooms
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms
World Language	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

SAS materials and resources are used in the District to access PA Core standards for use in curriculum writing and for Educator Effectiveness. SAS has also served as a resource to assist teachers with materials for Keystone preparation. Professional development opportunities provided will continue to explore SAS as a resource for instruction.

Early Warning System

The free PA Educator Dashboard Early Warning System and Intervention Catalog (PA EWS/IC) utilizes the metrics of Attendance, Behavior and Course grades to identify students who may be on a path to dropping out of school. Please indicate your selection of the following options.

No, we have another early warning system that we are currently utilizing.

Professional Education

Characteristics

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

District's Professional Education Characteristics	EEP	E EI	ML	HS
Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other, as well as to Pennsylvania's academic standards.	X	X	X	X
Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for gifted students are aligned to each other, as well as to Pennsylvania's academic standards.	X	X	X	X
Provides leaders with the ability to access and use appropriate data to inform decision making.	X	X	X	X
Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.	X	X	X	X
Instructs the leader in managing resources for effective results.	X	X	X	X

Provide brief explanation of your process for ensuring these selected characteristics.

All staff at Peters Township School District participate in professional development focused on enhancing instructional best practices. The District has partnered with the Institute for Learning (IFL) from the University of Pittsburgh and National Math and Science Initiative to enhance our Literacy, Math, and Science instruction. Professional development will continue to focus improving language and literacy acquisition through building a consistent framework for Response to Intervention(RTII)/Multiple Tier Systems of Support (MTSS). Training in Dibels Next fidelity, LETRS, as well as Tier II and Tier III interventions will be a focus in the coming school years.

Administrators are encouraged to attend regional meetings at the Intermediate Unit and the local SHASDA working group. They also attend Pennsylvania Inspired Leadership (PIL) program and National Institute School Leadership (NISL) courses offered. Each month central office staff provide professional development sessions to principals focused on District initiatives such as observations and feedback and using data to inform instruction. The District provides partial tuition reimbursement to encourage the ongoing learning of staff.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

All strategies are addressed.

Educator Discipline Act 126, 71

Provides educators with mandated reporter training, totaling 3 hours, every 5 years as outlined in Act 126.

Questions
The LEA has conducted the required training on:
8/14/2017 Newly hired staff completed the on-line Act 126 3 hour Module prior to hiring in PTSD.
The LEA plans to conduct the required training on approximately:
8/13/2018 Newly hired staff will complete the on-line Act 126 3 hour Module prior to hiring in PTSD
8/12/2019 Newly hired staff will complete the on-line Act 126 3 hour Module prior to hiring in PTSD
8/10/2020 All staff will complete the on-line Act 126 3 hour Module prior to hiring in PTSD

Provides educators with four (4) hours of professional development in youth suicide awareness and prevention every five (5) years for professional educators in grades six through twelve as outlined in Act 71.

Questions
The LEA has conducted the training on:
2/6/2017 One hour of Act 71 training for all professionals in Grades K-12 was completed
The LEA plans to conduct the training on approximately:
2/5/2018 One hour of Act 71 training for all professionals in Grades K-12 will be completed

2/4/2019 One hour of Act 71 training for all professionals in Grades K-12 will be completed

2/3/2020 One hour of Act 71 training for all professionals in Grades K-12 will be completed

Provides educators with four (4) hours of professional development every five (5) years for professional educators that are teaching the curriculum in which the Child Exploitation Awareness Education program is incorporated as outlined in Act 71.

Questions

The LEA has conducted the training on:

6/27/2016 8 hours of Act 70 training was completed with grades 7-12 Social Studies Teachers in relation to Child Exploitation Awareness.

The LEA plans to conduct the training on approximately:

8/23/2021 In the next cycle, 7-12 Social Studies teachers will receive training aligned with Act 71.

Strategies Ensuring Fidelity

Checked answers

- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target instructional areas that need strengthening.
- Using disaggregated student data to determine educators' learning priorities.
- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target curricular areas that need further alignment.
- Professional Development activities are developed that support implementation of strategies identified in your action plan.
- Clear expectations in terms of teacher practice are identified for staff implementation.
- An implementation evaluation is created, based upon specific expectations related to changes in teacher practice, which is used to validate the overall effectiveness of the professional development initiative.
- The LEA has a systemic process that is used to validate whether or not providers have the capacity to present quality professional development.
- Administrators participate fully in all professional development sessions targeted for their faculties.
- Every Professional development initiative includes components that provide ongoing support to teachers regarding implementation.
- The LEA has an ongoing monitoring system in place (i.e. walkthroughs, classroom observations).
- Professional Education is evaluated to show its impact on teaching practices and student learning.

Unchecked answers

None.

Provide brief explanation of your process for ensuring these selected characteristics.

Professional development is planned based on student assessment data, teacher observation data, and curriculum development. Our administrative team spends extensive time reviewing assessment and data to identify areas of strength and weakness specific to grade level and building. Meetings are conducted throughout the year to ensure that areas of weakness are being developed and areas of strength are being enhanced. Our Response to Instruction and Intervention (RTII) data teams meet frequently to review individual student data and ensure that students are responding positively to targeted intervention. Administrators also review observation data to develop focus areas for their staff members. Professional development is provided to staff to address individual teacher and departmental growth areas that are identified through the observation process. During post observation conferences, teachers are asked to identify additional areas that will support their professional growth.

Curriculum development also drives the use of professional development time. Teachers conduct research, evaluate programs, and observe best practices in neighboring districts to make programmatic changes to curriculum. Time is also spent aligning our curriculum to the standards and ensuring vertical alignment K-12.

The District currently utilizes in-service surveys to evaluate the effectiveness of professional development offered. Feedback is provided specifically regarding the presenter and session content. Via the survey, teachers also provide input on use of future professional development sessions. The District has made a concerted effort to align professional development throughout the school year to provide constant support and follow up to curriculum, instruction, and assessment.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

All strategies are incorporated.

