

MUNCY SD

206 Sherman St

Comprehensive Plan | 2022 - 2025

MISSION STATEMENT

Mission Statement Educate, Empower, Collaborate, Inspire.

VISION STATEMENT

Vision Statement Muncy leads the way in inspiring youth through unparalleled academics, character building, tradition and innovation.

EDUCATIONAL VALUE STATEMENTS

STUDENTS

Shared Values We believe that: Individuals learn in different ways and at different rates. Positive role models are essential to an individual's attitude toward life. High expectations yield high results. The family is the foundation for the development of the child. A safe and secure environment is essential. Learning is a lifelong process influenced by life's experiences. Each individual has unlimited potential. Personal responsibility and accountability are essential for the well-being of society.

STAFF

Shared Values We believe that: A safe and secure environment is essential. Learning is a lifelong process influenced by life's experiences. A supportive partnership of family, school and community benefits all. Each individual has unlimited potential. Individuals learn in different ways and at different rates. Personal responsibility and accountability are essential for the well-being of society. The family is the foundation for the development of the child.

ADMINISTRATION

Shared Values We believe that: Learning is a lifelong process influenced by life's experiences. Each individual has unlimited potential. All individuals have equal inherent worth and dignity. Personal responsibility and accountability are essential for the well-being of society. Positive role models are essential to an individual's attitude toward life. High expectations yield high results. The family is the foundation for the development of the child. A supportive partnership of family, school and community benefits all. Education is the community's investment in society's future. A safe and secure environment is essential. Individuals learn in different ways and at different rates.

PARENTS

Shared Values We believe that: A supportive partnership of family, school and community benefits all. Learning is a lifelong process. Each student has unlimited potential. A safe and secure environment is essential. Personal responsibility and accountability are essential for the well-being of society.

COMMUNITY

Shared Values We believe that: A supportive partnership of family, school and community benefits all. Learning is a lifelong process. Personal responsibility and accountability are essential for the well-being of society. A safe and secure environment is essential.

OTHER (OPTIONAL)

STEERING COMMITTEE

Name	Position	Building/Group
April Farrell	Administrator	ES/Professional Education Special Education
Kimberly Hamilton	Administrator	District-level Administrator
Adam Fisher	Staff Member	Jr/Sr High School LS Teacher
Amanda Hogan	Parent	Muncy School District Community
Carla Auten	Community Member	Resident
Cathy Henry	Community Member	Resident
Chris Frey	Staff Member	District-level Specialist
Chris Geiger	Staff Member	Ward L. Myers Elementary School Teacher
Heather Diehl	Staff Member	Ward L. Myers Elementary School LS Teacher
Heather Zimmerman	Staff Member	Muncy Jr/Sr High School Teacher
Joelyn Neidig	Staff Member	Ward L. Myers Elementary School Tutor
Katherine Sick	Staff Member	Muncy Jr/Sr High School Teacher
Landa Frederick	Community Member	Resident

Name	Position	Building/Group
Madalyn Burrows	Staff Member	Muncy Jr/Sr High School LS Teacher
Katie McGuire	Parent	Muncy School District Community
Matt McCrone	Staff Member	Muncy Jr/Sr High School LS Teacher
Meg Hoffman	Staff Member	Ward L. Myers Elementary School Tutor
Mike Davis	Staff Member	Muncy Jr/Sr High School Teacher
Robin Curl	Staff Member	Ward L. Myers Elementary School Teacher
Sarah Woodward	Board Member	Muncy School District Board of Directors
Tim Welliver	Administrator	Muncy Jr/Sr High School Principal
Scott White	Staff Member	Muncy Jr/Sr High School Teacher
Shawn McCahan	Staff Member	Muncy Jr/Sr High School Teacher
Patrick Nork	Staff Member	Muncy Jr/Sr High School Teacher
Rae Pitchford	Staff Member	Ward L. Myers Elementary School Teacher
Steve Haddon	Administrator	Ward L. Myers Elementary School Principal
Kim Walker	Other	Community/Business Member
Nicolette Johnson	Student	Student Advisory Committee M-Club President

Name	Position	Building/Group
Brandi Hitesman	Student	Student Advisory Committee Art Club and SADD President
Bailey Hadzinikolov	Student	Student Advisory Committee Senior Class and NHS President
Loudon Boring	Student	Student Advisory Committee Lyco CTC rep
Abigail Groover	Student	Student Advisory Committee FBLA President
Hope Freeborn	Student	Student Advisory Committee 7th Grade rep
Xander Brown	Student	Student Advisory Committee Senior rep
Jacob Frederick	Student	Student Advisory Committee Sophomore Class President
Gabrielle Myers	Student	Student Advisory Committee Freshman rep
Alexa Rice	Student	Student Advisory Committee Junior rep
Alaina Brelsford	Student	Student Advisory Committee Junior Class President
Hanna Dgien	Staff Member	Student Advisory Committee Student Council President
Bryce Eckard	Student	Student Advisory Committee 8th Grade rep
Noah Confer	Student	Student Advisory Committee Sophomore rep

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
Plans will be developed for all subject area to address learning loss and gaps in instruction due to school closure during the pandemic.	Essential Practices 1: Focus on Continuous Improvement of Instruction
Schedules and curriculums may be examined to determine the types of supports to implement for all students.	Social emotional learning

ACTION PLAN AND STEPS

Evidence-based Strategy
Differentiated Instruction

Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
Learning Loss and Learning Gaps	Muncy School District will differentiate instruction and develop/maintain programs to address learning loss and learning deficiencies.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Tutoring	2022-08-31 -	Building-level	Research on best practices in tutoring, funding for salaries, curriculum

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
	2025-06-30	principals / DO Administrators	supplies, assessment data, building-level tutoring schedules and parent communication
Utilize Digital Learning Programs	2021-09-07 - 2026-06-07	DO administrator for C&I	Identify digital programs that support district curricular objectives and state standards / student data reports
Student diversity / Inclusive setting	2022-08-12 - 2026-08-07	Special Education Supervisor / DO administrator	Information from IDEA, state regulations, school policies, and building-level processes

Anticipated Outcome

Increased student achievement

Monitoring/Evaluation

Review of student assessment results to determine improvement / Increased student participation in tutoring opportunities

Evidence-based Strategy

Professional Learning Community

Measurable Goals

Goal Nickname**Measurable Goal Statement (Smart Goal)**

Learning Loss and Learning Gaps

Muncy School District will differentiate instruction and develop/maintain programs to address learning loss and learning deficiencies.

Mental Health

Muncy School District will provide social-emotional strategies for large groups, small groups, and individuals to maintain mental well-being.

Action Step**Anticipated Start/Completion****Lead Person/Position****Materials/Resources/Supports Needed**

Training to establish PLC facilitators

2022-08-12 - 2025-06-10

DO administrator for C&I

PLC books and resources

Anticipated Outcome

Teachers will identify and discuss instructional techniques and strategies that support learning loss and ways to increase student achievement.

Monitoring/Evaluation

Feedback from staff regarding quality of sessions and student academic growth data.

Evidence-based Strategy

Social and Emotional Learning

Measurable Goals

Goal Nickname**Measurable Goal Statement (Smart Goal)**

Mental Health

Muncy School District will provide social-emotional strategies for large groups, small groups, and individuals to maintain mental well-being.

Action Step**Anticipated Start/Completion****Lead Person/Position****Materials/Resources/Supports Needed**

School-wide identification of social/emotional at-risk population

2021-10-07 - 2025-12-25

Building-level administrators/counselors

Student photographs, student information system data reports, chart paper, large space for workshop activity

Provide strategies to identify and support students at-risk for suicide

2022-08-12 - 2026-06-08

Counselors

research pamphlets

Anticipated Outcome

As the action plan steps are repeated, more students will be recognized and school climate and culture improved.

Monitoring/Evaluation

Guidance counselors and school administrators will compare annual data to determine growth in the number of students identified by staff in which they build relationships.

Evidence-based Strategy

Keynote Speaker

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Learning Loss and Learning Gaps

Muncy School District will differentiate instruction and develop/maintain programs to address learning loss and learning deficiencies.

Mental Health

Muncy School District will provide social-emotional strategies for large groups, small groups, and individuals to maintain mental well-being.

Action Step

Anticipated Start/Completion

Lead Person/Position

Materials/Resources/Supports Needed

Educational and mental health experts share techniques

2022-08-12 -
2026-06-17

DO
administrator

Stakeholder feedback to identify specific need, reviews of national and state speakers

Anticipated Outcome

Experts in their field will motivate staff to increase student proficiency and improve school culture

Monitoring/Evaluation

Staff feedback

Evidence-based Strategy

Create a Positive Environment

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Learning Loss and Learning Gaps	Muncy School District will differentiate instruction and develop/maintain programs to address learning loss and learning deficiencies.
Mental Health	Muncy School District will provide social-emotional strategies for large groups, small groups, and individuals to maintain mental well-being.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Provide strategies for effective classroom management and positive environment	2022-08-13 - 2026-06-09	Building level principals	APL workshops, PLC groups, sharing sessions

Anticipated Outcome

Student sense of safety in the classroom and culture for learning

Monitoring/Evaluation

Walk-through and classroom observation data

Evidence-based Strategy

Direct Instruction

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Learning Loss and Learning Gaps	Muncy School District will differentiate instruction and develop/maintain programs to address learning loss and learning deficiencies.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Provide strategies for language and literacy acquisition	2022-08-12 - 2026-08-07	DO administrator	PDE proficiency expectations

Anticipated Outcome

Student academic growth and proficiency

Monitoring/Evaluation

Student assessment data to gauge individual improvement

Evidence-based Strategy

Curriculum Review

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Learning Loss and Learning Gaps	Muncy School District will differentiate instruction and develop/maintain programs to address learning loss and learning deficiencies.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Maintain alignment of curriculum maps to state standards and assessment requirements	2022-08-08 - 2026-06-09	DO administrator for C&I	State standards Local curriculum maps Textbooks and materials
Identify and align benchmarks across grade-levels	2023-08-11 - 2024-06-05	DO administrator for C&I	Student assessment data to determine skill deficiencies Local curriculum maps Local assessments

