SOUTHERN LEHIGH SD

5775 Main St

Comprehensive Plan | 2022 - 2025

MISSION STATEMENT

Learning • Serving • Leading One Interaction at a Time

VISION STATEMENT

The Southern Lehigh School District is an inclusive, innovative, and inspiring community of learners where relationships matter and students are empowered and motivated to face the challenges of today and tomorrow.

EDUCATIONAL VALUE STATEMENTS

STUDENTS

We value and believe: • Everyone should feel safe, valued and respected in an inclusive and diverse learning environment • Students learn when challenged to think critically, problem solve, act with integrity, and demonstrate resiliency • Academic success is achieved when students demonstrate growth and maximize their potential • Positive collaboration and partnerships foster growth and understanding • Social, emotional, academic, athletic and artistic development are foundational to lifelong learning • Learning, serving, and leading create and influence the future

STAFF

We value and believe: • Everyone should feel safe, valued and respected in an inclusive and diverse learning environment • Students learn when challenged to think critically, problem solve, act with integrity, and demonstrate resiliency • Academic success is achieved when students demonstrate growth and maximize their potential • Positive collaboration and partnerships foster growth and understanding • Social, emotional, academic, athletic and artistic development are foundational to lifelong learning • Learning, serving, and leading create and influence the future

ADMINISTRATION

We value and believe: • Everyone should feel safe, valued and respected in an inclusive and diverse learning environment • Students learn when challenged to think critically, problem solve, act with integrity, and demonstrate resiliency • Academic success is achieved when students demonstrate growth and maximize their potential • Positive collaboration and partnerships foster growth and understanding • Social, emotional, academic, athletic and artistic development are foundational to lifelong learning • Learning, serving, and leading create and influence the future

PARENTS

We value and believe: • Everyone should feel safe, valued and respected in an inclusive and diverse learning environment • Students learn

when challenged to think critically, problem solve, act with integrity, and demonstrate resiliency • Academic success is achieved when students demonstrate growth and maximize their potential • Positive collaboration and partnerships foster growth and understanding • Social, emotional, academic, athletic and artistic development are foundational to lifelong learning • Learning, serving, and leading create and influence the future

COMMUNITY

We value and believe: • Everyone should feel safe, valued and respected in an inclusive and diverse learning environment • Students learn when challenged to think critically, problem solve, act with integrity, and demonstrate resiliency • Academic success is achieved when students demonstrate growth and maximize their potential • Positive collaboration and partnerships foster growth and understanding • Social, emotional, academic, athletic and artistic development are foundational to lifelong learning • Learning, serving, and leading create and influence the future

OTHER (OPTIONAL)

STEERING COMMITTEE

Name	Position	Building/Group
Dr. Michael Mahon	Administrator	Superintendent
Dr. Karen Trinkle	Administrator	Assistant Superintendent
Mr. Shane Cross	Administrator	Director of Curriculum K-12
Mrs. Andria Buchman	Administrator	Director of Student Services & Special Education
Mr. Ken Jordan	Administrator	Director of Technology
Mr. Anthony Pidgeon	Board Member	Director of Human Resources
Mr. Lou Pepe	Administrator	Business Manager
Dr. Lynn Chromiak	Administrator	Principal
Mr. Brian Mansfield	Administrator	Principal
Mr. Sean McGinty	Administrator	Principal
Mrs. Deanna Webb	Administrator	Assistant Principal
Dr. Edward Donahue	Administrator	Principal
Mr. Jack Hankee	Administrator	Assistant Principal

Name	Position	Building/Group
Mrs. Beth Guarriello	Administrator	Principal
Mr. Ben McConnell	Administrator	Assistant Principal
Mr. Chad Kinslow	Administrator	Assistant Principal
Mr. Michael Rohrback	Administrator	Director of Facilities
Ms. Amaris Recker	Staff Member	Educator
Ms. Aimee Kipala	Staff Member	Community Member
Mr. Andrew Miller	Staff Member	Educator
Mr. Dave Kohler	Staff Member	Educator
Ms. Lisa Dickison	Staff Member	Parent
Ms. Jen Gerhart	Parent	Community Member
Ms. Dawn Resch	Parent	Community Member
Mr. Brett Snyder	Staff Member	Educator
Ms. Renee D'Amico	Parent	Community Member
Ms. Beth Haussman	Parent	Community Member

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
Building and Strengthening Community Partnerships	Community Engagement
Continual evaluation and leveraging of resources to ensure a safe, nurturing, and supportive educational environments for all students.	Social emotional learning
Utilize the District's system of assessment to collect and analyze data for the purpose of targeting instruction and to strengthen instructional programming.	Essential Practices 1: Focus on Continuous Improvement of Instruction Essential Practices 1: Focus on Continuous Improvement of Instruction
Implement a K-12 Core ELA program that incorporates research-based resources and best practices for instruction.	English Language Arts

ACTION PLAN AND STEPS

Evidence-based Strategy
Improving ELA Instruction

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)

Goal Nickname	Measurable Goal Statement (Smart Goal)
Improving ELA Instruction	Implementation of a new K-12 ELA core curriculum that utilized research-based resources and integrates research from the Science of Reading into instructional practices.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Action steps will be developed collaboratively with administration and refined on an on-going basis to improve ELA Instruction.	2022-07-01 - 2025-06-30	Administration	Materials/Resources/Supports will be considered on an on-going bases as the plan moves forward.

Anticipated Outcome

Implementation of a new K-12 ELA core curriculum that utilized research-based resources and integrates research from the Science of Reading into instructional practices.

Monitoring/Evaluation

Ensuring fidelity of implementation will be supervised by administration.

Evidence-based Strategy

Focus of Growth

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Focus on Student Growth	Utilized the District's System of Assessment to target instruction within all tiers of instructional supports, including core instruction, to focus of growth of all students. Refine the District's Academic MTSS process, ensuring that decisions are based on rate of improvement goals and data analysis. Ensure supplemental resources being used within classrooms are used effectively to personalize and focus on growth for all students.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Action steps will be developed collaboratively with administration and refined on an on-going basis to focus on increasing academic growth for all students.	2022-07-01 - 2025-06-30	Administration	Materials/Resources/Supports will be considered on an on-going bases as the plan moves forward.

Anticipated Outcome

Utilized the District's System of Assessment to target instruction within all tiers of instructional supports, including core instruction, to focus of growth of all students. Refine the District's Academic MTSS process, ensuring that decisions are based on rate of improvement goals and data analysis. Ensure supplemental resources being used within classrooms are used effectively to personalize and focus on growth for all students.

Monitoring/Evaluation

Ensuring fidelity of implementation will be supervised by administration.