Induction Program

Checked answers

- Inductees will know, understand and implement instructional practices validated by the LEA as known to improve student achievement.
- Inductees will assign challenging work to diverse student populations.
- Inductees will know the basic details and expectations related to LEA-wide initiatives, practices, policies and procedures.
- Inductees will know the basic details and expectations related to school initiatives, practices and procedures.
- Inductees will be able to access state curriculum frameworks and focus lesson design on leading students to mastery of all state academic standards, assessment anchors and eligible content (where appropriate) identified in the LEA's curricula.
- Inductees will effectively navigate the Standards Aligned System website.

- Inductees will know and apply LEA endorsed classroom management strategies.
- Inductees will know and utilize school/LEA resources that are available to assist students in crisis.
- Inductees will take advantage of opportunities to engage personally with other members of the faculty in order to develop a sense of collegiality and camaraderie.

Unchecked answers

None.

Provide brief explanation of your process for ensuring these selected characteristics.

The Peters Township School District Induction Program creates a collaborative learning environment for new/experienced teachers. It is designed to guide and inform the newly hired professional while providing leadership and understanding under the direction of a master teacher. Charlotte Danielson's *Implementing the Framework for Teaching in Enhancing Professional Practice* is the key text used to guide learners in this teaching/learning process. The Peters Township School District Induction Program incorporates the SAS portal. SAS sessions provide inductees the opportunity to review resources the portal offers to influence instruction and assessment practices.

The two-year process provides a support system for first-year teachers to assist in their transition to their new role as teachers in the Peters Township School District. Mentor teachers are provided during the first year to help guide teachers through the procedures and routines specific to their content area/building assignment. It also provides tiered learning experiences for second-year teachers to assist in their evolving experiences in the classroom. Teachers will work on planning and preparing engaging lessons for students, including the demonstration of knowledge of content, pedagogy, resources, evaluation of student work, and the design of instruction. They will learn methods for creating a classroom environment that is respectful, goal-oriented, organized, manages classroom procedures and student discipline issues, and integrates the Peters Township School District Character Education components of responsibility, honesty, and respect. Designing coherent instructional delivery that includes giving detailed and concise instructions, using higher-level questioning techniques, engaging students in learning experiences based on their abilities and learning styles, and giving concrete feedback to students on their work/progress is another area of focus. Another key component to the process is self-reflection on professional growth through their individual contributions to the School/District, communication with families, and maintenance of accurate and comprehensive records.

Induction sessions also include information specific to use of technology. Training specific to accessing e-mail, student data (On Hand Schools), electronic grading (PowerSchool), and curriculum (On Hand Schools) is provided by our Director of Technology so teachers can navigate these systems to fulfill professional duties and enhance instruction. Additional sessions related to the Pennsylvania Code of Professional Practice and Conduct of Educators

is reviewed to ensure that inductees understand case-law related to ethical conduct in the teaching profession. Finally, inductees will be trained on BoardDocs and provided an opportunity to review adopted District policies.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

All strategies are currently incorporated.

Needs of Inductees

Checked answers

- Frequent observations of inductee instructional practice by a coach or mentor to identify needs.
- Frequent observations of inductee instructional practice by supervisor to identify needs.
- Regular meetings with mentors or coaches to reflect upon instructional practice to identify needs.
- Student PSSA data.
- Standardized student assessment data other than the PSSA.
- Classroom assessment data (Formative & Summative).
- Inductee survey (local, intermediate units and national level).
- Review of inductee lesson plans.
- Submission of inductee portfolio.
- Knowledge of successful research-based instructional models.
- Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).

Unchecked answers

- Review of written reports summarizing instructional activity.

Provide brief explanation of your process for ensuring these selected characteristics.

New teacher induction begins with a an informal survey where each inductee lists the needs and fears related to their new position. Sessions planned for the initial two days of training are focused on addressing these needs and fears by providing training related to procedures and practices in the District. The Assistant to the Superintendent for Curriculum,

Instruction and Assessment works with principals to identify appropriate mentors to support new inductee teachers. Mentors are provided guidelines for the mentorship and a review of methods for documenting meetings with the mentee. Documentation is shared with the Assistant to the Superintendent for Curriculum, Instruction and Assessment to assist with the planning of future sessions to support inductees growth. The induction program is framed around the work of Charlotte Danielson's *Implementing the Framework for Teaching in Enhancing Professional Practice*.

During the first year of employment inductees are observed two times each semester by building administrators or the Assistant to the Superintendent for Curriculum, Instruction and Assessment. Information gathered in observations is used to shape upcoming workshops for inductees. Lesson plans are reviewed by administrators and feedback is provided to improve the inductees Planning and Preparation. Induction participants at PTSD are required to create an induction portfolio by the end of their third year of employment with the District. Current inductees have been incorporating instructional technology in the creation of digital portfolios to match their work to Danielson's Domains.

Provide a brief explanation for strategies not selected and your plan to address their incorporation.

Currently, written reports are not used to summarize activities. Instead, data is collected through surveys of activities and observations.

Mentor Characteristics

Checked answers

- Pool of possible mentors is comprised of teachers with outstanding work performance.
- Potential mentors have similar certifications and assignments.
- Potential mentors must model continuous learning and reflection.
- Potential mentors must have knowledge of LEA policies, procedures and resources.
- Potential mentors must have demonstrated ability to work effectively with students and other adults.
- Potential mentors must be willing to accept additional responsibility.
- 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).
- Mentors and inductees must have compatible schedules so that they can meet regularly.

Unchecked answers

None.

Provide brief explanation of your process for ensuring these selected characteristics.

At Peters Township, mentor teachers must be Instructional II teachers who have taught in the district for at least three years. They are assigned based upon the following criteria:

1. First, from the grade level/discipline in the building in which they are teaching.

2. Second, from the same building or split between one building and the same subject discipline outside of the building
3. In the rare occasion in which an Instructional II teacher is not available under the above two circumstances, the mentor teacher is chosen based upon master teacher qualities as determined by the building principal, or the superintendent or his/her designee.

The mentor teacher will also possess successful evaluations from the principal, recommendation and support of the supervisory staff and administration, and have the willingness to serve. The mentor will be paid on a stipend.

Mentors will be provided with monthly topics, coinciding with Building/District activities. For example, mentors will be expected to discuss Open House procedures with the new teacher during the month of September when Peters Township School District typically hosts the event. This checklist of topics will be referenced in the mentor's monthly induction reports which are submitted to the Assistant to the Superintendent for Curriculum, Instruction and Assessment..