Anticipated Outcome

Increased student proficiency and growth Consistency of instruction

Monitoring/Evaluation

Review of student assessment reports Review of teacher lesson plans

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Muncy School District will differentiate instruction and develop/maintain programs to address learning loss and learning deficiencies. (Learning Loss and Learning Gaps)	Differentiated Instruction	Tutoring	08/31/2022 - 06/30/2025

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Muncy School District will differentiate instruction and develop/maintain programs to address learning loss and learning deficiencies. (Learning Loss and Learning Gaps)	Professional Learning Community	Training to establish PLC facilitators	08/12/2022 - 06/10/2025
Muncy School District will provide social-emotional strategies for large groups, small groups, and individuals to maintain mental well-being. (Mental Health)			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Muncy School District will provide social-emotional strategies for large groups, small groups, and individuals to maintain mental well-being. (Mental Health)	Social and Emotional Learning	School-wide identification of social/emotional at-risk population	10/07/2021 - 12/25/2025

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Muncy School District will differentiate instruction and develop/maintain programs to address learning loss and learning deficiencies. (Learning Loss and Learning Gaps)	Keynote Speaker	Educational and mental health experts share techniques	08/12/2022 - 06/17/2026
Muncy School District will provide social-emotional strategies for large groups, small groups, and individuals to maintain mental well-being. (Mental Health)			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Muncy School District will differentiate instruction and develop/maintain programs to address learning loss and learning deficiencies. (Learning Loss and Learning Gaps)	Create a Positive Environment	Provide strategies for effective classroom management and positive environment	08/13/2022 - 06/09/2026

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Muncy School District will differentiate instruction and develop/maintain programs to address learning loss and learning deficiencies. (Learning Loss and Learning Gaps)	Differentiated Instruction	Utilize Digital Learning Programs	09/07/2021 - 06/07/2026

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Muncy School District will differentiate instruction and develop/maintain programs to address learning loss and learning deficiencies. (Learning Loss and Learning Gaps)	Differentiated Instruction	Student diversity / Inclusive setting	08/12/2022 - 08/07/2026

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Muncy School District will provide social-emotional strategies for large groups, small groups, and individuals to maintain mental well-being. (Mental Health)	Social and Emotional Learning	Provide strategies to identify and support students at-risk for suicide	08/12/2022 - 06/08/2026

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Muncy School District will differentiate instruction and develop/maintain programs to address learning loss and learning deficiencies. (Learning Loss and Learning Gaps)	Direct Instruction	Provide strategies for language and literacy acquisition	08/12/2022 - 08/07/2026

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Muncy School District will differentiate instruction and develop/maintain programs to address learning loss and learning deficiencies. (Learning Loss and Learning Gaps)	Curriculum Review	Maintain alignment of curriculum maps to state standards and assessment requirements	08/08/2022 - 06/09/2026

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Muncy School District will differentiate instruction and develop/maintain programs to address learning loss and learning deficiencies. (Learning Loss and Learning Gaps)	Curriculum Review	Identify and align benchmarks across grade-levels	08/11/2023 - 06/05/2024

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Muncy School District will differentiate instruction and develop/maintain programs to address learning loss and learning deficiencies. (Learning Loss and Learning Gaps)	Differentiated Instruction	Tutoring	08/31/2022 - 06/30/2025

APPROVALS & SIGNATURES

Assurance of Quality and Accountability

As Chief School Administrator, I affirm that this LEA Level Plan was developed in accordance, and will comply with the applicable provisions of 22 Pa. Code, Chapters 4, 12, 14, 16 and 49. I also affirm that the governing board reviewed the LEA Level Plan, as indicated in the attached official Board minutes and the contents of the plan are true and correct. Finally, I affirm that the plan was placed for public inspection and comment in the LEA offices and in the nearest public library before the next regularly scheduled meeting of the board and for a minimum of 28 days prior to approval by the board or governing body and submission to the Department.

School Board Minutes or Affirmation Statement

Signature (Entered Electronically and must have access to web application).

Chief School Administrator

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

The activities for K-12 career readiness were engaging and completed by every K-12 student prior to the pandemic.

Our subgroups are performing at proficient levels.

Ability of staff to collaborate

Staff willing to work and attend training beyond the school day and work year

Due to COVID 19, the plan was accelerated and were able to proved a 1-1 device-student plan.

Staff members successfully collaborate to share instructional strtegies

Cooperation and collaboration between the teachers and administration helps develop plans for addressing deficiencies.

Muncy School District has increased the level of technology available to students in all grade levels. Teachers are able utilize remote learning strategies and use digital strategies to individualize learning.

Challenges

Maintaining the momentum previously established for participation in career readiness activities following COVID 19 is the greatest challenge due to wavering attendance of at-risk students.

Maintaining proficiency among subgroups following the pandemic will be a challenge.

COVID 19 has made in-person instruction unstable

Motivating students who are not achieving

Motivating at-risk students

Maintaining necessary finances to have digital devices and applications

COVID 19 Pandemic has created instructional gaps for students traditionally proficient in subject area skills. Finding ways to offset the loss of instructional time is a priority.

As with English Language Arts, addressing gaps due to the COVID 19 pandemic is a priority.

Strengths

Increasing the number of stakeholders participating in committees meetings and/or completing surveys may move the essential practices from operational to exemplary.

Observation and evaluation data indicate staff to be proficient and distinguished in all component areas of the Danielson framework.

Challenges

Developing programs to address learning loss and learning gaps due to COVID 19

None of the essential practices were deemed less than operational for Muncy School District.

Survey data from staff and community stakeholders indicated a need for providing social-emotional and mental health support for students.

SAC (Student Advisory Committee) members suggested that school holidays have no homework in order to ensure vacations are a true break from assignments and stress.

Most Notable Observations/Patterns

The primary challenges identified by stakeholders was addressing the instructional gaps and learning loss created by the COVID 19 pandemic and helping students to feel safe in the school environment. Healthy emotional and mental health is a building block for academic growth and achievement.

Challenges**Discussion Point****Priority for Planning**

COVID 19 Pandemic has created instructional gaps for students traditionally proficient in subject area skills. Finding ways to offset the loss of instructional time is a priority.

Finding time to support students who are proficient but who have skill gaps due to closure is difficult because they are also involved in extracurricular activities.

Survey data from staff and community stakeholders indicated a need for providing social-emotional and mental health support for students.

Support may be delivered individually or in large group settings. Professional staff and counselors with specific certifications can be used as appropriate.

ADDENDUM B: ACTION PLAN

Action Plan: Differentiated Instruction

Action Steps	Anticipated Start/Completion Date
Tutoring	08/31/2022 - 06/30/2025

Monitoring/Evaluation	Anticipated Output
Review of student assessment results to determine improvement / Increased student participation in tutoring opportunities	Increased student achievement

Material/Resources/Supports Needed	PD Step	Comm Step
Research on best practices in tutoring, funding for salaries, curriculum supplies, assessment data, building-level tutoring schedules and parent communication	yes	yes

Action Steps**Anticipated Start/Completion Date**

Utilize Digital Learning Programs

09/07/2021 - 06/07/2026

Monitoring/Evaluation**Anticipated Output**

Review of student assessment results to determine improvement / Increased student participation in tutoring opportunities

Increased student achievement

Material/Resources/Supports Needed**PD Step****Comm Step**

Identify digital programs that support district curricular objectives and state standards / student data reports

yes

no



Action Steps**Anticipated Start/Completion Date**

Student diversity / Inclusive setting

08/12/2022 - 08/07/2026

Monitoring/Evaluation**Anticipated Output**

Review of student assessment results to determine improvement / Increased student participation in tutoring opportunities

Increased student achievement

Material/Resources/Supports Needed**PD Step****Comm Step**

Information from IDEA, state regulations, school policies, and building-level processes

yes

no



Action Plan: Professional Learning Community

Action Steps	Anticipated Start/Completion Date
Training to establish PLC facilitators	08/12/2022 - 06/10/2025

Monitoring/Evaluation	Anticipated Output
Feedback from staff regarding quality of sessions and student academic growth data.	Teachers will identify and discuss instructional techniques and strategies that support learning loss and ways to increase student achievement.

Material/Resources/Supports Needed	PD Step	Comm Step
PLC books and resources	yes	no

Action Plan: Social and Emotional Learning

Action Steps**Anticipated Start/Completion Date**

School-wide identification of social/emotional at-risk population

10/07/2021 - 12/25/2025

Monitoring/Evaluation**Anticipated Output**

Guidance counselors and school administrators will compare annual data to determine growth in the number of students identified by staff in which they build relationships.

As the action plan steps are repeated, more students will be recognized and school climate and culture improved.

Material/Resources/Supports Needed**PD Step****Comm Step**

Student photographs, student information system data reports, chart paper, large space for workshop activity

yes

no



Action Steps**Anticipated Start/Completion Date**

Provide strategies to identify and support students at-risk for suicide

08/12/2022 - 06/08/2026

Monitoring/Evaluation**Anticipated Output**

Guidance counselors and school administrators will compare annual data to determine growth in the number of students identified by staff in which they build relationships.

As the action plan steps are repeated, more students will be recognized and school climate and culture improved.