Evidence-based Strategy

Social Emotional Learning

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Social Emotional Learning	Establish K-12 learning environments that support the social emotional learning for all students.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Action steps will be developed collaboratively with administration and refined on an on-going basis to establish K-12 learning environments that support the social emotional learning for all students.	2022-07-01 - 2025-06-30	Administration	Materials/Resources/Supports will be considered on an on-going bases as the plan moves forward.

Anticipated Outcome

Establish K-12 learning environments that support the social emotional learning for all students.

Monitoring/Evaluation

Ensuring fidelity of implementation will be supervised by administration.

Evidence-based Strategy

Strengthen Instructional Programming

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Strengthen Instructional Programming	Utilize data to inform on-going professional development focused on improving instruction. Continue on-going efforts to standardize and update curriculum documents, including Planned Courses, Scope and Sequence, Units of Learning, Pacing Guides, and Common Assessments.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Action steps will be developed collaboratively with administration and refined on an on-going basis to strengthen instructional programming	2022-07-01 - 2025-06-30	Administration	Materials/Resources/Supports will be considered on an on-going bases as the plan moves forward.

Anticipated Outcome

Professional development focused on improving instruction will be provided to staff informed by data. Curriculum documents, including Planned Courses, Scope and Sequence, Units of Learning, Pacing Guides, and Common Assessments will continue to be developed with a focus on updating and standardizing.

Monitoring/Evaluation

Ensuring fidelity of implementation will be supervised by administration.

Evidence-based Strategy

Building and Strengthening Community Partnerships

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Building and Strengthening Community Partnerships	To increase community partnerships to support the implementation of instructional practices K-12 that promote the skills and characteristics outlined in the profile of a graduate.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Action steps will be developed collaboratively with administration and refined on an on-going basis to build and strengthen community partnerships	2022-07-01 - 2025-06-30	Administration	Materials/Resources/Supports will be considered on an on-going bases as the plan moves forward.

Anticipated Outcome

To increase community partnerships to support the implementation of instructional practices K-12 that promote the skills and characteristics outlined in the profile of a graduate.

Monitoring/Evaluation

Ensuring fidelity of implementation will be supervised by administration.

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Implementation of a new K-12 ELA core curriculum that utilized research-based resources and integrates research from the Science of Reading into instructional practices. (Improving ELA Instruction)	Improving ELA Instruction	Action steps will be developed collaboratively with administration and refined on an on-going basis to improve ELA Instruction.	07/01/2022 - 06/30/2025

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Utilized the District's System of Assessment to target instruction within all tiers of instructional supports, including core instruction, to focus of growth of all students. Refine the District's Academic MTSS process, ensuring that decisions are based on rate of improvement goals and data analysis. Ensure supplemental resources being used within classrooms are used effectively to personalize and focus on growth for all students. (Focus on Student Growth)	Focus of Growth	Action steps will be developed collaboratively with administration and refined on an on-going basis to focus on increasing academic growth for all students.	07/01/2022 - 06/30/2025

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Establish K-12 learning environments that support the social emotional learning for all students. (Social Emotional Learning)	Social Emotional Learning	Action steps will be developed collaboratively with administration and refined on an on-going basis to establish K-12 learning environments that support the social emotional learning for all students.	07/01/2022 - 06/30/2025

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Utilize data to inform on-going professional development focused on improving instruction. Continue on-going efforts to standardize and update curriculum documents, including Planned Courses, Scope and Sequence, Units of Learning, Pacing Guides, and Common Assessments. (Strengthen Instructional Programming)	Strengthen Instructional Programming	Action steps will be developed collaboratively with administration and refined on an on-going basis to strengthen instructional programming	07/01/2022 - 06/30/2025

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
To increase community partnerships to support the implementation of instructional practices K-12 that promote the skills and characteristics outlined in the profile of a graduate. (Building and Strengthening Community Partnerships)	Building and Strengthening Community Partnerships	Action steps will be developed collaboratively with administration and refined on an on-going basis to build and strengthen community partnerships	07/01/2022 - 06/30/2025

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Implementation of a new K-12 ELA core curriculum that utilized research-based resources and integrates research from the Science of Reading into instructional practices. (Improving ELA Instruction)	Improving ELA Instruction	Action steps will be developed collaboratively with administration and refined on an on-going basis to improve ELA Instruction.	07/01/2022 - 06/30/2025

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Utilized the District's System of Assessment to target instruction within all tiers of instructional supports, including core instruction, to focus of growth of all students. Refine the District's Academic MTSS process, ensuring that decisions are based on rate of improvement goals and data analysis. Ensure supplemental resources being used within classrooms are used effectively to personalize and focus on growth for all students. (Focus on Student Growth)	Focus of Growth	Action steps will be developed collaboratively with administration and refined on an on-going basis to focus on increasing academic growth for all students.	07/01/2022 - 06/30/2025

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Establish K-12 learning environments that support the social emotional learning for all students. (Social Emotional Learning)	Social Emotional Learning	Action steps will be developed collaboratively with administration and refined on an on-going basis to establish K-12 learning environments that support the social emotional learning for all students.	07/01/2022 - 06/30/2025

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
To increase community partnerships to support the implementation of instructional practices K-12 that promote the skills and characteristics outlined in the profile of a graduate. (Building and Strengthening Community Partnerships)	Building and Strengthening Community Partnerships	Action steps will be developed collaboratively with administration and refined on an on-going basis to build and strengthen community partnerships	07/01/2022 - 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 or 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 strategies and goals associated with the Comprehensive plan will be used to guide yearly planning by building and district leadership, and result in the establishment of yearly action plans actions in support of the vision, mission and focus areas of the comprehensive plan.

In addition to an assigned mentor, leadership and guidance may come by way of the principal and various support personnel.

One of the major strengths, throughout the district, is the level of inclusionary support/co-teaching practices that occur. The district supports many students who have either significant cognitive or health needs in the student's home school.

A variety of educational opportunities utilized including dual-enrollment, on-line language instruction, on-line recovery courses, career and technical education, independent study, and critical language offerings

Supportive, involved, and educationally-minded families and community members

As the community reflects its values in its strong support of quality education for its children, the school district in turn serves

Challenges

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

Instructs the leader in managing resources for effective results.

Continual professional development activities designed around ubiquitous technology integration for teaching and learning, research-based classroom strategies, differentiation of instruction and strategies to increases student opportunities and success

Continual evaluation and leveraging of resources to ensure safe, nurturing, and supportive educational environments for all students.

Continual focus on social, emotional, and inclusive practices that support all students in their growth and learning

Continual monitoring of our least restrictive environment (LRE) data to ensure that students with disabilities are being included in the general education classroom setting to the maximum extent appropriate based upon IEP team conversations.

In all tested subjects and grade levels 4-12 for PSSA and Keystone Exams the Economically Disadvantaged student group is lower

Strengths

the community in providing the vehicle for this educational excellence. Southern Lehigh School District will educate all students to develop the skills and competencies required to become life-long learners and productive members of an ever-changing world

For students with disabilities our state data demonstrates that our program is meeting the state targets across a multitude of indicators including LRE, race/ethnicity, and disability categories.