The mentor teacher's role will include:

1. Establishing an effective professional rapport with the new teacher
2. Assisting the new teacher in identifying strategies to communicate with supervisors, parents, and community members.
3. Meeting with the teacher on a weekly basis
4. Providing written monthly documentation of support
5. Modeling engaging instructional practices and reflective practices
6. Participating in the Induction Program
7. Support the Inductee in the observation process
8. Demonstrating character qualities and providing ways in which *Character Education* can be integrated into the classroom
9. Support Inductee in learning about policies and procedures of the school district

Provide brief explanation for characteristics not selected and how you plan to address their incorporation.

All mentor strategies are currently incorporated.

Induction Program Timeline

Topics	Aug-Sep	Oct-Nov	Dec-Jan	Feb-Mar	Apr-May	Jun-Jul
Code of Professional Practice and Conduct for Educators					X	
Assessments	X					
Best Instructional Practices	X			X		
Safe and Supportive Schools	X					
Standards			X			
Curriculum	X					
Instruction	X			X		
Accommodations and Adaptations for diverse learners		X				
Data informed decision making	X					
Materials and Resources for Instruction			X			

If necessary, provide further explanation.

During the course of the two-year program, the New Teachers attend Induction meetings both after school and during the school day. The Year One teachers begin the first year of the program with a two-day orientation prior to the beginning of the school year. Topics for this orientation include, but are not limited to, those areas included in Charlotte Danielson's *Implementing the Framework for Teaching in Enhancing Professional Practice*:

1. Overview of the Induction Program based upon Charlotte Danielson's *Implementing the Framework for Teaching in Enhancing Professional Practice*
2. Self-reflection on teaching through monthly note-taking with the Mentor
3. Setting up the classroom for the first day of school
4. The Observation Process
5. The Level 1 to Level 2 Certification process
6. Character Education
7. A Community Field Trip
8. Visitation to the Community library to learn about available resources for both students and teachers
9. Technology Use
10. Curriculum/Instruction/Assessment
11. Professional Code of Conduct for Educators
12. Pedagogy

In addition, upon hiring, the Business Office, per School Board Policy #333.1 (Orientation), conducts an orientation with the new employee on District procedures, employee benefits,

and policies.

Topics covered in the second year fall under each of Danielson's four domains of Planning and Organization, Instruction, Classroom Environment, and Professionalism including, but not limited to:

1. Creating an environment of respect and rapport
2. Managing classroom procedures
3. Training in Crisis Response
4. Organizing physical space
5. Establishing a culture for learning
6. Demonstrating knowledge of content and pedagogy
7. Selecting instructional goals
8. Designing coherent instruction
9. Communicating with families
10. Maintaining accurate records
11. Managing student behavior
12. Engaging students in learning
13. Using questioning and discussion techniques
14. Demonstrating knowledge of students
15. Assessing student learning
16. Providing feedback to students
17. Growing and developing professionally
18. Showing professionalism

Segments on School Law, Lesson Design, Differentiation, Special Education, and Portfolio Construction complete the two-year program. Master teachers with various expertise, as well as administrators and other experts in the fields, act as presenters in the program.

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

Our induction program is evaluated regularly with a summative review occurring at the conclusion of each school year. A yearly survey is conducted using Survey Monkey or a

similar data-collection instrument. The survey assesses the degree to which the objectives were achieved.

1. Informal assessments include group discussions during induction meetings and information gathered in group notetaking documents.
2. Formative evaluations for Year One, Year Two, and Mentor Teachers include the monthly induction tracking, which includes the mentor's report on the new teacher's progress, Year One and Year Two teachers' question and answer segments about teaching, and feedback on the monthly induction topics.
3. A formal summative assessment is conducted at the end of each year's program. This assessment is completed on Survey Monkey, or other such software, and is given to the new teachers and mentors, to complete. Information from this survey is used to incorporate changes into the Induction program in order to meet new teachers' ever-changing needs.

Recording Process

Identify the recording process for inductee participation and program completion. (Check all that apply)*Checked answers*

- Mentor documents his/her inductee's involvement in the program.
- A designated administrator receives, evaluates and archives all mentor records.
- School/LEA maintains accurate records of program completion and provide a certificate or statement of completion to each inductee who has completed the program.
- LEA administrator receives, tallies, and archives all LEA mentor records.
- Completion is verified by the LEA Chief Executive Officer on the Application for Level 2 Certification.

Unchecked answers

None.

Assurances

Safe and Supportive Schools Assurances

The LEA has verified the following Assurances:

- Implementation of a comprehensive and integrated K-12 program of student services based on the needs of its students. (in compliance with [§ 12.41\(a\)](#))
- Free Education and Attendance (in compliance with [§ 12.1](#))
- School Rules (in compliance with [§ 12.3](#))
- Collection, maintenance and dissemination of student records (in compliance [§ 12.31\(a\)](#) and [§ 12.32](#))
- Discrimination (in compliance with [§ 12.4](#))
- Corporal Punishment (in compliance with [§ 12.5](#))
- Exclusion from School, Classes, Hearings (in compliance with [§ 12.6](#), [§ 12.7](#), [§ 12.8](#))
- Freedom of Expression (in compliance with [§ 12.9](#))
- Flag Salute and Pledge of Allegiance (in compliance with [§ 12.10](#))
- Hair and Dress (in compliance with [§ 12.11](#))
- Confidential Communications (in compliance with [§ 12.12](#))
- Searches (in compliance with [§ 12.14](#))
- Emergency Care and Administration of Medication and Treatment (in compliance with [35 P.S. § 780-101—780-144](#))
- 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\(d\)](#))
- Persons delivering student services shall be specifically licensed or certified as required by statute or regulation (in compliance with [§ 12.41\(e\)](#))
- Development and Implementation of Local Wellness Program (in compliance with [Public Law 108-265, Section 204](#))
- Early Intervention Services System Act (if applicable) ([11 P.S. § 875-101—875-503](#))

- Establishment and Implementation of Student Assistance Programs at all of levels of the school system (in compliance with [24 PS § 15-1547](#))
- Acceptable Use Policy for Technology Resources
- Providing career information and assessments so that students and parents or guardians might become aware of the world of work and career options available.