Material/Resources/Supports Needed**PD Step****Comm Step**

research pamphlets

yes

no



Action Plan: Keynote Speaker

Action Steps	Anticipated Start/Completion Date
Educational and mental health experts share techniques	08/12/2022 - 06/17/2026

Monitoring/Evaluation	Anticipated Output
Staff feedback	Experts in their field will motivate staff to increase student proficiency and improve school culture

Material/Resources/Supports Needed	PD Step	Comm Step
Stakeholder feedback to identify specific need, reviews of national and state speakers	yes	no

Action Plan: Create a Positive Environment

Action Steps

Anticipated Start/Completion Date

Provide strategies for effective classroom management and positive environment

08/13/2022 - 06/09/2026

Monitoring/Evaluation

Anticipated Output

Walk-through and classroom observation data

Student sense of safety in the classroom and culture for learning

Material/Resources/Supports Needed

PD Step

Comm Step

APL workshops, PLC groups, sharing sessions

yes

no

Action Plan: Direct Instruction

Action Steps	Anticipated Start/Completion Date
Provide strategies for language and literacy acquisition	08/12/2022 - 08/07/2026

Monitoring/Evaluation	Anticipated Output
Student assessment data to gauge individual improvement	Student academic growth and proficiency

Material/Resources/Supports Needed	PD Step	Comm Step
PDE proficiency expectations	yes	no

Action Plan: Curriculum Review

Action Steps**Anticipated Start/Completion Date**

Maintain alignment of curriculum maps to state standards and assessment requirements

08/08/2022 - 06/09/2026

Monitoring/Evaluation**Anticipated Output**

Review of student assessment reports
Review of teacher lesson plans

Increased student proficiency and growth
Consistency of instruction

Material/Resources/Supports Needed**PD Step****Comm Step**

State standards
Local curriculum maps
Textbooks and materials

yes

no



Action Steps**Anticipated Start/Completion Date**

Identify and align benchmarks across grade-levels

08/11/2023 - 06/05/2024

Monitoring/Evaluation**Anticipated Output**Review of student assessment reports
Review of teacher lesson plansIncreased student proficiency and growth
Consistency of instruction**Material/Resources/Supports Needed****PD Step****Comm Step**Student assessment data to determine skill deficiencies
Local curriculum maps
Local assessments

yes

no



ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Muncy School District will differentiate instruction and develop/maintain programs to address learning loss and learning deficiencies. (Learning Loss and Learning Gaps)	Differentiated Instruction	Tutoring	08/31/2022 - 06/30/2025
Muncy School District will differentiate instruction and develop/maintain programs to address learning loss and learning deficiencies. (Learning Loss and Learning Gaps)	Professional Learning Community	Training to establish PLC facilitators	08/12/2022
Muncy School District will provide social-emotional strategies for large groups, small groups, and individuals to maintain mental well-being. (Mental Health)			- 06/10/2025
Muncy School District will provide social-emotional strategies for large groups, small groups, and individuals to maintain mental well-being. (Mental Health)	Social and Emotional Learning	School-wide identification of social/emotional at-risk population	10/07/2021 - 12/25/2025
Muncy School District will differentiate instruction and develop/maintain programs to address learning loss and learning deficiencies. (Learning Loss and Learning Gaps)	Keynote Speaker	Educational and mental health experts share techniques	08/12/2022
Muncy School District will provide social-emotional strategies for large groups, small groups, and individuals to maintain mental well-being. (Mental Health)			- 06/17/2026
Muncy School District will differentiate instruction and develop/maintain programs to	Create a	Provide strategies	08/13/2022

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>address learning loss and learning deficiencies. (Learning Loss and Learning Gaps)</p> <p>Muncy School District will provide social-emotional strategies for large groups, small groups, and individuals to maintain mental well-being. (Mental Health)</p>	Positive Environment	for effective classroom management and positive environment	- 06/09/2026
<p>Muncy School District will differentiate instruction and develop/maintain programs to address learning loss and learning deficiencies. (Learning Loss and Learning Gaps)</p>	Differentiated Instruction	Utilize Digital Learning Programs	09/07/2021 - 06/07/2026
<p>Muncy School District will differentiate instruction and develop/maintain programs to address learning loss and learning deficiencies. (Learning Loss and Learning Gaps)</p>	Differentiated Instruction	Student diversity / Inclusive setting	08/12/2022 - 08/07/2026
<p>Muncy School District will provide social-emotional strategies for large groups, small groups, and individuals to maintain mental well-being. (Mental Health)</p>	Social and Emotional Learning	Provide strategies to identify and support students at-risk for suicide	08/12/2022 - 06/08/2026
<p>Muncy School District will differentiate instruction and develop/maintain programs to address learning loss and learning deficiencies. (Learning Loss and Learning Gaps)</p>	Direct Instruction	Provide strategies for language and literacy acquisition	08/12/2022 - 08/07/2026
<p>Muncy School District will differentiate instruction and develop/maintain programs to address learning loss and learning deficiencies. (Learning Loss and Learning Gaps)</p>	Curriculum Review	Maintain alignment of curriculum maps	08/08/2022 - 06/09/2026

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		to state standards and assessment requirements	
Muncy School District will differentiate instruction and develop/maintain programs to address learning loss and learning deficiencies. (Learning Loss and Learning Gaps)	Curriculum Review	Identify and align benchmarks across grade-levels	08/11/2023 - 06/05/2024

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Implementing Effective Tutoring	K-12 educators	Tutoring formats Effective strategies

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Increased student proficiency for students identified with a learning loss or gap	12/26/2021 - 06/09/2026	DO administrator for C&I

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

4c: Communicating with Families

4a: Reflecting on Teaching

3c: Engaging Students in Learning

1a: Demonstrating Knowledge of Content and Pedagogy

1b: Demonstrating Knowledge of Students

Professional Development Step

Audience

Topics of Prof. Dev

Keynote Speaker

K-12 educators

Suggestion if available: Scarlet Lewis / Jesse Lewis Choose Love Movement Healthy classroom environments Effective instructional strategies Classroom management strategies

Evidence of Learning

Anticipated Timeframe

Lead Person/Position

Techniques observed during classroom lessons

08/07/2023 - 08/07/2023

DO administrator

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

1e: Designing Coherent Instruction

3c: Engaging Students in Learning

3b: Using Questioning and Discussion Techniques

1a: Demonstrating Knowledge of Content and Pedagogy

Professional Development Step

Audience

Topics of Prof. Dev

Literacy for All

K-12 educators

Language and literacy acquisition Strategies for closing achievement gaps English learner strategies

Evidence of Learning

Anticipated Timeframe

Lead Person/Position

Techniques observed during classroom observations
Achievement gaps of students lessened

08/12/2022 - 08/08/2025

DO administrator

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

- 4e: Growing and Developing Professionally
- 1d: Demonstrating Knowledge of Resources
- 3a: Communicating with Students
- 1c: Setting Instructional Outcomes
- 3e: Demonstrating Flexibility and Responsiveness
- 4c: Communicating with Families
- 1b: Demonstrating Knowledge of Students
- 1a: Demonstrating Knowledge of Content and Pedagogy
- 4a: Reflecting on Teaching

Language and Literacy Acquisition for All Students

Professional Development Step

Audience

Topics of Prof. Dev

Teaching in an Inclusive Setting

K-12 educators

Inclusive settings Instructional Goals Diverse learners
definition and identification Communicating with parents
Engaging students

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Assessment data of diverse students will indicate academic proficiency and growth Staff feedback during district Child Study and MAP meetings	08/07/2022 - 08/07/2025	Special education supervisor / District office administrator

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1e: Designing Coherent Instruction	
4a: Reflecting on Teaching	
1d: Demonstrating Knowledge of Resources	
3e: Demonstrating Flexibility and Responsiveness	
1b: Demonstrating Knowledge of Students	
3d: Using Assessment in Instruction	
1a: Demonstrating Knowledge of Content and Pedagogy	
3c: Engaging Students in Learning	
4e: Growing and Developing Professionally	



Professional Development Step	Audience	Topics of Prof. Dev
Keynote Speaker	K-12 educators	Trauma

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Staff feedback	08/07/2022 - 08/07/2024	DO administrator

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
3e: Demonstrating Flexibility and Responsiveness	
2b: Establishing a Culture for Learning	
4c: Communicating with Families	
1b: Demonstrating Knowledge of Students	

Professional Development Step	Audience	Topics of Prof. Dev
Digital Learning Program Comparison	K-12 educators	Digital program goals Program strengths/weaknesses Connection to state and local curriculum Effectiveness / Reducing learning gaps

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Student academic growth	08/12/2022 - 06/07/2023	DO administrator for C&I

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
3d: Using Assessment in Instruction 1d: Demonstrating Knowledge of Resources 3c: Engaging Students in Learning 4e: Growing and Developing Professionally 4a: Reflecting on Teaching 1b: Demonstrating Knowledge of Students 4d: Participating in a Professional Community	

Professional Development Step	Audience	Topics of Prof. Dev
PLC: Edcamp	Act 48 Committee	Professional Learning Communities Continuous learning Facilitation

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Participation and feedback of staff	08/07/2022 - 06/08/2023	DO administrator for C&I

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

- 4a: Reflecting on Teaching
- 1a: Demonstrating Knowledge of Content and Pedagogy
- 4d: Participating in a Professional Community
- 1b: Demonstrating Knowledge of Students
- 4e: Growing and Developing Professionally
- 2b: Establishing a Culture for Learning

Professional Development Step	Audience	Topics of Prof. Dev
Keynote Speaker: Effective Instructional Strategies	K-12 educators	Dealing with trauma

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Feedback of staff Use of strategies during classroom observation	08/11/2023 - 06/04/2024	DO administrator

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

1e: Designing Coherent Instruction

Trauma Informed Training (Act 18)

2e: Organizing Physical Space

2a: Creating and Environment of Respect and Rapport

3c: Engaging Students in Learning

1b: Demonstrating Knowledge of Students

2b: Establishing a Culture for Learning

1c: Setting Instructional Outcomes

3b: Using Questioning and Discussion Techniques

Professional Development Step

Audience

Topics of Prof. Dev

QPR

K-12 educators

Strategies for recognizing students at-risk for suicide

Evidence of Learning

Anticipated Timeframe

Lead Person/Position

Staff feedback

10/07/2022 - 10/07/2025

Counselors / Trauma Counselor

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

2a: Creating and Environment of Respect and Rapport

Trauma Informed Training (Act 18)