In all tested subjects and grade levels for PSSA and Keystone Exams, the percentage of students proficient or advanced is above the Statewide Average.

For all K-6 schools, all student group exceeds performance standard for percent regular attendance.

High-quality instructional practices, writing articulation across subjects 9-12

A comprehensive system of assessment is in place to measure student achievement and growth throughout the school year.

Tiered supports provided through MTSS.

Challenges

than the all student group.

In all tested subjects and grade levels 4-12 for PSSA and Keystone Exams the Student with Disabilities student group is lower than the all student group.

Ensuring the State standard for growth is met for all student subgroups in all tested grade levels and continue strengthening instructional programming

Responding to lost instructional time caused by the COVID-19 pandemic.

Ensuring a K-12 ELA core instructional program that incorporates research-based resources and best practices for instruction. Establishing systematic instruction in Phonics at the primary level.

Ensuring the State standard for growth is met for all student subgroups in all tested grade levels and continue strengthening instructional programming

Responding to lost instructional time caused by the COVID-19 pandemic.

Strengths

High-quality instructional practices and a standards-aligned curriculum.

A comprehensive system of assessment is in place to measure student achievement and growth throughout the school year.

Tiered supports provided through MTSS.

High-quality instructional practices and a standards-aligned curriculum.

Engaged students, families and teachers interested in and motivated by school experiences . A variety of educational opportunities utilized including dual-enrollment, on-line language instruction, on-line recovery courses, career and technical education, independent study, and critical language offerings

Courses and participation in county-wide offerings to meet Career Education and Work standards

Partnerships with community groups, higher education, business groups, and local law enforcement

Challenges

Ensuring the State standard for growth is met for all student subgroups in all tested grade levels and continue strengthening instructional programming.

Responding to lost instructional time caused by the COVID-19 pandemic.

Continual opportunities for personalized learning and career counseling to support career goals (including dual-enrollment, job-shadowing and internships).

Most Notable Observations/Patterns

Challenges	Discussion Point	Priority for Planning
Ensuring the State standard for growth is met for all student subgroups in all tested grade levels and continue strengthening instructional programming		
Ensuring the State standard for growth is met for all student subgroups in all tested grade levels and continue strengthening instructional programming		
Ensuring the State standard for growth is met for all student subgroups in all tested grade levels and continue strengthening instructional programming.		
Continual opportunities for personalized learning and career counseling to support career goals (including dual-enrollment, job-shadowing and internships).		
Continual focus on social, emotional, and inclusive practices that support all students in their growth and learning		
Ensuring a K-12 ELA core instructional program that incorporates research-based resources and best practices for instruction. Establishing systematic instruction in Phonics at the primary level.		

ADDENDUM B: ACTION PLAN

Action Plan: Improving ELA Instruction

Action Steps	Anticipated Start/Completion Date
Action steps will be developed collaboratively with administration and refined on an on-going basis to improve ELA Instruction.	07/01/2022 - 06/30/2025

Monitoring/Evaluation	Anticipated Output
Ensuring fidelity of implementation will be supervised by administration.	Implementation of a new K-12 ELA core curriculum that utilized research-based resources and integrates research from the Science of Reading into instructional practices.

Material/Resources/Supports Needed		PD Step	Comm Step
Materials/Resources/Supports will be considered on an on-going bases as the plan moves forward.		yes	yes

Action Plan: Focus of Growth

Action Steps	Anticipated Start/Completion Date
Action steps will be developed collaboratively with administration and refined on an on-going basis to focus on increasing academic growth for all students.	07/01/2022 - 06/30/2025

Monitoring/Evaluation	Anticipated Output
Ensuring fidelity of implementation will be supervised by administration.	Utilized the District's System of Assessment to target instruction within all tiers of instructional supports, including core instruction, to focus of growth of all students. Refine the District's Academic MTSS process, ensuring that decisions are based on rate of improvement goals and data analysis. Ensure supplemental resources being used within classrooms are used effectively to personalize and focus on growth for all students.

Material/Resources/Supports Needed		PD Step	Comm Step
Materials/Resources/Supports will be considered on an on-going bases as the plan moves forward.		yes	yes

Action Plan: Social Emotional Learning

Action Steps	Anticipated Start/Completion Date
Action steps will be developed collaboratively with administration and refined on an on-going basis to establish K-12 learning environments that support the social emotional learning for all students.	07/01/2022 - 06/30/2025

Monitoring/Evaluation	Anticipated Output
Ensuring fidelity of implementation will be supervised by administration.	Establish K-12 learning environments that support the social emotional learning for all students.

Material/Resources/Supports Needed	PD Step	Comm Step
Materials/Resources/Supports will be considered on an on-going bases as the plan moves forward.	yes	yes

Action Plan: Strengthen Instructional Programming

Action Steps	Anticipated Start/Completion Date
Action steps will be developed collaboratively with administration and refined on an on-going basis to strengthen instructional programming	07/01/2022 - 06/30/2025

Monitoring/Evaluation	Anticipated Output
Ensuring fidelity of implementation will be supervised by administration.	Professional development focused on improving instruction will be provided to staff informed by data. Curriculum documents, including Planned Courses, Scope and Sequence, Units of Learning, Pacing Guides, and Common Assessments will continue to be developed with a focus on updating and standardizing.

Material/Resources/Supports Needed		PD Step	Comm Step
Materials/Resources/Supports will be considered on an on-going bases as the plan moves forward.		yes	no

Action Plan: Building and Strengthening Community Partnerships

Action Steps	Anticipated Start/Completion Date
Action steps will be developed collaboratively with administration and refined on an on-going basis to build and strengthen community partnerships	07/01/2022 - 06/30/2025

Monitoring/Evaluation	Anticipated Output
Ensuring fidelity of implementation will be supervised by administration.	To increase community partnerships to support the implementation of instructional practices K-12 that promote the skills and characteristics outlined in the profile of a graduate.