Needs Assessment

Record School Patterns

Question:

After reviewing school level accomplishments and systemic challenges, what patterns can you identify among your schools?

What other information do you still need to assess?

Answer:

This section is not required.

District Accomplishments

Accomplishment #1:

The District increased Advanced Placement (AP) Course offerings to 21 and increased student participation by 66 percent since 2013.

Accomplishment #2:

Using data and standards, curriculum is reviewed on a six year cycle.

Accomplishment #3:

The District's GUILD Induction program (Guidance, Understanding, and Information, through the Leadership, and Direction of a master teacher) is designed to provide systemic organizational effort to assist new teachers in adjusting effectively so they are able to contribute to the goals of the District.

Accomplishment #4:

The District's special education program ensures that students who are academically at risk are identified early and receive interventions based upon their individual needs.

Accomplishment #5:

Professional development is based on sound research and focuses on the identified needs of the employees. Another focus of professional development is using data from assessments and observations to support staff and increase achievement.

Accomplishment #6:

The District has developed a suite of K-12 student assistance protocols to address concussions, suicide prevention and student safety.

Accomplishment #7:

Educator effectiveness evaluation model focuses on providing teachers and staff with individual feedback regarding instructional strengths and areas of growth.

Accomplishment #8:

Administrator professional development is focused on developing principals as instructional leaders to increase teacher effectiveness.

Accomplishment #9:

The District engages in building transition activities and meetings to foster successful student promotion between schools from Pre-Kindergarten through High School.

Accomplishment #10:

Student growth data (PVAAS) continues to outperform the state.

District Concerns**Concern #1:**

The District will work to increase preparation for and access to college level course work.

Concern #2:

The District will increase the fidelity of intervention programs.

Concern #3:

The District will administer K-12 benchmark assessments.

Prioritized Systemic Challenges

Systemic Challenge #1 (*Guiding Question #2*) Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.

Aligned Concerns:

The District will work to increase preparation for and access to college level course work.

The District will increase the fidelity of intervention programs.

The District will administer K-12 benchmark assessments.

Systemic Challenge #2 (*Guiding Question #3*) Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.

Aligned Concerns:

The District will work to increase preparation for and access to college level course work.

The District will increase the fidelity of intervention programs.

The District will administer K-12 benchmark assessments.

District Level Plan

Action Plans

Goal #1: Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.

Related Challenges:

- Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.

Indicators of Effectiveness:

Type: Annual

Data Source: Observation data compiled from administrator observations at each school.

Specific Targets: An overall increase in the teachers utilizing differentiated instruction techniques, curriculum and best practices noted in classroom observations.

Type: Annual

Data Source: Curriculum review cycles

Specific Targets: All new and edited curriculum identifies opportunities for acceleration and remediation based on student need for each unit and lesson of study. All new and edited curriculum is appropriately mapped to standards.

Type: Annual

Data Source: DIBELS Data

Specific Targets: DIBELS Data and RtII placement will show growth not only in DIBELS but with movement between RtII groups.

Type: Interim

Data Source: Curriculum Based Assessments

Specific Targets: Student achievement on curriculum based assessments show improvement in growth and achievement.

Strategies:

Differentiated Instruction

Description:

Differentiated Instruction is one strategy that will be planned, implemented and monitored within our schools to ensure effective instructional practices across all schools for all students. The purpose of differentiated instruction is to bring evidenced based practices into the classroom, such as demonstrated by the Danielson Framework. Differentiated instruction is an appropriate strategy because it reaches all students at their instructional level.

SAS Alignment: Instruction, Materials & Resources

Charlotte Danielson Framework

Description:

The Framework for Teaching is a research-based set of components of instruction, aligned to the INTASC standards, and grounded in a constructivist view of learning and teaching. The complex activity of teaching is divided into 22 components (and 76 smaller elements) clustered into four domains of teaching responsibility. (Source: <http://www.danielsongroup.org/framework/>) Resource: <http://effectivestrategies.wiki.caiu.org/Curriculum+Framework>

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction

Curriculum Mapping

Description:

Empirical evidence of a positive statistical correlation of the use of curriculum mapping with student achievement is scarce. There was a 2001 study by the Indiana Center of Evaluation conducted for the Ohio DOE that

determined curriculum alignment (defined as curriculum mapping with subsequent change in instructional practice) was the “single greatest factor in achieving improved test scores.” The following link provides a list of resources supporting the positive contributions of curriculum mapping to educational processes:

<http://www.curriculummapping101.com/materials/curriculum-mapping-research> ; the following link provides an overview of curriculum mapping:

<http://webserver3.ascd.org/handbook/demo/mapping2.html>

Resource: <http://effectivestrategies.wiki.caiu.org/Curriculum+Framework>

SAS Alignment: Standards, Materials & Resources

Implementation Steps:

Classroom Observations

Description:

Principals will complete classroom observations using the Charlotte Danielson Framework. During observations, principals will focus on Domains 2 and 3. Specifically, principals will collect evidence and provide feedback on classroom assignments and differentiation.

Start Date: 8/29/2017 **End Date:** 6/30/2021

Program Area(s): Professional Education

Supported Strategies:

- Charlotte Danielson Framework

English Language Arts Curriculum Development

Description:

Increase in advanced scores on PSSA and Keystone Exams. Increase in SAT and ACT Mean Scores.

Start Date: 8/22/2017 **End Date:** 6/30/2021

Program Area(s): Professional Education

Supported Strategies:

- Differentiated Instruction
- Curriculum Mapping

Teaching Diverse Learners in an Inclusive Setting

Description:

The purpose of Project MAX is to increase the capacity of Peters Township School District to provide all students, including those with complex instructional needs, with maximum access to learning of the general education curriculum and the Pennsylvania Core Standards. The District's Project MAX team participated in the PDE Low Incidence Conference in Hershey, PA the summer of 2015. During the 2015-16 school year the District team met with staff from PaTTAN and IU #1 monthly for professional development. Project MAX includes the identification of an internal coach, who visits classrooms to observe and model for both teachers and paraprofessional. The Project MAX team includes a parent, who has spoken at the District PTA Meetings and In-Service Days for educational staff. The District provided paraprofessional development on inclusive practices for all K-3 teachers during June 2016 in-service days.