3a: Communicating with Students

1b: Demonstrating Knowledge of Students

3e: Demonstrating Flexibility and Responsiveness

1d: Demonstrating Knowledge of Resources

4c: Communicating with Families

Professional Development Step

Audience

Topics of Prof. Dev

APL

K-12 educators

Classroom management Classroom routines Time management

Evidence of Learning

Anticipated Timeframe

Lead Person/Position

Feedback from staff Observations by district administrators during walk-throughs of classroom climate and behavior strategies used

12/16/2022 - 06/07/2027

Building-level and district office administrators

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

- 3c: Engaging Students in Learning
- 2b: Establishing a Culture for Learning
- 2e: Organizing Physical Space
- 2a: Creating and Environment of Respect and Rapport
- 2d: Managing Student Behavior
- 2c: Managing Classroom Procedures

Professional Development Step

Audience

Topics of Prof. Dev

Curriculum Collaboration

K-12 professional staff

Student skill deficiencies Scope and sequence of topics/skills

Evidence of Learning

Anticipated Timeframe

Lead Person/Position

Revised curriculum maps Adjustments to lesson planning

08/12/2022 - 06/08/2027

DO administrator for C&I

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

- 1d: Demonstrating Knowledge of Resources
- 4e: Growing and Developing Professionally
- 1a: Demonstrating Knowledge of Content and Pedagogy
- 4a: Reflecting on Teaching
- 1b: Demonstrating Knowledge of Students
- 3d: Using Assessment in Instruction
- 1c: Setting Instructional Outcomes
- 4d: Participating in a Professional Community

Professional Development Step

Audience

Topics of Prof. Dev

Bullying Awareness

K-12 educators

Definition of bullying Bullying behaviors Educator response

Evidence of Learning

Anticipated Timeframe

Lead Person/Position

On-line quiz

08/20/2022 - 06/30/2025

DO administrator

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

1b: Demonstrating Knowledge of Students

3e: Demonstrating Flexibility and Responsiveness

Professional Development Step

Audience

Topics of Prof. Dev

Trauma Informed Approaches

K-12 educators

Recognizing student behavior that indicates a threat to the safety of others Approaches to working with students Resources Safe2Say Something

Evidence of Learning

Anticipated Timeframe

Lead Person/Position

Feedback of staff

08/20/2022 - 08/20/2026

DO administrator/counselors

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

4c: Communicating with Families

Trauma Informed Training (Act 18)

1b: Demonstrating Knowledge of Students

3e: Demonstrating Flexibility and Responsiveness

Professional Development Step	Audience	Topics of Prof. Dev
Suicide Awareness and Prevention	K-12 educators	Signs of at-risk students Responding to crisis situations Referring to professionals for intervention

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
On-line quiz	08/20/2022 - 08/20/2026	DO administrator

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1b: Demonstrating Knowledge of Students	
3e: Demonstrating Flexibility and Responsiveness	
4c: Communicating with Families	

Professional Development Step	Audience	Topics of Prof. Dev
Mandated Reporting	K-12 educators	Different type of child abuse Requirements for reporting

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
On-line quiz	08/20/2022 - 08/20/2026	DO administrator

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
3e: Demonstrating Flexibility and Responsiveness	
1b: Demonstrating Knowledge of Students	

Professional Development Step	Audience	Topics of Prof. Dev
Harassment Prevention	K-12 educators	Definition of harassment Sexual harassment Recognizing harassment Responding and reporting

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
On-line quiz	08/20/2022 - 08/20/2026	DO administrator

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1b: Demonstrating Knowledge of Students	
3e: Demonstrating Flexibility and Responsiveness	

ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Muncy School District will differentiate instruction and develop/maintain programs to address learning loss and learning deficiencies. (Learning Loss and Learning Gaps)	Differentiated Instruction	Tutoring	2022-08-31 - 2025-06-30

COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
After-school Tutoring	Parents	Identification Process Dates Times Student expectations
Anticipated Timeframe	Frequency	Delivery Method
08/13/2022 - 06/09/2026	Quarterly	Letter Posting on district website Email
Lead Person/Position		
Building Principals / DO administrators		

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
1. Verbal announcement during public board meetings 2. Plan on display at public library 3. Goals communicated in district mass emails 4. Updates and information about plan activities and progress at Board meetings 5. Updates and information about plan activities and progress to parents 6. Updates and information about plan activities and progress to staff	1. Announcement of new plan completion and its goals to Board 2. Plan contents and goals for community review 2. Progress of goals 3. Status of action plans	Verbal announcements Parent and community emails Parent letters Staff emails Staff meetings	School Board Members Community Local business Professional Staff All district employees	Plan Completion - February 2022 Goal updates - August 2022 Action plan status - August and January of each school year



MUNCY SD

206 Sherman St

Academic Standards and Assessment Requirements (Chapter 4) | 2022 - 2025

ACADEMIC STANDARDS AND ASSESSMENT REQUIREMENTS (CHAPTER 4)

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

ACADEMIC STANDARDS AND PLANNING

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

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

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

Chapter 4
Curriculum and Instruction Requirements

Written Curriculum Framework

Taught within the Grade Span

Reading and Writing for Science and Technical Subjects

3-5, 6-8, 9-12

3-5, 6-8, 9-12

Reading and Writing for History and Social Studies

3-5, 6-8, 9-12

3-5, 6-8, 9-12

Career Education and Work

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

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

ASSURANCES: STANDARDS ALIGNMENT

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

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

-
1. Describe your LEA's process for reviewing alignment to the PA Academic Standards and evaluating and updating the written curriculum. The curriculum mapping process has been in place in Muncy School District for many years. The mapping results have been maintained by having teams of teachers representing the intermediated grade levels meet to compare their lesson plan objectives and material used to the state standards. Gaps and repetitions that have surfaced since the last meeting are identified and instructional goals and objectives adjusted to ensure all students are presented with a complete and comprehensive plan of study for each course. Every three years a course of study is reviewed for accuracy alignment and to incorporate changes to Chapter 4 regulations, early literacy standards, state standards, and Pennsylvania Common Core. Although the district's curriculum review cycle outlines courses to be reviewed on a three year cycle, language arts, mathematics, science, and writing have been reviewed annually to address the state's additions and changes in state

assessments and standards. It has been a goal of the Muncy School District to incorporate all standards into the courses of study offered to all students. As Chapter 4 changes are made and as assessment anchors and standards are added, the staff meets as soon as possible to begin integrating them into instruction. For this reason, there are no standard areas needing improvement or that are non-existent.

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

The curriculum mapping process has been in place in Muncy School District for many years. The mapping results have been maintained by having teams of teachers representing the high school grade levels meet to compare their lesson plan objectives and material used to the state standards. Gaps and repetitions that have surfaced since the last meeting are identified and instructional goals and objectives adjusted to ensure all students are presented with a complete and comprehensive plan of study for each course. Every three years a course of study is reviewed for accuracy alignment and to incorporate changes to Chapter 4 regulations, early literacy standards, state standards, and Pennsylvania Common Core. Although the district's curriculum review cycle outlines courses to be reviewed on a three year cycle, language arts, mathematics, science, and writing have been reviewed annually to address the state's additions and changes in state assessments and standards. As stated above, a curriculum mapping process is in place in the district. As a result of the process for mapping and for reviewing curricular areas on a 3-year cycle, the chance of having standards not addressed or in need of overall improvement, are reduced. However, in the event it was to occur, the standards in need of attention would be identified in the natural planning cycle.

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

The written curriculums are stored using Microsoft Office 365 documents and cloud services. Appropriate subject-area and grade-level staff have viewing and editing privileges to make changes through the curriculum review process. Materials listed in the curriculums are purchased or adopted as per the textbook and curriculum review cycle.

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

No

ASSURANCES: CURRICULUM AND INSTRUCTION

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

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

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

Every three years a course of study is reviewed for accuracy alignment and to incorporate changes to Chapter 4 regulations, early literacy standards, state standards, and Pennsylvania Common Core. Although the district's curriculum review cycle outlines courses to be reviewed on a three year cycle, language arts, mathematics, science, and writing have been reviewed annually to address the state's additions and changes in state assessments and standards.

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

The curriculum mapping process has been in place in Muncy School District for many years. The mapping results have been maintained by having teams of teachers representing the middle school grade levels meet to compare their lesson plan objectives and material used to the state standards. Gaps and repetitions that have surfaced since the last meeting are identified and instructional goals and objectives adjusted to ensure all students are presented with a complete and comprehensive plan of study for each course. Every three years a course of study is reviewed for accuracy alignment and to incorporate changes to Chapter 4 regulations, early literacy standards, state standards, and Pennsylvania Common Core. Although the district's curriculum review cycle outlines courses to be reviewed on a three year cycle, language arts, mathematics, science, and writing have been reviewed annually to address the state's additions and changes in state assessments and standards. Also, due to COVID 19 school closures, every curricular area has reviewed their maps in order to identify instructional loss and made adjustments to ensure key benchmark skills are addressed. It has been a goal of the Muncy School District to incorporate all standards into the courses of study offered to all students. As Chapter 4 changes are made and as assessment anchors and standards are added, the staff meets as soon as possible to begin integrating them into instruction. For this reason, there are no standard areas needing improvement or that are non-existent. The curriculum mapping process has been in place in Muncy School District for many years. The mapping results have been maintained by having teams of teachers representing the high school grade levels meet to compare their lesson plan objectives and material used to the state standards. Gaps and repetitions that have surfaced since the last meeting are identified and instructional goals and objectives adjusted to ensure all students are presented with a complete and comprehensive plan of study for each course. Every three years a course of study is reviewed for accuracy alignment and to incorporate changes to Chapter 4 regulations, early literacy standards, state standards, and Pennsylvania Common Core. Although the district's curriculum review cycle outlines courses to be reviewed on a three year cycle, language arts, mathematics, science, and writing have been reviewed annually to address the state's additions and changes in state assessments and standards. As stated above, a curriculum mapping process is in place in the district. As a result of the process for mapping and for reviewing curricular areas on a 3-year cycle, the chance of having standards not

addressed or in need of overall improvement, are reduced. However, in the event it was to occur, the standards in need of attention would be identified in the natural planning cycle.