Material/Resources/Supports Needed		PD Step	Comm Step
Materials/Resources/Supports will be considered on an on-going bases as the plan moves forward.		yes	yes

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Implementation of a new K-12 ELA core curriculum that utilized research-based resources and integrates research from the Science of Reading into instructional practices. (Improving ELA Instruction)	Improving ELA Instruction	Action steps will be developed collaboratively with administration and refined on an on-going basis to improve ELA Instruction.	07/01/2022 - 06/30/2025
Utilized the District's System of Assessment to target instruction within all tiers of instructional supports, including core instruction, to focus of growth of all students. Refine the District's Academic MTSS process, ensuring that decisions are based on rate of improvement goals and data analysis. Ensure supplemental resources being used within classrooms are used effectively to personalize and focus on growth for all students. (Focus on Student Growth)	Focus of Growth	Action steps will be developed collaboratively with administration and refined on an on-going basis to focus on increasing academic growth for all students.	07/01/2022 - 06/30/2025

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Establish K-12 learning environments that support the social emotional learning for all students. (Social Emotional Learning)	Social Emotional Learning	Action steps will be developed collaboratively with administration and refined on an on-going basis to establish K-12 learning environments that support the social emotional learning for all students.	07/01/2022 - 06/30/2025
Utilize data to inform on-going professional development focused on improving instruction. Continue on-going efforts to standardize and update curriculum documents, including Planned Courses, Scope and Sequence, Units of Learning, Pacing Guides, and Common Assessments. (Strengthen Instructional Programming)	Strengthen Instructional Programming	Action steps will be developed collaboratively with administration and refined on an on-going basis to strengthen instructional programming	07/01/2022 - 06/30/2025

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
To increase community partnerships to support the implementation of instructional practices K-12 that promote the skills and characteristics outlined in the profile of a graduate. (Building and Strengthening Community Partnerships)	Building and Strengthening Community Partnerships	Action steps will be developed collaboratively with administration and refined on an on-going basis to build and strengthen community partnerships	07/01/2022 - 06/30/2025

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Improving ELA Instruction	All identified staff involved in ELA instruction may participate in professional development.	Topics may include but are not limited to: Science of Reading Phonics, Phonemic Awareness, Fluency, Comprehension, and Writing Usage of research-based resources

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Evidence to support learning may include but are not limited to the: Implementation of a research-based K-12 ELA core curriculum. Implementation of a systematic approach to Phonics Instruction K-3 Integration of practices from the Science of Reading into instruction.	07/01/2022 - 06/30/2025	Administration

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1d: Demonstrating Knowledge of Resources	Language and Literacy Acquisition for All Students
	Language and Literacy Acquisition for All Students
3c: Engaging Students in Learning	Language and Literacy Acquisition for All Students
1e: Designing Coherent Instruction	
3d: Using Assessment in Instruction	
3b: Using Questioning and Discussion Techniques	
3a: Communicating with Students	
3a: Communicating with Students	
3e: Demonstrating Flexibility and Responsiveness	
1d: Demonstrating Knowledge of Resources	
3d: Using Assessment in Instruction	
3b: Using Questioning and Discussion Techniques	
3c: Engaging Students in Learning	

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1a: Demonstrating Knowledge of Content and Pedagogy	
1b: Demonstrating Knowledge of Students	
1d: Demonstrating Knowledge of Resources	
1c: Setting Instructional Outcomes	
1f: Designing Student Assessments	

Professional Development Step	Audience	Topics of Prof. Dev
Focus on Growth	All identified instructional staff may participate in professional development.	Topics may include but are not limited to: Assessment tools Analyzing data provided through the District's assessment system Utilizing screening and diagnostic data to guide instruction Utilizing formative assessment to guide instruction Targeting Tier 1, 2, and 3 supports Flexible Grouping and differentiating instruction based on individual and group needs

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Evidence to support learning may include but are not limited to: - the use of the District's System of Assessment to target instruction within all tiers of instructional supports, including core instruction, to focus of growth of all students. - a refined the District's Academic MTSS process, ensuring that decisions are based on rate of improvement goals and data analysis.	07/01/2022 - 06/30/2025	Administration

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1e: Designing Coherent Instruction	Teaching Diverse Learners in an Inclusive Setting
4a: Reflecting on Teaching	Teaching Diverse Learners in an Inclusive Setting
1b: Demonstrating Knowledge of Students	
1f: Designing Student Assessments	
4b: Maintaining Accurate Records	
1c: Setting Instructional Outcomes	
3d: Using Assessment in Instruction	
1d: Demonstrating Knowledge of Resources	
3e: Demonstrating Flexibility and Responsiveness	
1e: Designing Coherent Instruction	
4a: Reflecting on Teaching	
1c: Setting Instructional Outcomes	

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

3e: Demonstrating Flexibility and Responsiveness

1b: Demonstrating Knowledge of Students

1f: Designing Student Assessments

4b: Maintaining Accurate Records

Professional Development Step	Audience	Topics of Prof. Dev
Strengthen Instructional Programming	All identified instructional staff may participate in professional development.	Topics may include but are not limited to: - components of observation and practice specific to Domain 3 - best practices for supporting all students, including those with special needs - inquiry-based learning

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Evidence to support learning may include but are not limited to: Increase in effectiveness of practice shown through identified components of Domain 3 of observation and practices .	07/01/2022 - 06/30/2025	Administration

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
3c: Engaging Students in Learning	Teaching Diverse Learners in an Inclusive Setting
3d: Using Assessment in Instruction	Teaching Diverse Learners in an Inclusive Setting
3b: Using Questioning and Discussion Techniques	Teaching Diverse Learners in an Inclusive Setting
3a: Communicating with Students	Teaching Diverse Learners in an Inclusive Setting
3e: Demonstrating Flexibility and Responsiveness	
3c: Engaging Students in Learning	
3a: Communicating with Students	
3e: Demonstrating Flexibility and Responsiveness	
3b: Using Questioning and Discussion Techniques	
3d: Using Assessment in Instruction	
3d: Using Assessment in Instruction	
3c: Engaging Students in Learning	
3b: Using Questioning and Discussion Techniques	
3a: Communicating with Students	
3e: Demonstrating Flexibility and Responsiveness	
3a: Communicating with Students	
3e: Demonstrating Flexibility and Responsiveness	

Danielson Framework Component Met in this Plan: **This Step meets the Requirements of State Required Trainings:**

3b: Using Questioning and Discussion Techniques

3d: Using Assessment in Instruction

3c: Engaging Students in Learning

Professional Development Step	Audience	Topics of Prof. Dev
Social Emotional Learning	All identified staff may participate in professional development.	Topics may include but are not limited to: - Impacts of Social Media - Promoting respect for self and others - Promoting self-regulation - Trauma informed learning environments

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Evidence to support learning may include but are not limited to: - Increase in effectiveness of practice shown through identified components of Domain 2 of observation and practices .	07/01/2022 - 06/30/2025	Administration

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
2a: Creating an Environment of Respect and Rapport	Trauma Informed Training (Act 18)
2b: Establishing a Culture for Learning	
2d: Managing Student Behavior	
2b: Establishing a Culture for Learning	
2a: Creating an Environment of Respect and Rapport	
2d: Managing Student Behavior	

- -

Professional Development Step	Audience	Topics of Prof. Dev
Building and Strengthening Community Partnerships	All identified staff may participate in professional development.	Topics may include but are not limited to: - Profile of a graduate - Support dual enrollment - Opportunities for partnering with community organizations