Starting in the 2016-17 school year, District will continue to implement The Project MAX Practice Profile Implementation Rubric as we scale up for our second year in the project. Within the Implementation Rubric the following areas are addressed: Leadership, Curriculum/Instruction and Assessment, Least Restrictive Environment, Individual Student Supports, Family and Community Involvement and Collaboration and Problem Solving.

Start Date: 7/1/2015 **End Date:** 6/30/2020

Program Area(s): Professional Education, Teacher Induction, Special Education, Student Services, Educational Technology

Supported Strategies:

- Differentiated Instruction

Science Curriculum Development

Description:

Starting with the 2016-17 school year, Science teachers will begin the research process for developing new curriculum. This process includes researching quality textbooks and resources that are aligned to effective Science instruction. In addition, professional development focused on curriculum unit design using the Understanding By Design Model will occur prior to writing the new curriculum over the Summer of 2017. After implementation of the curriculum occurs in the Summer of 2017-18, teachers will have an opportunity to make revisions and adjustments to the curriculum for full implementation in 2018-19. Partnerships with NMSI and Carnegie Science Center will support his effort.

Start Date: 8/22/2017 **End Date:** 6/30/2021

Program Area(s): Professional Education

Supported Strategies:

- Curriculum Mapping

Social Studies Curriculum Development

Description:

Social Studies teachers will focus on re-designing their curriculum to focus on critical thinking and writing in relation to analyzing primary sources and historical documents. The different types of writing and quality of writing will increase in Social Studies classrooms.

Start Date: 8/29/2017 **End Date:** 6/30/2021

Program Area(s): Professional Education

Supported Strategies:

- Curriculum Mapping

Language and Literacy Aquisition

Description:

The Peters Township School District has curriculum developed to ensure students have opportunities to develop language and literacy. Our curriculum is aligned to the PA Core standards and provides instruction to

develop students' skills in the areas of phonics, phonemic awareness, fluency, vocabulary, and comprehension. Additionally, assessments are administered to all students to ensure that literacy acquisition is occurring at appropriate rates. Intervention is provided for students who are in need of additional instruction for deficiencies in the area of literacy.

Start Date: 8/23/2017 **End Date:** 6/30/2021

Program Area(s): Professional Education, Student Services

Supported Strategies:

- Differentiated Instruction
- Curriculum Mapping

Goal #2: Increase preparation for and access to college-level coursework.

Related Challenges:

- Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.

Indicators of Effectiveness:

Type: Annual

Data Source: Pre-Advanced Placement and Advanced Placement course enrollment

Specific Targets: Increase in enrollment in College and Career preparation courses

Type: Annual

Data Source: Advanced Placement Exams

Specific Targets: Increase in the enrollment of Advanced Placement exams. Increase the students taking exams and achieving qualifying scores.

Strategies:*High Quality Professional Development for Teachers***Description:**

"Many of the professional-learning designs that show improvements in teaching and learning include some kind of regular collaboration among teachers in a school or across grade levels—sometimes with an instructional leader—to work on better strategies and practices for teaching." (Source: <https://cdn.americanprogress.org/wp-content/uploads/2013/07/DeMonteLearning4Teachers-1.pdf>) Jenny DeMonte July 2013. Resource: <http://effectivestrategies.wiki.caiu.org/Professional+Development>

SAS Alignment: Curriculum Framework, Instruction, Materials & Resources

Implementation Steps:*National Math and Science Initiative (NMSI)***Description:**

In August 2015, Peters Township School District established a partnership with the National Math and Science Initiative focused on improving preparedness for Advanced Placement (AP) Exams and College Readiness. Based on this partnership, AP and Pre-AP teachers will receive intense professional development focused on pedagogy and developing curriculum. In addition, students will receive additional support and incentives for taking AP Exams. As a result of this partnership, enrollment in AP and Pre-AP courses will increase. An increase in students taking AP Exams and achieving scores of 3 or higher will also occur..

Start Date: 8/3/2015 **End Date:** 6/30/2021

Program Area(s): Professional Education

Supported Strategies:

- High Quality Professional Development for Teachers

Goal #3: Administer common K-12 assessments.

Related Challenges:

- Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.

Indicators of Effectiveness:

Type: Annual

Data Source: Common Assessment Exams

Specific Targets: Common assessments are utilized to inform instruction and monitor student learning and growth.

Strategies:***Curriculum Based Assessments - Reading*****Description:**

K-6 staff members will use common benchmark assessments aligned to the PA Core standards. These assessments will be given in Fall, Winter and Spring. Additionally, staff members will administer the DIBELS assessment to all K-6 students to determine reading strengths and deficiencies.

SAS Alignment: Assessment

Curriculum Based Assessments - Math**Description:**

K-2 staff members will give common benchmark assessments aligned to the PA Core Standards. These assessments will be given to provide a cumulative review of every four topics in our math curriculum.

Grade 3-6 staff members will give common benchmark assessments aligned to the PA Core Standards. These assessments will be given three times per year in the fall, winter and spring.

SAS Alignment: Assessment

SAS: Assessments - Classroom Diagnostic Tools

Description:

CDTs are based on content assessed by the Keystone Exams and the Pennsylvania System of School Assessment (PSSA). Although not a predictor for PSSA and Keystone Exam performance, CDTs provide a snapshot on why and how students may still be struggling or exceeding grade and/or course Eligible Content. The CDT data, along with other data, informs instruction in a timely and efficient manner. (Sources:

<http://www.pdesas.org/Page?pageId=9>) Resource:

<http://effectivestrategies.wiki.caiu.org/Assessment>

SAS Alignment: Assessment

SAS: Assessment Builder

Description:

(Source:

<http://www.pdesas.org/module/Assessment/questions/search/>)

Resource: <http://effectivestrategies.wiki.caiu.org/Assessment>

SAS Alignment: Assessment

Guiding Instruction through Common Formative Assessments

Description:

Tch Teaching Channel (Source:

<https://www.teachingchannel.org/videos/guide-instruction-with-cfas>)

Resource: <http://effectivestrategies.wiki.caiu.org/Assessment>

SAS Alignment: Assessment

Implementation Steps:

DIBELS Assessment Training

Description:

Elementary teaching staff will receive training to ensure the DIBELS Assessment is implemented with fidelity. Teacher training will include activities to ensure calibration with the assessment.