ASSURANCES: CURRICULUM AND INSTRUCTION (CONTINUED)

Act 13 states that all professional employees must be evaluated once a year and temporary professional employees must be evaluated twice a year.
Act 13 classifies educators as Classroom Professionals, Non-Teaching Principals, and Principals.

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

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

1. What percentage of the educators, who will be evaluated under Act 13, fall into each of the following categories?

a. Data Available Classroom Teachers

89.9

b. Non-Data Available Classroom Teachers

0

c. Non-Teaching Professionals

5.6

d. Principals

4.5

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

Elementary School

Middle School

High School

	Elementary School	Middle School	High School
Domain 1: Planning and Preparation	1b: Demonstrating Knowledge of Students	Does Not Apply	1d: Demonstrating Knowledge of Resources
Domain 2: The Classroom Environment	2a: Creating and Environment of Respect and Rapport	Does Not Apply	2c: Managing Classroom Procedures
Domain 3: Instruction	3e: Demonstrating Flexibility and Responsiveness	Does Not Apply	3a: Communicating with Students
Domain 4: Professional Responsibilities	4c: Communicating with Families	Does Not Apply	4e: Growing and Developing Professionally

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

The district will use peer collaboration to share the strategies that were successful with other staff in order to increase each teacher's toolbox.

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

	Elementary School	Middle School	High School
Domain 1: Planning and Preparation	1c: Setting Instructional Outcomes	Does Not Apply	1f: Designing Student Assessments
Domain 2: The Classroom Environment	2d: Managing Student Behavior	Does Not Apply	2d: Managing Student Behavior

	Elementary School	Middle School	High School
Domain 3: Instruction	3d: Using Assessment in Instruction	Does Not Apply	3d: Using Assessment in Instruction
Domain 4: Professional Responsibilities	4b: Maintaining Accurate Records	Does Not Apply	4b: Maintaining Accurate Records

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

Due to the pandemic, using instruction in instruction has become a priority. Administrators and teachers are using multiple types of assessments to identify the programs and strategies needed to address learning loss. Managing student behavior is not necessarily a concern, but in order to raise the number of distinguished ratings, students need to become more involved in maintaining the standard.

6. In planning for the implementation of Act 13, what information would be used to determine the LEA Selected Measures/Principal Performance Goals? How will those goals be determined?

Goals Set	Comments/Considerations
Provided at the district level	Proficiency goals for state and national tests and learning loss
Provided at the building level	Subject-level achievement goals based on the analysis of state, national, and local measures
Provided at the grade level	Differentiated goals for students and small groups to address learning loss and demonstrate proficiency on national, state and local measures
Provided within the content area	Content area staff analyze data to determine individual and group achievement and growth and implement acceleration

Goals Set	Comments/Considerations
	strategies
Individual teacher choice	Discussion with administrators to identify growth areas
Other (state what other is)	N/A

7. What student performance evidence or artifacts will be used to measure the progress and effectiveness of meeting the goals set by teachers?

Evidence	Grades/Content Area	Comments
Locally Developed School District Rubric	K-12	Developed by grade-level and content area teachers
District-Designed Measure & Examination	K-12	Vertically aligned by teachers and administrators
Nationally Recognized Standardized Test	K-8	Measures of Academic Progress
Industry Certification Examination	9-12	Vocational Technical students
Student Projects Pursuant to Local Requirements	9-12	Implemented to support career paths
Student Portfolios Pursuant to Local Requirements	K-12	Developed by grade-level and content area teachers

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

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

ASSESSMENT

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

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

Assessment	Type of Assessment			
Measures of Academic Progress	Benchmark			
Frequency or Date Given	K-2	3-5	6-8	9-12
3 times per year	Yes	Yes	Yes	No

Assessment	Type of Assessment			
Curriculum Based Assessments	Summative			
Frequency or Date Given	K-2	3-5	6-8	9-12
Quarterly	Yes	Yes	Yes	Yes

Assessment	Type of Assessment			
------------	--------------------	--	--	--

Get More Math

Diagnostic

Frequency or Date Given
on going

K-2
No

3-5
Yes

6-8
Yes

9-12
No

Assessment
Study Island

Type of Assessment
Benchmark

Frequency or Date Given
On-going

K-2
Yes

3-5
Yes

6-8
Yes

9-12
Yes

Assessment
MyPath

Type of Assessment
Diagnostic

Frequency or Date Given
On-going

K-2
Yes

3-5
Yes

6-8

9-12

ASSESSMENT (CONTINUED)

EDUCATION AREAS OF CERTIFICATION

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

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

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

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

Muncy School District uses data from its assessments to determine if gaps or overlapping occurs in the scope and sequence of instruction. Adjustments are made to curriculum maps as needed and instructional practices adapted. Assessment data is also reviewed to gauge how Muncy students are performing in comparison to others of similar age at the local, state, and national level. If the data analysis indicates a weakness, curriculum maps are reviewed to determine where additional time needs to be added to increase proficiency in the identified area.

SIGNATURE AND QUALITY ASSURANCE

EDUCATION AREAS OF CERTIFICATION

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

Chief School Administrator

Date

MUNCY SD

206 Sherman St

Student Services Assurances (Chapter 12) | 2022 - 2025

STUDENT SERVICES ASSURANCES (CHAPTER 12)

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

PROFILE AND PLAN ESSENTIALS

Muncy School District

117415303

206 Sherman St , Muncy, Pennsylvania 17756

Dr. Craig Skaluba

cskaluba@muncysd.org

5705463125 Ext. 2050

Dr. Craig Skaluba

cskaluba@muncysd.org

STUDENT SERVICES ASSURANCE

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

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

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

Peer Helper Programs

Yes

Safety and Violence Prevention Curricula

Yes

Comprehensive School Safety and Violence Prevention Plans ([Article XIII-B of the School Code](#))

Yes

Purchase of Security-Related Technology

Yes

Student, Staff and Visitor Identification Systems

Yes

Placement of School Resource Officers

Yes

Counseling Services available for all Students

Yes

Internet Web-Based System for the Management of Student Discipline

Yes

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

Other Chapter 12 Requirements	In Compliance? Yes or No
Implementation of a comprehensive and integrated K-12 program of student services based on the needs of its students. (in compliance with § 12.41(a))	Yes
Free Education and Attendance (in compliance with § 12.1)	Yes
School Rules (in compliance with § 12.3)	Yes
Collection, maintenance and dissemination of student records (in compliance § 12.31(a) and § 12.32)	Yes
Discrimination (in compliance with § 12.4)	Yes
Corporal Punishment (in compliance with § 12.5)	Yes
Exclusion from School, Classes, Hearings (in compliance with § 12.6 , § 12.7 , § 12.8)	Yes
Freedom of Expression (in compliance with § 12.9)	Yes
Confidential Communications (in compliance with § 12.12)	Yes
Searches (in compliance with § 12.14)	Yes
Emergency Care and Administration of Medication and Treatment (in compliance with 35 P.S. § 780-101—780-144)	Yes

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

Parents or guardians are informed regarding individual survey student assessments and provided a process for refusal to participate (consistent with [§ 445 of the General Education Provisions Act \(20 U.S.C.A. § 1232h\)](#)) and in compliance with [§ 12.41\(d\)](#))

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

Superintendent/CEO Electronic Signature

Date

MUNCY SD

206 Sherman St

Gifted Education Plan Assurances (Chapter 16) | 2022 - 2025

CHAPTER 16

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

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

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

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

Once the evaluation has been completed, the team will generate a report that includes data, findings, and recommendations about the student. Each parent becomes a member of the team and is invited to meetings to provide information that will be considered by the team as part of the evaluation process with respect to identification and evaluation of the child. The GMDE team prepares recommendations regarding the child's educational program and determines whether the child is eligible for special education and/or gifted education. This information is outlined in an Evaluation Report (ER) and given to the Individualized Education Plan (IEP)/Gifted Individualized Education Plan (GIEP) team. If it is determined the child is gifted, a GIEP will be developed at the meeting or within 30 days. The purpose of gifted education is to develop and promote creative and critical thinking ability, in-depth research skills, problem solving skills and self-evaluation. It is also designed to:

- Provide specially designed instruction in the instructional setting: to place learning responsibility on the student, use a variety of teaching techniques, encourage group problem solving and inquiry activities, and provide for independent learning
- Make enrichment options available
- Provide opportunities for accelerated work
- Provide interdisciplinary learning experiences
- Incorporate philosophical reasoning into several content areas
- Promote writing across the curriculum
- Encourage independent learning
- Incorporate authentic assessment of student performance, such as writing portfolios, problem solving, project evaluations, written and oral examinations

Activities that reflect the current curriculum in the classroom are differentiated to meet gifted students' needs. Activities can be differentiated through the content, the process, or the product students complete to show their understanding of the material. At the Jr./Sr. High School, students who are identified as Gifted have the opportunity to take multiple Advanced Placement Courses. A student may be exempted from a planned course by successfully completing an assessment of the student outcomes of the course. In order to qualify for exemption, a student must have maintained an average of 95% or above in prior courses in the academic discipline. To be exempted from the course, a student must score at least 90% on the teacher-developed assessment or an equivalent score on a standardized assessment normed at the next higher grade level.