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Outline of skills and characteristics aligned to a profile of a graduate Increased engagement in dual enrollment and community partnerships.	07/01/2022 - 06/30/2025	Administration

Danielson Framework Component Met in this Plan: **This Step meets the Requirements of State Required Trainings:**

3c: Engaging Students in Learning

1d: Demonstrating Knowledge of Resources

3a: Communicating with Students

4d: Participating in a Professional Community

2b: Establishing a Culture for Learning

ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Implementation of a new K-12 ELA core curriculum that utilized research-based resources and integrates research from the Science of Reading into instructional practices. (Improving ELA Instruction)	Improving ELA Instruction	Action steps will be developed collaboratively with administration and refined on an on-going basis to improve ELA Instruction.	2022-07-01 - 2025-06-30
Utilized the District's System of Assessment to target instruction within all tiers of instructional supports, including core instruction, to focus of growth of all students. Refine the District's Academic MTSS process, ensuring that decisions are based on rate of improvement goals and data analysis. Ensure supplemental resources being used within classrooms are used effectively to personalize and focus on growth for all students. (Focus on Student Growth)	Focus of Growth	Action steps will be developed collaboratively with administration and refined on an on-going basis to focus on increasing academic growth for all students.	2022-07-01 - 2025-06-30

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Establish K-12 learning environments that support the social emotional learning for all students. (Social Emotional Learning)	Social Emotional Learning	Action steps will be developed collaboratively with administration and refined on an on-going basis to establish K-12 learning environments that support the social emotional learning for all students.	2022-07-01 - 2025-06-30
To increase community partnerships to support the implementation of instructional practices K-12 that promote the skills and characteristics outlined in the profile of a graduate. (Building and Strengthening Community Partnerships)	Building and Strengthening Community Partnerships	Action steps will be developed collaboratively with administration and refined on an on-going basis to build and strengthen community partnerships	2022-07-01 - 2025-06-30

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline

COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
Improving ELA Instruction	SLSD Staff, Board of School Directors, and the Community	Topics may include but are not limited to: - Progress of the implementation plan will be communicated with stakeholders throughout the duration of this plan. - Data will be reviewed for effectiveness of implementation and will be shared at Board meetings at least annually.

Anticipated Timeframe	Frequency	Delivery Method
07/01/2022 - 06/30/2025	A variety of communication types will be used on an on-going basis.	Other

Lead Person/Position
Administration

Communication Step	Audience	Topics/Message of Communication
Focus of Growth	SLSD Staff, Board of School Directors, and the Community	Topics may include but are not limited to: - Progress of the implementation plan will be communicated with stakeholders throughout the duration of this plan. - Data will be reviewed for effectiveness of implementation and will be shared at Board meetings at least annually.

Anticipated Timeframe	Frequency	Delivery Method
07/01/2022 - 06/30/2025	A variety of communication types will be used on an on-going basis.	Other

Lead Person/Position
Administration

Communication Step	Audience	Topics/Message of Communication
Building and Strengthening Community Partnerships	SLSD Staff, Board of School Directors, and the Community	Topics may include but are not limited to: - Progress of the implementation plan will be communicated with stakeholders throughout the duration of this plan.

Anticipated Timeframe	Frequency	Delivery Method
07/01/2022 - 06/30/2025	A variety of communication types will be used on an on-going basis.	Other

Lead Person/Position
Administration

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
State Required Reports (Directors, Principals, and Identified Stakeholders): Curriculum, Assessment, and Instruction Reports Date: Thursday, April 7th 1:00-2:30 Induction Plan (Chapter 49) Date: Thursday, April 7th 9:00-10:30 Professional Development Plan (Act 48) Date: Tuesday, April 12th 11:15-1:00 (Admin Meeting) K-12 Guidance Plan Date: Thursday, April 14th 9-11:00 Gifted Education Plan Assurances (Chapter 16) (section complete- needs signature only) Date: Wednesday, April 13th 9-10AM Schedule of the evening meetings: During the week of 4/25: Finalize Plan, send email invitations to all along with a PDF of the draft plan for review. During the Week of May 2, 2022: Agenda: 6:15-6:25: Welcome and introductions 6:25-6:40: Overview of what has been completed 6:40-7:30: Focus group discussion/questions: Examine the Summary of Strengths. Identify the strengths that are most positively contributing to achievement of your mission and vision. Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your District and if improved would have the most pronounced impact in achieving your mission and vision. Comments and notable observations	The SLSD Comprehensive Plan will include topics include Curriculum, Assessment, and Instruction. Additionally, topics will include Professional Development, Induction, Gifted Education, and Student Services.	In person meetings with stakeholders Virtual meetings with stakeholders	SLSD Administration SLSD Board of Education SLSD Personnel Community Stakeholders	SLSD Comprehensive Plan Committee will collect feedback from stakeholders during the week of May 2, 2022. Final revision made during this time (can provide BOE update at this time). Goal: Final revisions by May 23, 2022 to announce 28 day timeline at Board Meeting. Upon final approval, the SLSD

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
				Administration will share the Comprehension Plan with the SLSD community.

ACADEMIC STANDARDS AND ASSESSMENT REQUIREMENTS (CHAPTER 4)

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

ACADEMIC STANDARDS AND PLANNING

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

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

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

Chapter 4 Curriculum and Instruction Requirements	Written Curriculum Framework	Taught within the Grade Span
Reading and Writing for Science and Technical Subjects	6-8, 9-12	6-8, 9-12
Reading and Writing for History and Social Studies	9-12	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.
   Southern Lehigh School District utilizes a curriculum review cycle since 2017-2018 to review alignment to the PA Academic Standards and update written curriculum. While the District now has a standardized format for mapping LEA curriculum to PA Core/Academic Standards, it is an on-going process to standardized documents such as Planned Courses, Scope and Sequence, Units of Learning, and Pacing Guides. It will remain a priority into this comprehensive plan, as content areas move through the cycle.

2. List resources, supports or models that are used in developing and aligning curriculum.
   PDE SAS, National Standards, Professional Organizations

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

The Office of Teaching and Learning is responsible for ensuring that all Board approved core resources are ordered, inventoried, and distributed to teachers. Written curriculum is accessible to teachers through an intranet, and google drive.

- -

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

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?
   Since the 2017-2018 school year, the District has utilized a 4 phased Cycle for Curricular Excellence: (1) Needs Assessment; (2) Development and Planning; (3) Implementation; and (4) Monitoring. It is an on-going process to standardized curriculum documents, including the development of planned course documents for each course that outline all elements in one standardized format. It will remain a priority into this comprehensive plan, as content areas move through the cycle.