Start Date: 8/22/2017 **End Date:** 6/30/2021

Program Area(s): Professional Education

Supported Strategies:

- Curriculum Based Assessments - Reading
- Curriculum Based Assessments - Math

Curriculum Based Assessments - On Hands Schools Training

Description:

Staff will be trained in using on-hand schools to analyze student grades, assessment data, and intervention. On Hands schools will be used to implement curriculum based assessments and to analyze student data.

Start Date: 8/22/2017 **End Date:** 6/30/2021

Program Area(s): Professional Education

Supported Strategies:

- Curriculum Based Assessments - Math
- SAS: Assessment Builder

Curriculum Based Assessments - Connect Ed Training

Description:

K-3 teachers will be trained on the McGraw Hill Connect Ed online resources. This training will include managing student assignments and assessments. The assessment feature allows staff members to analyze student data based on reading standards.

Start Date: 8/22/2017 **End Date:** 6/30/2021

Program Area(s): Professional Education

Supported Strategies:

- Curriculum Based Assessments - Reading

- SAS: Assessment Builder

Intervention Team Training

Description:

The Assistant to the Superintendent will establish a District-wide K-6 intervention team. This team will be comprised of a Special education facilitator and Reading Support/Title I staff member in each building. These meetings will occur bi-monthly to discuss intervention programs, student progress, and other logistical items that will support teachers in promoting student growth.

Once a month building principals will attend to monitor progress and provide input.

Start Date: 8/23/2017 **End Date:** 6/30/2021

Program Area(s): Professional Education, Special Education, Student Services

Supported Strategies:

- Curriculum Based Assessments - Reading
- Curriculum Based Assessments - Math
- Guiding Instruction through Common Formative Assessments

Intervention Training

Description:

Teachers and support staff will be trained on various intervention programs to develop the literacy needs of all students. These programs include Sonday, Just Words, Read Naturally, and Corrective Reading.

Start Date: 8/24/2017 **End Date:** 6/30/2021

Program Area(s): Professional Education

Supported Strategies:

- Curriculum Based Assessments - Reading
- Guiding Instruction through Common Formative Assessments

Utilizing Classroom Diagnostic Tools (CDTs) Data to Inform Instruction

Description:

Teachers in Keystone courses (English 10, Algebra, Biology) will utilize data from CDTs to inform instruction in their classroom. By using this data, students' scores on Keystone exams will increase.

Classroom Diagnostic Tools

Start Date: 8/22/2017 **End Date:** 6/30/2021

Program Area(s): Professional Education

Supported Strategies:

- SAS: Assessments - Classroom Diagnostic Tools

Goal #4: Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.

Indicators of Effectiveness:

Type: Annual

Data Source: Benchmark assessments

Specific Targets: Data teams meet and review benchmark assessments to make decisions to inform instruction and programming.

Strategies:

Kid Talk K-6

Description:

Regular education K-6 teachers will meet with the "Kid Talk" team to discuss students in their classroom. The "Kid Talk" team is comprised of the principal, counselor, special education teacher, reading support teacher and gifted education teacher.

SAS Alignment: Instruction, Materials & Resources

Data Meetings

Description:

Data meetings will occur with grade level/discipline specific teams of teachers at the culmination of every benchmark assessment. Data teams will discuss students in need of remediation and enrichment. The team will develop a plan for ensuring students receive the necessary intervention.

SAS Alignment: Assessment, Instruction

Intervention Team Meetings

Description:

Intervention teachers will meet bi-weekly to discuss student progress with intervention plans. Adjustments will be made based on student performance. Student progress will be communicated to staff and parents.

One time a month administrators will attend the Intervention meetings to provide input and monitor student progress.

SAS Alignment: Assessment, Instruction

Common Curriculum Based/Benchmark Assessments

Description:

These assessments include:

- Dibels K-6
- Common Reading Assessments Aligned to PA Core Standards
- Common Math Assessments Aligned to PA Core Standards

SAS Alignment: Standards, Assessment

Response to Instruction and Intervention (RtII)

Description:

The Pennsylvania Department of Education strongly endorses the RtII model as the assessment and instructional framework to organize and implement Pennsylvania's Standards Aligned System (SAS) to improve student achievement. RtII in PA is not viewed as a stand-alone strategy, product or program; rather it is a part of the state's comprehensive system of continuous school improvement and provides a structure for schools to arrange and implement standards aligned instruction, core strategies, and interventions in the building to meet the academic and relational support needs of all students. (Sources:

<http://effectivestrategies.wiki.caiu.org/file/view/RtIIAnIntro.pdf/528272716/RtIIAnIntro.pdf>) Resource:

<http://effectivestrategies.wiki.caiu.org/Safe+and+Supportive>

SAS Alignment: Safe and Supportive Schools, Instruction

Implementation Steps:***Kid Talk (K-6) - Training*****Description:**

Kid Talk teams will be established by building principals. These teams will be comprised of the principal, counselor, special education teacher, reading support teacher, and gifted education teacher. Student academic, social, and behavioral needs will be discussed on a monthly basis and documented. This documentation will include student needs/interventions and progress monitoring data. Teachers will be trained to monitor student performance and report student progress at Kid Talk meetings.

Start Date: 8/22/2017 **End Date:** 6/30/2021

Program Area(s): Professional Education, Special Education, Student Services, Gifted Education

Supported Strategies:

- Kid Talk K-6

Intervention Team Training**Description:**

The Assistant to the Superintendent will establish a District-wide K-6 intervention team. This team will be comprised of a Special education facilitator and Reading Support/Title I staff member in each building. These meetings will occur bi-monthly to discuss intervention programs, student progress, and other logistical items that will support teachers in promoting student growth.

Once a month building principals will attend to monitor progress and provide input.