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

The elementary guidance counselor distributes gifted referral materials to teachers every spring. Teachers rate potential gifted students on intellectual ability, academic skills, creativity, leadership, and artistic talent. The guidance counselor then administers an assessment to the referred students to determine their non-verbal ability. These two assessments determine the need for additional screening and evaluation. Teachers may also refer students for gifted screening at any time. Parents may refer their child for evaluation at any time. We must have

parent consent before we can begin a formal evaluation. The school district will form a gifted multidisciplinary team (GMDE) to conduct the evaluation.

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

The school district will form a gifted multidisciplinary team (GMDE) to conduct the evaluation. Evaluation consists of multiple criteria that include but are not limited to: • intelligence test administered by the School Psychologist • teacher referral • pre-screening data • parent information • classroom observations • achievement test scores • high level thinking skills • academic creativity • demonstrated achievement, performance, or expertise Once the evaluation has been completed, the team will generate a report that includes data, findings, and recommendations about the student. Each parent becomes a member of the team and is invited to meetings to provide information that will be considered by the team as part of the evaluation process with respect to identification and evaluation of the child. The GMDE team prepares recommendations regarding the child's educational program and determines whether the child is eligible for special education and/or gifted education. This information is outlined in an Evaluation Report (ER) and given to the Individualized Education Plan (IEP)/Gifted Individualized Education Plan (GIEP) team. If it is determined the child is gifted, a GIEP will be developed at the meeting or within 30 days. Muncy School District follows Pa. Code 16.21 in making all gifted eligibility determinations. Including: Determination of gifted ability will not be based on IQ score alone. Deficits in memory or processing speed, as indicated by testing, cannot be the sole basis upon which a student is determined to be ineligible for gifted special education. A person with an IQ score lower than 130 may be admitted to gifted programs when other educational criteria in the profile of the person strongly indicate gifted ability. Determination of mentally gifted must include an assessment by a certified school psychologist. (e) Multiple criteria indicating gifted ability include: (1) A year or more above grade achievement level for the normal age group in one or more subjects as measured by nationally normed and validated achievement tests able to accurately reflect gifted performance. Subject results shall yield academic instruction levels in all academic subject areas. (2) An observed or measured rate of acquisition/retention of new academic content or skills that reflect gifted ability. (3) Demonstrated achievement, performance or expertise in one or more academic areas as evidenced by excellence of products, portfolio or research, as well as criterion-referenced team judgment. (4) Early and measured use of high level thinking skills, academic creativity, leadership skills, intense academic interest areas, communications skills, foreign language aptitude or technology expertise. (5) Documented, observed, validated or assessed evidence that intervening factors such as English as a second language, disabilities defined in 34 CFR 300.8 (relating to child with a disability), gender or race bias, or socio/cultural deprivation are masking gifted

abilities.

4. Describe the gifted programs* that are offered to provide opportunities for acceleration, enrichment, or both. *The word "programs" refers to the CONTINUUM OF SERVICES, not one particular option.

Students determined to be eligible for Gifted Support Services are provided a continuum of services based on individual student need. The GMDE team makes recommendations regarding the need for acceleration and/or enrichment in specific content and learning areas. Based on those recommendations the GIEP team develops a plan for each individual student. The plan may include acceleration and/or enrichment in one or all subject areas dependent on student need. The goal of the GIEP team is to address the need and plan for acceleration and/or enrichment throughout the school day. Gifted Support Services take place in the general education classroom to the maximum extent possible. As determined by the GIEP team, the students may meet in small groups with peers of similar abilities to complete independent projects or assess progress towards individual goals. All students receive support from an assigned gifted support teacher in order to ensure progress towards individual goals and implementation of the gifted support plan.

Chief School Administrator

Date

MUNCY SD

206 Sherman St

Professional Development Plan (Act 48) | 2022 - 2025

ACT 48

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

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

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

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

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

Exemplary professional education for staff:

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

PROFILE AND PLAN ESSENTIALS

Muncy School District

117415303

206 Sherman St, Muncy, Pennsylvania 17756

Dr. Kimberly Hamilton

khamilton@muncysd.org

5705463125 X 2050

Dr. Craig Skaluba

cskaluba@muncysd.org

STEERING COMMITTEE

Name	Title	Committee Role	Appointed By
Adam Fisher	Teacher	Adam Fisher	Teacher
Amanda Hogan	Parent	Amanda Hogan	School Board of Directors
April Farrell	Special Education Coordinator	April Farrell	Administration Personnel
Kimberly Hamilton	Assistant to the Superintendent for Curriculum and Instruction	Kimberly Hamilton	Administration Personnel
Carla Auten	Resident	Carla Auten	School Board of Directors
Cathy Henry	Community Member	Cathy Henry	School Board of Directors

Name	Title	Committee Role	Appointed By
Chris Frey	Technology Specialist	Chris Frey	Education Specialist
Chris Geiger	Teacher	Chris Geiger	Teacher
Heather Diehl	Teacher	Heather Diehl	Teacher
Heather Zimmerman	Teacher	Heather Zimmerman	Teacher
Joelyn Neidig	Tutor	Joelyn Neidig	Education Specialist
Katherine Sick	Teacher	Katherine Sick	Teacher
Landa Frederick	Resident	Landa Frederick	School Board of Directors
Madalyn Burrows	Teacher	Madalyn Burrows	Teacher
Katie McGuire	Parent	Katie McGuire	School Board of Directors
Matt McCrone	LS Teacher	Matt McCrone	Teacher
Meg Hoffman	Tutor	Meg Hoffman	Education Specialist
Mike Davis	Teacher	Mike Davis	Teacher
Patrick Nork	Teacher	Patrick Nork	Teacher
Rae Pitchford	Teacher	Rae Pitchford	Teacher
Robin Curl	Teacher	Robin Curl	Teacher

Name	Title	Committee Role	Appointed By
Sarah Woodward	Board Member	Sarah Woodward	School Board of Directors
Scott White	Teacher	Scott White	Teacher
Shawn McCahan	Teacher	Shawn McCahan	Teacher
Steve Haddon	Ward L. Myers Elementary Principal	Steve Haddon	Administration Personnel
Tim Welliver	Muncy Jr/Sr High School Principal	Tim Welliver	Administration Personnel
Kim Walker	Community/Business Member	Kim Walker	School Board of Directors

DESCRIBE HOW MANY TIMES THE COMMITTEE MEETS IN A GIVEN YEAR, ANY SUBCOMMITTEES THAT ARE FORMED AND ANY OTHER RELEVANT INFORMATION REGARDING THE FUNCTION OF THE COMMITTEE.

The committee meets twice per school year, normally in the fall and spring. The committee reviews survey data collected from staff and community stakeholders and recommends programs and activities to meet the needs of the school community.

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

Professional Education Plan Guidelines	Yes/No
Are the professional development activities aligned with the current and applicable Pennsylvania Core Standards or Pennsylvania Academic Standards? (22 Pa Code, Chapter 4)	Yes
Are the effectiveness of offerings evaluated through multiple measures of student achievement within the context of educator effectiveness to determine impact on student learning, educator effectiveness, and/or school performance? (Act 82 of 2012) aka (22 Pa Code, 19)	Yes
Does the professional education plan contain a committee consisting of teacher representatives divided equally among elementary, middle and high school teachers chosen by the teachers, educational specialist representatives chosen by educational specialists and administrative representatives chosen by the administrative personnel? (Act 48, Section 1205.1)	Yes
Does the committee include parents of children attending a school in the district, local business representatives and other individuals representing the community appointed by the board of directors? (Act 48, Section 1205.1)	Yes
Was the professional education plan approved by the professional education committee and the board of the school entity? (22 pa Code, 49.16)	Yes
Does the professional development plan align with educator needs? (Act 48, Section 2)	Yes
Do the implementation steps cover at least a three-year implementation horizon?	Yes

ACTION PLANS STEPS FROM COMPREHENSIVE PLAN

IMPLEMENTING EFFECTIVE TUTORING

Action Step	Audience	Topics to be Included	Evidence of Learning
Tutoring	K-12 educators	Tutoring formats Effective strategies	Increased student proficiency for students identified with a learning loss or gap
Lead Person/Position		Anticipated Timeline	
DO administrator for C&I		12/26/2021 - 06/09/2026	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Annually to discuss effectiveness and establish times for students and parent communication	4c: Communicating with Families 3c: Engaging Students in Learning 1a: Demonstrating	

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
		Knowledge of Content and Pedagogy 4a: Reflecting on Teaching 1b: Demonstrating Knowledge of Students	

KEYNOTE SPEAKER

Action Step	Audience	Topics to be Included	Evidence of Learning
Educational and mental health experts share techniques	K-12 educators	Suggestion if available: Scarlet Lewis / Jesse Lewis Choose Love Movement Healthy classroom environments Effective instructional strategies Classroom management strategies	Techniques observed during classroom lessons
Lead Person/Position		Anticipated Timeline	
DO administrator		08/07/2023 - 08/07/2023	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Once	3c: Engaging Students in Learning 1a: Demonstrating Knowledge of Content and Pedagogy 1e: Designing Coherent Instruction 3b: Using Questioning and Discussion Techniques	

LITERACY FOR ALL

Action Step	Audience	Topics to be Included	Evidence of Learning
Provide strategies for language and literacy acquisition	K-12 educators	Language and literacy acquisition Strategies for closing achievement gaps English learner strategies	Techniques observed during classroom observations Achievement gaps of students lessened
Lead Person/Position		Anticipated Timeline	
DO administrator		08/12/2022 - 08/08/2025	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Annually	4e: Growing and Developing Professionally 1b: Demonstrating Knowledge of Students 1a: Demonstrating Knowledge of Content and Pedagogy 4a: Reflecting on Teaching 1d: Demonstrating Knowledge of Resources	Language and Literacy Acquisition for All Students

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
		3a: Communicating with Students 1c: Setting Instructional Outcomes 3e: Demonstrating Flexibility and Responsiveness 4c: Communicating with Families	