2. What is your LEA's intent to revise the locally developed curriculum during this comprehensive plan cycle?
   - A comprehensive review of K-12 Literacy will be completed, including the development of revised planned courses and scope and sequence. - A comprehensive review of K-12 Social Studies will be completed, including the development of revised planned courses and scope and sequence. - Curriculum work in all content areas will continue to focus on developing and revising Units of Learning, Pacing Guides, and Common Assessments with a focus on updating and standardizing documents.

ASSURANCES: CURRICULUM AND INSTRUCTION (CONTINUED)

ACT 13

> Act 13 states that all professional employees must be evaluated once a year and temporary professional employees must be evaluated twice a year. Act 13 classifies educators as Classroom Professionals, Non-Teaching Principals, and Principals.
>
> Assess the strengths, challenges, and trends of the classroom/school environments and instructional practices within your LEA.

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

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

      28

   b. Non-Data Available Classroom Teachers

      61

   c. Non-Teaching Professionals

      7

   d. Principals

      4

   Total

   100

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

	Elementary School	Middle School	High School
Domain 1: Planning and Preparation	1a: Demonstrating Knowledge of Content and Pedagogy	1e: Designing Coherent Instruction	1a: Demonstrating Knowledge of Content and Pedagogy
Domain 2: The Classroom Environment	2a: Creating an Environment of Respect and Rapport	2a: Creating an Environment of Respect and Rapport	2b: Establishing a Culture for Learning
Domain 3: Instruction	3a: Communicating with Students	3a: Communicating with Students	3a: Communicating with Students
Domain 4: Professional Responsibilities	4c: Communicating with Families	4a: Reflecting on Teaching	4a: Reflecting on Teaching

3. What are the action steps implemented or will be implemented to build upon the strengths found in the classroom teacher observations?
Instructional focus areas for professional development will be determined through on-going analysis of PAETEP data.

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	1f: Designing Student Assessments	1c: Setting Instructional Outcomes	1f: Designing Student Assessments
Domain 2: The Classroom	2d: Managing Student	2b: Establishing a Culture for	2c: Managing Classroom

	Elementary School	Middle School	High School
Environment	Behavior	Learning	Procedures
Domain 3: Instruction	3d: Using Assessment in Instruction	3b: Using Questioning and Discussion Techniques	3d: Using Assessment in Instruction
Domain 4: Professional Responsibilities	4a: Reflecting on Teaching	4c: Communicating with Families	4e: Growing and Developing Professionally

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

   Instructional focus areas for professional development will be determined through on-going analysis of PAETEP data.

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

Goals Set	Comments/Considerations
Provided at the district level	Examples of information used may include but not limited to: (1) Attendance Data; (2) Student Discipline Data; (3) Future Ready Index Data, (4) Student Achievement and Growth Data; and (5) Teacher Evaluation Data.
Provided at the building level	Examples of information used may include but not limited to: (1) Attendance Data; (2) Student Discipline Data; (3) Future Ready Index Data, (4) Student Achievement and Growth Data; and (5) Teacher Evaluation Data.
	Examples of information used may include but not limited to: (1)

Goals Set	Comments/Considerations
Provided at the grade level	Future Ready Index Data and (2) Student Achievement and Growth Data.
Provided within the content area	Examples of information used may include but not limited to: (1) Future Ready Index Data and (2) Student Achievement and Growth Data.
Individual teacher choice	Examples of information used may include but not limited to: (1) Student Discipline Data; (2) Student Achievement and Growth Data; and (3) Teacher Evaluation Data.
Other (state what other is)	N/A

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

Evidence	Grades/Content Area	Comments
Locally Developed School District Rubric	K-12 all Content Areas	LDRs may be used at the direction of administration.
District-Designed Measure & Examination	K-12 all Content Areas	District-Designed Measures & Examinations may be used at the direction of administration.
Nationally Recognized Standardized Test	K-8 Math and ELA courses; 9-12 Algebra I, Literature, and Bio Keystone Courses	Star assessments and CDTs may be used at the direction of administration.

Evidence	Grades/Content Area	Comments
Industry Certification Examination	N/A	At this time Industry Certification Examinations are not being used.
Student Projects Pursuant to Local Requirements	K-12 all Content Areas	Projects may be used at the director of administration.
Student Portfolios Pursuant to Local Requirements	N/A	At this time Portfolios are not being used.

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

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

ASSESSMENT

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

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

Assessment			Type of Assessment	
Star Early Literacy - Universal Screener and Progress Monitoring			Diagnostic	

Frequency or Date Given	K-2	3-5	6-8	9-12
3x to 4x per year as a screener	Yes	No	No	No

Assessment			Type of Assessment	
Star Reading - Universal Screener and Progress Monitoring			Diagnostic	

Frequency or Date Given	K-2	3-5	6-8	9-12
3x to 4x per year as a screener	Yes	Yes	Yes	No

Assessment			Type of Assessment	

Star Math - Universal Screener and Progress Monitoring — Diagnostic

Frequency or Date Given	K-2	3-5	6-8	9-12
3x to 4x per year as a screener	Yes	Yes	Yes	No

Assessment	Type of Assessment
Acadience Reading K-6 - Universal Screener and Progress Monitoring	Diagnostic

Frequency or Date Given	K-2	3-5	6-8	9-12
3x to 4x per year as a screener	Yes	Yes	Yes	No

Assessment	Type of Assessment
Acadience Math K-6 - Second Level Screener and Progress Monitoring	Diagnostic

Frequency or Date Given	K-2	3-5	6-8	9-12
3x to 4x per year as a screener	Yes	Yes	Yes	No

Assessment	Type of Assessment
Classroom Diagnostic Assessment (CDT) for Algebra I, Literature, and Bio Keystone Courses	Diagnostic

Frequency or Date Given	K-2	3-5	6-8	9-12
3x to 4x per year	No	No	No	Yes

Assessment	Type of Assessment
Curriculum-Based Assessments aligned to taught curriculum	Summative

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

| At the end of Units of Learning | Yes | Yes | Yes | Yes |

Assessment				Type of Assessment
Final Exams and Final Projects aligned to taught curriculum				Summative

Frequency or Date Given	K-2	3-5	6-8	9-12
1x per year	No	No	Yes	Yes

Assessment				Type of Assessment
Formative Assessments				Formative

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

Assessment				Type of Assessment
Optional AP Exams				Summative

Frequency or Date Given	K-2	3-5	6-8	9-12
1x per year				Yes

Assessment				Type of Assessment
Optional ACT, PSAT and SAT				Summative

Frequency or Date Given	K-2	3-5	6-8	9-12
1x per year				Yes

ASSESSMENT (CONTINUED)

EDUCATION AREAS OF CERTIFICATION

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

Future Ready PA Index's Grade 3 Early Indicators of Success – No
Future Ready PA Index's Grade 7 Early Indicators of Success - No

- -

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

Diagnostic assessments are used to target instruction within core, as well as Tier 2 and Tier 3 supports.