Start Date: 8/23/2017 **End Date:** 6/30/2021

Program Area(s): Professional Education, Special Education, Student Services

Supported Strategies:

- Intervention Team Meetings

Data Meetings - Training

Description:

Principals will establish data team meetings to discuss benchmark assessment data. These teams will meet after benchmark assessment to discuss programmatic strengths and needs. Student growth will be monitored and intervention will be provided to those needing remediation and/or enrichment. Teachers will be trained to track classroom and individual student data. This data will be analyzed for student achievement and growth based on national benchmarks.

Start Date: 9/1/2017 **End Date:** 6/30/2021

Program Area(s): Professional Education

Supported Strategies:

- Data Meetings

Intervention Training

Description:

Teachers and support staff will be trained on various intervention programs to develop the literacy needs of all students. These programs include Soliday, Just Words, Read Naturally, and Corrective Reading.

Start Date: 8/24/2017 **End Date:** 6/30/2021

Program Area(s): Professional Education

Supported Strategies:

- Intervention Team Meetings

Appendix: Professional Development Implementation Step Details

LEA Goals Addressed: Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school. **Strategy #1: Differentiated Instruction**
Strategy #2: Curriculum Mapping

Start	End	Title	Description	Person Responsible	SH	S	EP	Provider	Type	App.
8/22/2017	6/30/2021	English Language Arts Curriculum Development	Increase in advanced scores on PSSA and Keystone Exams. Increase in SAT and ACT Mean Scores.	Assistant Superintendent, Assistant to the Superintendent	6.5	6	12	Institute for Learning	College or University	No

Knowledge Teachers will gain an understanding of the increased rigor of the PA Core Standards and their impact on classroom instruction and student assignments.

Supportive Research All professional development is aligned to research conducted by the University of Pittsburgh.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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.

For school and district administrators, and other educators seeking leadership roles:

Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.

Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Training Format		Series of Workshops	
Participant Roles	Classroom teachers Principals / Asst. Principals	Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles	Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA

LEA Goals Addressed: Establish a district system that fully ensures Strategy #1: Differentiated Instruction

the consistent implementation of effective instructional practices across all classrooms in each school.

Start	End	Title	Description					
7/1/2015	6/30/2020	Teaching Diverse Learners in an Inclusive Setting	<p>The purpose of Project MAX is to increase the capacity of Peters Township School District to provide all students, including those with complex instructional needs, with maximum access to learning of the general education curriculum and the Pennsylvania Core Standards. The District's Project MAX team participated in the PDE Low Incidence Conference in Hershey, PA the summer of 2015. During the 2015-16 school year the District team met with staff from PaTTAN and IU #1 monthly for professional development. Project MAX includes the identification of an internal coach, who visits classrooms to observe and model for both teachers and paraprofessional. The Project MAX team includes a parent, who has spoken at the District PTA Meetings and In-Service Days for educational staff. The District provided paraprofessional development on inclusive practices for all K-3 teachers during June 2016 in-service days.</p> <p>Starting in the 2016-17 school year, District will continue to implement The Project MAX Practice Profile Implementation Rubric as we scale up for our second year in the project. Within the Implementation Rubric the following areas are addressed: Leadership, Curriculum/Instruction and Assessment, Least Restrictive Environment, Individual Student Supports, Family and Community Involvement and Collaboration and Problem Solving.</p>				Type School Entity	App. Yes
Person Responsible Director of Pupil Services		SH 7.0	S 4	EP 12	Provider Project Max			

Educators will be able to plan and deliver effective instruction that meets the needs of diverse learners in our schools.

Knowledge

School leaders will have the competencies to implement policies, practices, and procedures that support the learning of all student, including students with complex needs.

Students with limited verbal communication are provided with consistent opportunities to increase or expand verbal output, in all instructional and social contexts across the day.

Families are valued members of the IEP Team and the school community, and contribute information that drives instruction and expectations.

Supportive Research

All students have access to a full range of learning experiences, curriculum content and environments.

A standard aligned curriculum guides, high quality, evidence based instruction for all students at their grade level, including those with complex instructional needs across all educational settings.

For all students to have access to and participate in rigorous instruction aligned to the general education curriculum.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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.

For school and district

Provides the knowledge and skills to think and plan strategically, ensuring that

administrators, and other educators seeking leadership roles:

assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.

Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Instructs the leader in managing resources for effective results.

Training Format	Series of Workshops Offsite Conferences		
Participant Roles	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir Paraprofessional Other educational specialists Parents	Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion	Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Classroom student assessment data Review of participant lesson plans Review of written reports summarizing instructional activity

Lesson modeling with mentoring
 Joint planning period activities
 Journaling and reflecting

LEA Goals Addressed: Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school. **Strategy #1: Curriculum Mapping**

Start	End	Title			Description	Type	App.
8/29/2017	6/30/2021	Social Studies Curriculum Development			Social Studies teachers will focus on re-designing their curriculum to focus on critical thinking and writing in relation to analyzing primary sources and historical documents. The different types of writing and quality of writing will increase in Social Studies classrooms.	Non-profit Organization	No
		Person Responsible Assistant Superintendent	SH 6.5	S 4	EP 12	Provider Heinz History Center, Seton Hill University	

Knowledge Teachers will identify best practices for analyzing historical documents and primary sources. In addition, they identify quality writing and how to evaluate it.

Supportive Research By partnering with the Heinz History Center, teachers will focus on writing in a content-specific approach.

Designed to Accomplish
 For classroom teachers, school counselors and education Enhances the educator’s content knowledge in the area of the educator’s

specialists: certification or assignment.
 Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

For school and district administrators, and other educators seeking leadership roles: Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.
 Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Series of Workshops

Training Format

Participant Roles	Classroom teachers Principals / Asst. Principals	Grade Levels	Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work, with administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p> <p>Peer-to-peer lesson discussion</p>	Evaluation Methods	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Classroom student assessment data</p> <p>Review of participant lesson plans</p>

Joint planning period activities

LEA Goals Addressed: Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school. **Strategy #1: Differentiated Instruction**
Strategy #2: Curriculum Mapping

Start	End	Title	Description					
8/23/2017	6/30/2021	Language and Literacy Aquisition	The Peters Township School District has curriculum developed to ensure students have opportunities to develop language and literacy. Our curriculum is aligned to the PA Core standards and provides instruction to develop students' skills in the areas of phonics, phonemic awareness, fluency, vocabulary, and comprehension. Additionally, assessments are administered to all students to ensure that literacy acquisition is occurring at appropriate rates. Intervention is provided for students who are in need of additional instruction for deficiencies in the area of literacy.					
		Person Responsible	SH	S	EP	Provider	Type	App.
		Assistant to the Superintendent	6.5	4	30	McGraw Hill	For Profit Company	No

Knowledge Staff members were trained on the implementation of McGraw Hill Reading Wonders. Wonders is a new reading curriculum that staff members will implement in grades K-3. Staff will gain knowledge on the instruction of phonics, phonemic awareness, vocabulary development, and comprehension.