TEACHING IN AN INCLUSIVE SETTING

Action Step	Audience	Topics to be Included	Evidence of Learning
Student diversity / Inclusive setting	K-12 educators	Inclusive settings Instructional Goals Diverse learners definition and identification Communicating with parents Engaging students	Assessment data of diverse students will indicate academic proficiency and growth Staff feedback during district Child Study and MAP meetings

Lead Person/Position	Anticipated Timeline
Special education supervisor / District office administrator	08/07/2022 - 08/07/2025

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Annually	1e: Designing Coherent Instruction 4a: Reflecting on Teaching 1d: Demonstrating Knowledge of Resources 3e: Demonstrating Flexibility and Responsiveness 1a: Demonstrating Knowledge of Content and Pedagogy 3c: Engaging Students in Learning 4e: Growing and Developing Professionally 1b: Demonstrating Knowledge of Students 3d: Using Assessment in Instruction	

KEYNOTE SPEAKER

Action Step	Audience	Topics to be Included	Evidence of Learning
Educational and mental health experts share techniques	K-12 educators	Trauma	Staff feedback

Lead Person/Position	Anticipated Timeline
DO administrator	08/07/2022 - 08/07/2024

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day		1b: Demonstrating Knowledge of Students 4c: Communicating with Families 3e: Demonstrating Flexibility and Responsiveness 2b: Establishing a Culture for Learning	

DIGITAL LEARNING PROGRAM COMPARISON

Action Step	Audience	Topics to be Included	Evidence of Learning
Utilize Digital Learning Programs	K-12 educators	Digital program goals Program strengths/weaknesses Connection to state and local curriculum Effectiveness / Reducing learning gaps	Student academic growth
Lead Person/Position		Anticipated Timeline	
DO administrator for C&I		08/12/2022 - 06/07/2023	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Professional Learning Community (PLC)	Quarterly	4a: Reflecting on Teaching 3c: Engaging Students in Learning 4e: Growing and Developing Professionally 1b: Demonstrating Knowledge of Students 4d: Participating in a Professional Community	

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
		3d: Using Assessment in Instruction 1d: Demonstrating Knowledge of Resources	

PLC: EDCAMP

Action Step	Audience	Topics to be Included	Evidence of Learning
Training to establish PLC facilitators	Act 48 Committee	Professional Learning Communities Facilitation	Continuous learning Participation and feedback of staff

Lead Person/Position	Anticipated Timeline
DO administrator for C&I	08/07/2022 - 06/08/2023

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Book study	As scheduled by	4a: Reflecting on Teaching	

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
	group	1a: Demonstrating Knowledge of Content and Pedagogy 4d: Participating in a Professional Community 2b: Establishing a Culture for Learning 1b: Demonstrating Knowledge of Students 4e: Growing and Developing Professionally	

KEYNOTE SPEAKER: EFFECTIVE INSTRUCTIONAL STRATEGIES

Action Step	Audience	Topics to be Included	Evidence of Learning
Educational and mental health experts share techniques	K-12 educators	Dealing with trauma	Feedback of staff Use of strategies during classroom observation
Lead Person/Position	Anticipated Timeline		
DO administrator	08/11/2023 - 06/04/2024		

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	Once	1b: Demonstrating Knowledge of Students 2b: Establishing a Culture for Learning 1c: Setting Instructional Outcomes 3b: Using Questioning and Discussion Techniques 1e: Designing Coherent Instruction 2e: Organizing Physical Space 2a: Creating and Environment of Respect and Rapport 3c: Engaging Students in Learning	Trauma Informed Training (Act 18)

QPR

Action Step	Audience	Topics to be Included	Evidence of Learning
Educational and mental health experts share techniques	K-12	Strategies for recognizing students at-risk	Staff feedback

Action Step	Audience	Topics to be Included	Evidence of Learning
Provide strategies to identify and support students at-risk for suicide	educators	for suicide	
Lead Person/Position	Anticipated Timeline		
Counselors / Trauma Counselor	10/07/2022 - 10/07/2025		

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Annually	3a: Communicating with Students 2a: Creating and Environment of Respect and Rapport 1d: Demonstrating Knowledge of Resources 4c: Communicating with Families 1b: Demonstrating Knowledge of Students 3e: Demonstrating Flexibility and Responsiveness	Trauma Informed Training (Act 18)

APL

Action Step	Audience	Topics to be Included	Evidence of Learning
Provide strategies for effective classroom management and positive environment	K-12 educators	Classroom management Classroom routines Time management	Feedback from staff Observations by district administrators during walk-throughs of classroom climate and behavior strategies used
Lead Person/Position		Anticipated Timeline	
Building-level and district office administrators		12/16/2022 - 06/07/2027	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Annually	3c: Engaging Students in Learning 2a: Creating and Environment of Respect and Rapport 2d: Managing Student Behavior 2b: Establishing a Culture for Learning 2e: Organizing Physical Space	

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
2c: Managing Classroom Procedures			

CURRICULUM COLLABORATION

Action Step	Audience	Topics to be Included	Evidence of Learning
Maintain alignment of curriculum maps to state standards and assessment requirements	K-12 professional staff	Student skill deficiencies Scope and sequence of topics/skills	Revised curriculum maps Adjustments to lesson planning
Identify and align benchmarks across grade-levels			
Lead Person/Position	Anticipated Timeline		
DO administrator for C&I	08/12/2022 - 06/08/2027		

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Collaborative curriculum	On-going	1c: Setting Instructional Outcomes	

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
development		4d: Participating in a Professional Community 1a: Demonstrating Knowledge of Content and Pedagogy 4a: Reflecting on Teaching 1b: Demonstrating Knowledge of Students 3d: Using Assessment in Instruction 1d: Demonstrating Knowledge of Resources 4e: Growing and Developing Professionally	

BULLYING AWARENESS

Action Step	Audience	Topics to be Included	Evidence of Learning
School-wide identification of social/emotional at-risk population	K-12 educators	Definition of bullying Bullying behaviors Educator response	On-line quiz
Lead Person/Position	Anticipated Timeline		
DO administrator	08/20/2022 - 06/30/2025		

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Course(s)	Annually	3e: Demonstrating Flexibility and Responsiveness 1b: Demonstrating Knowledge of Students	

TRAUMA INFORMED APPROACHES

Action Step	Audience	Topics to be Included	Evidence of Learning
School-wide identification of social/emotional at-risk population	K-12 educators	Recognizing student behavior that indicates a threat to the safety of others Approaches to working with students Resources Safe2Say Something	Feedback of staff
Lead Person/Position	Anticipated Timeline		
DO administrator/counselors	08/20/2022 - 08/20/2026		

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	Annually	4c: Communicating with Families 3e: Demonstrating Flexibility and Responsiveness 1b: Demonstrating Knowledge of Students	Trauma Informed Training (Act 18)

SUICIDE AWARENESS AND PREVENTION

Action Step	Audience	Topics to be Included	Evidence of Learning
Provide strategies to identify and support students at-risk for suicide	K-12 educators	Signs of at-risk students Responding to crisis situations Referring to professionals for intervention	On-line quiz
Lead Person/Position		Anticipated Timeline	
DO administrator		08/20/2022 - 08/20/2026	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Course(s)	Annually	3e: Demonstrating Flexibility and Responsiveness 1b: Demonstrating Knowledge of Students 4c: Communicating with Families	

MANDATED REPORTING

Action Step	Audience	Topics to be Included	Evidence of Learning
School-wide identification of social/emotional at-risk population	K-12 educators	Different type of child abuse Requirements for reporting	On-line quiz
Lead Person/Position	Anticipated Timeline		
DO administrator	08/20/2022 - 08/20/2026		

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Course(s)	Annually	1b: Demonstrating Knowledge of Students 3e: Demonstrating Flexibility and Responsiveness	

HARASSMENT PREVENTION

Action Step	Audience	Topics to be Included	Evidence of Learning
School-wide identification of social/emotional at-risk population	K-12 educators	Definition of harassment Sexual harassment Recognizing harassment Responding and reporting	On-line quiz
Lead Person/Position		Anticipated Timeline	
DO administrator		08/20/2022 - 08/20/2026	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Course(s)	Annually	1b: Demonstrating Knowledge of Students 3e: Demonstrating Flexibility and Responsiveness	

OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES

EVALUATION AND REVIEW

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

At the conclusion of each professional development activity in Muncy School District, participants must complete a program evaluation. Standard questions are: How well did the activity support the acquisition of student learning objectives? Can the information be used in future lessons? Was the presentation of value to you? / Why or why not? What professional development needs do you have? Because the evaluations are completed on-line, the data is summarized and disaggregated by building, grade-level, and subject area. The information is distributed to the Act 48 Team. The team meets at least twice per year and if necessary, revises upcoming events based on the reactions and suggestions included in the on-line evaluations. The team also makes recommendations the Superintendent as to the types of activities that would support them in increasing student proficiency and improve school climate. The Superintendent and administrative team use the feedback to guide future implementation of the professional development plan.

PROFESSIONAL EDUCATION PLAN ASSURANCES

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

Kimberly Hamilton

03/01/2022

Professional Education Committee Chairperson:

Date

I affirm that this Professional Education Plan provides staff learning that improves the learning of all students as outlined in the National Staff Development Council's Standards for Staff Learning.