- -

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

- -

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

Southern Lehigh School District

121395703 - 0

5775 Center Valley , PA, PA 18034

Dr. Michael Mahon

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Dr. Michael Mahon

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STEERING COMMITTEE

Name	Title	Committee Role	Appointed By
Dr. Karen Trinkle	Assistant Superintendet	Dr. Karen Trinkle	Administration Personnel
Shane Cross	Director of Curriculum and Instruction	Shane Cross	Administration Personnel
Ken Jordan	Director of Technology	Ken Jordan	Administration Personnel
Dr. Edward Donahue	Principal	Dr. Edward Donahue	Administration Personnel
Tony Pidgeon	Director of Human Resources	Tony Pidgeon	Administration Personnel
Sean McGinty	Principal	Sean McGinty	Administration Personnel

Name	Title	Committee Role	Appointed By
Cheyanne Hoffman	Human Resources Generalist	Cheyanne Hoffman	Administration Personnel
Dr. Lynn Chromiak	Principal	Dr. Lynn Chromiak	Administration Personnel
Mr. Brian Mansfield	Principal	Mr. Brian Mansfield	Administration Personnel
Mr. Sean McGinty	Principal	Mr. Sean McGinty	Administration Personnel
Mrs. Beth Guarriello	Principal	Mrs. Beth Guarriello	Administration Personnel
Dr. Edward Donahue	Principal	Dr. Edward Donahue	Administration Personnel

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

The Southern Lehigh School District provides a variety of professional development activities. Some address district-wide initiatives in which all teachers, staff, and administrators participate. Topics included within professional development activities include state mandates (such as child abuse training or educator effectiveness training); learner-centered programming; safe, secure and supportive schools; social and emotional development; and diversity/equity and inclusion. Specific learning opportunities within each area are self-selected or supervisor assigned, based upon differentiated needs of individuals. All approved professional development for teachers is reviewed for rigor and application to content; classroom strategies, instruction, assessment and data analysis; differentiation of instruction to meet individual student needs regardless of ability (including gifted and learning supports); and parent/community partnerships. Often, administrators participate in professional development along side their teaching staff. In addition, approved administrative activities are reviewed for alignment and application of the items that impact teachers in the classroom, with an emphasis on leading the organization toward excellence in all we do

.The Board of Directors, working with the superintendent, sets direction and specific annual goals for the District based upon the comprehensive plan. In turn, each building and district department creates an annual plan that outlines Goals for Growth, Improvement, and Enhancement based on the annual goals. Professional development is intended to further the learning needed by all members of the district to successful achieve these goals. The Act 48 Committee surveys all professional staff annually in order to gauge interest and need in specific topics related to District goals. Based upon that needs assessment, both internal and external experts are identified to deliver professional development. The Teaching and Learning Team, working with teacher subject area leaders, plans in-service professional development days. Hands-on application of learning through job-imbedded activities has become more routine than in the past. Teachers working in grade-level or content-area collaborative teams to apply new learning, strategies, or techniques are common. In addition to the scheduled in-service time, each teacher is required to complete 18 additional hours annually. This time allows teachers to select additional professional development activities most applicable to their individual needs. Supervisors work with professional staff to identify these needs as part of the supervision/evaluation model and to approve activities selected.

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

IMPROVING ELA INSTRUCTION

Action Step	Audience	Topics to be Included	Evidence of Learning
Action steps will be developed collaboratively with administration and refined on an on-going basis to improve ELA Instruction.	All identified staff involved in ELA instruction may participate in professional development.	Topics may include but are not limited to: Science of Reading Phonics, Phonemic Awareness, Fluency, Comprehension, and Writing Usage of research-based resources	Evidence to support learning may include but are not limited to the: Implementation of a research-based K-12 ELA core curriculum. Implementation of a systematic approach to Phonics Instruction K-3 Integration of practices from the Science of Reading into instruction.

Lead Person/Position	Anticipated Timeline
Administration	07/01/2022 - 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
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	On-going	3b: Using Questioning and Discussion Techniques	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
		1d: Demonstrating Knowledge of Resources	
		3c: Engaging Students in Learning	
		3a: Communicating with Students	
		1e: Designing Coherent Instruction	
		3d: Using Assessment in Instruction	
Workshop(s)	As determined through implementation plans	3c: Engaging Students in Learning	Language and Literacy Acquisition for All Students
		1d: Demonstrating Knowledge of Resources	
		3d: Using Assessment in Instruction	
		3a: Communicating with Students	
		3e: Demonstrating Flexibility	

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
		and Responsiveness 3b: Using Questioning and Discussion Techniques	
Collaborative curriculum development	On-Going	1d: Demonstrating Knowledge of Resources 1a: Demonstrating Knowledge of Content and Pedagogy 1b: Demonstrating Knowledge of Students 1c: Setting Instructional Outcomes 1f: Designing Student Assessments	Language and Literacy Acquisition for All Students

FOCUS ON GROWTH

Action Step	Audience	Topics to be Included	Evidence of Learning
Action steps will be	All identified	Topics may include but are not limited to:	Evidence to support learning may include but

Action Step	Audience	Topics to be Included	Evidence of Learning
developed collaboratively with administration and refined on an on-going basis to focus on increasing academic growth for all students.	instructional staff may participate in professional development.	Assessment tools Analyzing data provided through the District's assessment system Utilizing screening and diagnostic data to guide instruction Utilizing formative assessment to guide instruction Targeting Tier 1, 2, and 3 supports Flexible Grouping and differentiating instruction based on individual and group needs	are not limited to: - the use of the District's System of Assessment to target instruction within all tiers of instructional supports, including core instruction, to focus of growth of all students. - a refined the District's Academic MTSS process, ensuring that decisions are based on rate of improvement goals and data analysis.

Lead Person/Position	Anticipated Timeline
Administration	07/01/2022 - 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
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	On-going	1e: Designing Coherent Instruction 4a: Reflecting on Teaching 1c: Setting Instructional Outcomes	Teaching Diverse Learners in an Inclusive Setting

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	
		3e: Demonstrating Flexibility and Responsiveness	
		1b: Demonstrating Knowledge of Students	
		1f: Designing Student Assessments	
		4b: Maintaining Accurate Records	
Workshop(s)	As determined through implementation plans	1e: Designing Coherent Instruction	Teaching Diverse Learners in an Inclusive Setting
		4a: Reflecting on Teaching	
		1c: Setting Instructional Outcomes	
		3d: Using Assessment in	

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
		Instruction 1b: Demonstrating Knowledge of Students 1f: Designing Student Assessments 4b: Maintaining Accurate Records 1d: Demonstrating Knowledge of Resources 3e: Demonstrating Flexibility and Responsiveness	

STRENGTHEN INSTRUCTIONAL PROGRAMMING

Action Step	Audience	Topics to be Included	Evidence of Learning
Action steps will be developed collaboratively with administration and refined on an on-going basis	All identified instructional staff may participate in	Topics may include but are not limited to: - components of observation and practice specific to Domain 3 - best practices for supporting all students, including those with	Evidence to support learning may include but are not limited to: Increase in effectiveness of practice shown through identified components of

Action Step	Audience	Topics to be Included	Evidence of Learning
to strengthen instructional programming	professional development.	special needs - inquiry-based learning	Domain 3 of observation and practices .