Supportive Research Instructed strategies support the PA core standards and the five big ideas of reading.

Designed to Accomplish
For classroom teachers, school Enhances the educator’s content knowledge in the area of the educator’s

counselors and education specialists:

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.

For school and district administrators, and other educators seeking leadership roles:

Provides leaders with the ability to access and use appropriate data to inform decision-making.

Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Series of Workshops

Training Format

Participant Roles	Classroom teachers Principals / Asst. Principals Other educational specialists Related Service Personnel	Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Peer-to-peer lesson	Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA

discussion
 Joint planning period
 activities

Classroom student assessment data

LEA Goals Addressed: Increase preparation for and access to college-level coursework. Strategy #1: High Quality Professional Development for Teachers

Start	End	Title	Description
8/3/2015	6/30/2021	National Math and Science Initiative (NMSI)	In August 2015, Peters Township School District established a partnership with the National Math and Science Initiative focused on improving preparedness for Advanced Placement (AP) Exams and College Readiness. Based on this partnership, AP and Pre-AP teachers will receive intense professional development focused on pedagogy and developing curriculum. In addition, students will receive additional support and incentives for taking AP Exams. As a result of this partnership, enrollment in AP and Pre-AP courses will increase. An increase in students taking AP Exams and achieving scores of 3 or higher will also occur..
		Person Responsible Assistant Superintendent	SH 8.0 S 40 EP 32
			Provider National Math and Science Initiative (NMSI)
			Type Non-profit Organization
			App. No

Knowledge

Teachers will learn about increasing the rigor of assignments to improve College and Career Readiness. Teachers will learn how to vertically align curriculum to support Advanced Placement (college-level) coursework.

Supportive Research

All information is aligned to research and Best Practices established by the College Board.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

- 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.

For school and district administrators, and other educators seeking leadership roles:

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.
- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

Training Format

- Series of Workshops
- Department Focused Presentation
- Professional Learning Communities
- Offsite Conferences

Participant Roles	Classroom teachers Principals / Asst. Principals New Staff	Grade Levels	Middle (grades 6-8) High (grades 9-12)
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Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work, with administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p> <p>Peer-to-peer lesson discussion</p> <p>Lesson modeling with mentoring</p>	Evaluation Methods	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Standardized student assessment data other than the PSSA</p> <p>Classroom student assessment data</p> <p>Course Enrollment Data</p>
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LEA Goals Addressed: Administer common K-12 assessments. Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.

Strategy #1: Curriculum Based Assessments - Reading

Strategy #2: Guiding Instruction through Common Formative Assessments

Start	End	Title	Description				Type	App.
8/24/2017	6/30/2021	Intervention Training	Teachers and support staff will be trained on various intervention programs to develop the literacy needs of all students. These programs include Sunday, Just Words, Read Naturally, and Corrective Reading.					
	Person Responsible	SH	S	EP	Provider			
	Assistant to the Superintendent	6.5	7	18	Various Intervention Agencies	For Profit Company	No	

Knowledge Fidelity and implementation of implementing reading interventions.

Supportive Research Intervention programs are aligned to best practices for dyslexia and other struggling reader needs

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

- 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.

For school and district administrators, and other educators seeking leadership roles:

- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Training Format Series of Workshops

Participant Roles	Classroom teachers Principals / Asst. Principals Paraprofessional	Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8)
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Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with	Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and
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involvement of administrator and/or peers

Creating lessons to meet varied student learning styles

standards, classroom environment, instructional delivery and professionalism.

Student PSSA data
Classroom student assessment data

LEA Goals Addressed: **Administer common K-12 assessments. Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.**

Strategy #1: Intervention Team Meetings

Start	End	Title			Description			
8/24/2017	6/30/2021	Intervention Training			Teachers and support staff will be trained on various intervention programs to develop the literacy needs of all students. These programs include Sunday, Just Words, Read Naturally, and Corrective Reading.			
		Person Responsible	SH	S	EP	Provider	Type	App.
		Assistant to the Superintendent	6.5	7	18	Various Intervention Agencies	For Profit Company	No

Knowledge Fidelity and implementation of implementing reading interventions.

Supportive Research Intervention programs are aligned to best practices for dyslexia and other struggling reader needs

Designed to Accomplish
 For classroom teachers, school counselors and education specialists:
 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.

For school and district administrators, and other educators seeking leadership roles:

Provides leaders with the ability to access and use appropriate data to inform decision-making.

Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Series of Workshops

Training Format

Participant Roles

Classroom teachers
Principals / Asst. Principals
Paraprofessional

Grade Levels

Elementary - Primary (preK - grade 1)
Elementary - Intermediate (grades 2-5)
Middle (grades 6-8)

Follow-up Activities

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

Evaluation Methods

Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
Student PSSA data
Classroom student assessment data

District Level Affirmations

We affirm that this District Level Plan was developed in accordance, and will comply with the applicable provisions of 22 Pa. Code, Chapters 4, 12, 16, and 49. We also affirm that the contents are true and correct and that the plan was placed for public inspection in the school district/AVTS offices and in the nearest public library until the next regularly scheduled meeting of the board or for a minimum of 28 days whichever comes first.

We affirm that the responses in the Professional Education Core Foundations and the Professional Development Implementation Steps focus on the learning needs of each staff member to enable all staff members meet or exceed the Pennsylvania academic standards in each of the core subject areas.

No signature has been provided

Board President

No signature has been provided

Superintendent/Chief Executive Officer