Superintendent or Chief Administrative Officer:

Date

MUNCY SD

206 Sherman St

Induction Plan (Chapter 49) | 2022 - 2025

INDUCTION PLAN (CHAPTER 49)

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

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

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

PROFILE AND PLAN ESSENTIALS

Muncy School District

117415303

206 Sherman St , Muncy, Pennsylvania 17756

Dr. Kimberly Hamilton

khamilton@muncysd.org

5705463125 Ext. 2050

Dr. Craig Skaluba

cskaluba@muncysd.org

INDUCTION PLAN COMMITTEE PARTICIPANTS

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

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

STEERING COMMITTEE

Name	Title	Committee Role	Chosen/Appointed by
Kimberly Hamilton	Assistant to the Superintendent for Curriculum and Assessment	Administrator	Administration Personnel
Steve Haddon	Principal	Administrator	Administration Personnel

Name	Title	Committee Role	Chosen/Appointed by
Cathy Henry	Community / Local Business	Other	School Board of Directors
Adam Fisher	Teacher	Teacher	Teacher
Amanda Hogan	Teacher	Teacher	Teacher
April Farrell	Special Education Coordinator	Administrator	Administration Personnel
Carla Auten	Resident	Other	School Board of Directors
Chris Frey	Technology Specialist	Education Specialist	Education Specialist
Chris Geiger	Teacher	Teacher	Teacher
Heather Zimmerman	Teacher	Teacher	Teacher
Joelyn Neidig	Resident	Other	School Board of Directors
Katherine Sick	Teacher	Teacher	Teacher
Sarah Woodward	Board Member	Other	School Board of Directors
Mike Davis	Teacher	Teacher	Teacher
Scott White	Teacher	Teacher	Teacher
Shawn McCahan	Teacher	Teacher	Teacher

Name	Title	Committee Role	Chosen/Appointed by
Landa Frederick	Resident	Other	School Board of Directors
Patrick Nork	Teacher	Teacher	Teacher
Rae Pitchford	Teacher	Teacher	Teacher
Kim Walker	Community / Local Business	Other	School Board of Directors

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

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

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

MENTORS

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

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

OTHER

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

CHARACTERISTICS.

Building-level principals are responsible for selecting mentor teachers. Mentor teachers chosen by the principals have the following qualities.

1. Skilled in researched-based instructional techniques 2. Has a Level II Instructional certificate 3. Has teaching experience in the Muncy School District 4. Displays a commitment to the induction program 5. Is willing to participate fully in the program

At the elementary level, schedules are compatible. However, because Muncy School District is a small district and has a Jr-Sr High building, staff members are assigned to teach many courses. It is not always possible to have compatible planning periods for the inductee and mentor. There is time available before and after-school for meetings, however, also incorporated into the Induction Program, is the ability to arrange for substitute teachers for both the mentor and/or the inductee in order to create meaningful interaction between the two team members. Time can be used for observing each other, attending workshops, or simply meeting and discussing components of the Induction plan. Request for using substitute teachers is made to the building-level principal or to the Assistant to the Superintendent for Curriculum and Instruction by the inductee.

NEEDS ASSESSMENT

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

Characteristics used by LEA	Yes/No
Observations of inductee instructional practice by a coach or mentor to identify needs.	Yes
Multiple observations of inductee instructional practice by building supervisor to identify needs.	Yes
Regular scheduled meetings with mentors or coaches to reflect upon instructional practice to identify needs.	Yes
Standardized student assessment data	Yes
Classroom assessment data (Formative & Summative)	Yes
Inductee survey (local, intermediate units and national level)	Yes
Review of inductee lesson plans	Yes
Review of written reports summarizing instructional activity	Yes
Submission of Inductee Portfolio	Yes
Knowledge of successful research-based instructional models	Yes
Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).	Yes
Other, please specify below	Yes

OTHER

On-line Components - activities posted that require them to partner with a mentor, interact with district staff, investigate the SAS system, learn state certification requirements, learn about PSSA strengths and weaknesses, are educated about bullying, suicide awareness, sexual harassment, and examine research-based teaching strategies and digital learning management systems that address language and literacy acquisition for all students and diverse students in an inclusive environment.

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

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

The first activities scheduled for new teachers enrolled in the Muncy School District Induction Program are related to community, district, and building-level orientation. The activities set the purpose for the year-long program and provide the first-year teacher with an overview of local culture, professional ethics, available resources, and key individuals in the educational system. To individualize the program, each inductee completes a needs assessment at the conclusion of the orientation unit. The Assistant to the Superintendent for Curriculum and Instruction reviews the assessment and appropriate support is arranged for the inductee. Needs assessments are also completed at the mid-point and conclusion of the program. Other induction requirements are completed through the following activities. 1.) Participation in an annual in-service day in which grade-level and subject-area teams analyze assessment data and identify student strengths and weaknesses. 2.) Completion of professional development needs surveys at the conclusion of each in-service day. 3.) Analysis of the results of assessments by induction team members to guide continuous improvement of the induction process. 4.) Use of surveys to gain recommendations from mentor teachers and administrators for the purpose of incorporating additional activities and strategies into the program. 5.) Opportunities to complete

peer observations and discuss instructional strategies with both the mentor teacher and district administrators. 6.) Formal and informal observations of the inductee by all appropriately certified district administrators. 7.) Use of an on-line lesson planner with weekly submission of plans with view privileges for all administrators. 8.) Meetings and on-line activities occur monthly 9.) The format of the induction program is a combination of in-person and on-line activities

EDUCATOR INDUCTION PLAN TOPIC AREAS

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

CODE OF PROFESSIONAL PRACTICE AND CONDUCT FOR EDUCATORS

Selected Danielson Framework(s)	Timeline
4e: Growing and Developing Professionally 4f: Showing Professionalism	Year 2 Fall, Year 1 Fall

ASSESSMENTS AND PROGRESS MONITORING

Selected Danielson Framework(s)	Timeline
1b: Demonstrating Knowledge of Students 3d: Using Assessment in Instruction	Year 2 Fall, Year 3 Winter, Year 1 Fall, Year 2 Winter, Year 3 Spring, Year 1 Winter, Year 2 Spring, Year 1 Spring, Year 3 Fall

INSTRUCTIONAL PRACTICES

Selected Danielson Framework(s)

Timeline

1a: Demonstrating Knowledge of Content and Pedagogy
1e: Designing Coherent Instruction

Year 1 Winter, Year 2 Fall, Year 1 Spring, Year 3 Winter, Year 2 Winter, Year 3 Fall

SAFE AND SUPPORTIVE SCHOOLS

Selected Danielson Framework(s)

Timeline

4d: Participating in a Professional Community
3e: Demonstrating Flexibility and Responsiveness
1b: Demonstrating Knowledge of Students
4c: Communicating with Families

Year 1 Summer, Year 2 Summer, Year 3 Summer, Year 1 Spring, Year 2 Spring, Year 3 Spring,
Year 1 Fall, Year 2 Fall, Year 3 Fall, Year 1 Winter, Year 2 Winter, Year 3 Winter

STANDARDS/CURRICULUM

Selected Danielson Framework(s)

Timeline

Selected Danielson Framework(s)

Timeline

3a: Communicating with Students

1c: Setting Instructional Outcomes

3c: Engaging Students in Learning

3b: Using Questioning and Discussion
Techniques

1e: Designing Coherent Instruction

Year 1 Spring, Year 2 Spring, Year 3 Spring, Year 2 Winter, Year 3 Winter, Year 1 Winter, Year 1
Summer, Year 2 Summer, Year 3 Summer, Year 1 Fall, Year 2 Fall, Year 3 Fall

ACCOMMODATIONS AND ADAPTATIONS FOR DIVERSE LEARNERS

Selected Danielson Framework(s)

Timeline

1b: Demonstrating Knowledge of
Students

Year 1 Fall, Year 3 Fall, Year 2 Fall

DATA INFORMED DECISION MAKING

Selected Danielson Framework(s)

Timeline

3d: Using Assessment in Instruction

1b: Demonstrating Knowledge of
Students

Year 1 Spring, Year 1 Fall, Year 1 Winter

MATERIALS AND RESOURCES FOR INSTRUCTION

Selected Danielson Framework(s)	Timeline
1d: Demonstrating Knowledge of Resources	Year 1 Spring, Year 1 Winter, Year 1 Fall

CLASSROOM AND STUDENT MANAGEMENT

Selected Danielson Framework(s)	Timeline
2d: Managing Student Behavior 2c: Managing Classroom Procedures	Year 1 Spring, Year 1 Winter, Year 1 Fall

PARENTAL AND/OR COMMUNITY INVOLVEMENT

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

TECHNOLOGY INSTRUCTION

Selected Danielson Framework(s)	Timeline
3c: Engaging Students in Learning 1e: Designing Coherent Instruction 1a: Demonstrating Knowledge of Content and Pedagogy	Year 1 Spring, Year 2 Spring, Year 3 Spring, Year 1 Winter, Year 2 Winter, Year 3 Winter, Year 1 Fall, Year 2 Fall, Year 3 Fall, Year 1 Summer, Year 2 Summer, Year 3 Summer

PROGRESS REPORTS AND PARENT-TEACHER CONFERENCING

Selected Danielson Framework(s)	Timeline
4c: Communicating with Families 1b: Demonstrating Knowledge of Students	Year 2 Fall, Year 3 Winter, Year 1 Spring, Year 3 Fall, Year 1 Winter, Year 2 Spring, Year 1 Fall, Year 2 Winter, Year 3 Spring

EVALUATION AND MONITORING

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

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

EVALUATION AND MONITORING

Assessment of the induction program is conducted by all members of the district induction team, which includes the inductees, mentor teachers, building-level principals, district-level administrators and Superintendent. Formal evaluations, in the form of electronic surveys, are completed at the mid-point (January) and end of the school year (May). Each member of the team will complete the on-line assessment provided by the district. The district professional education team reviews the assessment results and recommends changes to the Assistant to the Superintendent for Curriculum and Instruction. The Assistant to the Superintendent for Curriculum and Instruction reports the recommendations to the Superintendent prior to incorporating them into the district's induction plan. In addition, at the conclusion of each on-line induction program activity, the inductees has the opportunity to add comments or request to meet with an administrator if any issues have developed between the inductee and the mentor. In such cases, a new mentor teacher may be assigned.

DOCUMENTATION OF PARTICIPATION AND COMPLETION

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

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

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

EDUCATOR INDUCTION PLAN STATEMENT OF ASSURANCE

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

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

Kimberly A. Hamilton
Educator Induction Plan Coordinator

01/31/2022
Date

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

Chief School Administrator

Date