Lead Person/Position	Anticipated Timeline
Administration	07/01/2022 - 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
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	On-going	3a: Communicating with Students 3e: Demonstrating Flexibility and Responsiveness 3d: Using Assessment in Instruction 3c: Engaging Students in Learning 3b: Using Questioning and Discussion Techniques	Teaching Diverse Learners in an Inclusive Setting

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Independent study	On-going	3d: Using Assessment in Instruction 3b: Using Questioning and Discussion Techniques 3a: Communicating with Students 3e: Demonstrating Flexibility and Responsiveness 3c: Engaging Students in Learning	Teaching Diverse Learners in an Inclusive Setting
Learning walk	On-going	3c: Engaging Students in Learning 3a: Communicating with Students 3e: Demonstrating Flexibility and Responsiveness 3d: Using Assessment in Instruction 3b: Using Questioning and	Teaching Diverse Learners in an Inclusive Setting

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
		Discussion Techniques	
Workshop(s)	As determined through implementation plans	3b: Using Questioning and Discussion Techniques 3d: Using Assessment in Instruction 3c: Engaging Students in Learning 3a: Communicating with Students 3e: Demonstrating Flexibility and Responsiveness	Teaching Diverse Learners in an Inclusive Setting

SOCIAL EMOTIONAL LEARNING

Action Step	Audience	Topics to be Included	Evidence of Learning
Action steps will be developed collaboratively with administration and refined on an on-going basis to establish K-12 learning environments that support	All identified staff may participate in professional	Topics may include but are not limited to: - Impacts of Social Media - Promoting respect for self and others - Promoting self-regulation -	Evidence to support learning may include but are not limited to: - Increase in effectiveness of practice shown through identified components

Action Step	Audience	Topics to be Included	Evidence of Learning
the social emotional learning for all students.	development.	Trauma informed learning environments	of Domain 2 of observation and practices .

Lead Person/Position	Anticipated Timeline
Administration	07/01/2022 - 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
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	On-going	2a: Creating an Environment of Respect and Rapport 2d: Managing Student Behavior 2b: Establishing a Culture for Learning	Trauma Informed Training (Act 18)
Workshop(s)	As determined through implementation plans	2a: Creating an Environment of Respect and Rapport 2d: Managing Student	

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
		Behavior 2b: Establishing a Culture for Learning	

BUILDING AND STRENGTHENING COMMUNITY PARTNERSHIPS

Action Step	Audience	Topics to be Included	Evidence of Learning
Action steps will be developed collaboratively with administration and refined on an on-going basis to build and strengthen community partnerships	All identified staff may participate in professional development.	Topics may include but are not limited to: - Profile of a graduate - Support dual enrollment - Opportunities for partnering with community organizations	Outline of skills and characteristics aligned to a profile of a graduate Increased engagement in dual enrollment and community partnerships.

Lead Person/Position	Anticipated Timeline	
Administration	07/01/2022 - 06/30/2025	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	As determined through implementation plans	4d: Participating in a Professional Community 2b: Establishing a Culture for Learning 3a: Communicating with Students 1d: Demonstrating Knowledge of Resources 3c: Engaging Students in Learning	

OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES

Other Professional Development Activities are not included in this report

EVALUATION AND REVIEW

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

Each school year student growth and achievement data may be analyzed from eMetric and PVAAs to make revisions to the plan. At the conclusion of each school year, an Act 48 Professional Development survey is sent to staff. Results may be used to make revisions to the plan. The Act 48 Committee may make recommendations for professional development annually. Those recommendations may be used to make revisions to the plan. In preparing for the upcoming school year, administrators review progress related to District and Building goals and may make revisions to the plan.

PROFESSIONAL EDUCATION PLAN ASSURANCES

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

Professional Education Committee Chairperson: Date

- -

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

Superintendent or Chief Administrative Officer: Date

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

Southern Lehigh School District

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5775 Center Valley , PA, PA 18034

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Dr. Michael Mahon

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INDUCTION PLAN COMMITTEE PARTICIPANTS

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

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

STEERING COMMITTEE

Name	Title	Committee Role	Chosen/Appointed by
Mr. Anthony Pidgeon	Director Human Resources	Administrator	Administration Personnel
Mr. Shane Cross	Director of Curriculum	Administrator	Administration Personnel

Name	Title	Committee Role	Chosen/Appointed by
Mrs. Andria Buchman	Director of Special Education	Administrator	Administration Personnel
Dr. Karen Trinkle	Assistant Superintendent	Administrator	Administration Personnel
Dr. Michael Mahon	Superintendent	Administrator	Administration Personnel
Ms. Cheyanne Hoffman	Human Resources	Other	Administration Personnel
Mr. Brian Mansfield	Principal	Administrator	Administration Personnel
Dr. Lynn Chromiak	Principal	Administrator	Administration Personnel
Mr. Sean McGinty	Principal	Administrator	Administration Personnel
Mrs. Beth Guarriello	Principal	Administrator	Administration Personnel
Dr. Edward Donahue	Principal	Administrator	Administration Personnel

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

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

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

The overarching goal of the Induction Program in Southern Lehigh School District is to provide our first-year and new teachers with relevant support to insure their smooth transition into the profession and district organization so that they may positively impact on student learning. Using a mentor-inductee approach, new professional and temporary professional staff are assisted in their education and exposure to prime areas of teaching and workplace protocols by experienced collegial partners. Mentors are selected by building principals to ensure that mentors have outstanding work performance, similar area of certification as inductee. Mentors meet monthly with inductees. Supervisors monitor that the responsibilities of a mentor are attained throughout the school year. The Southern Lehigh School District believes that a mentor can provide substantial support for a new employee in the areas of skill development, job coaching, resource location/ selection/ requisition, communication, procedural explanations, and general information. All professional and temporary professional employees will have a mentor who is considered to be competent and knowledgeable in their department or building. Mentors will be selected by the building Principal or Supervisor for each new employee and receive training prior to their first mentoring position. Mentors will be selected based on the following criteria: 1. Demonstrate qualities that are consistent with quality teaching and/or quality job performance 2. Subject matter, grade level, or job function compatibility and knowledge of state initiatives and district policies 3. Experience level (Years of service and Level II Certifications will be prioritized) 4. Certification compatibility 5. Ability to meet with the inductee on a regular basis If a mentor resigns a new mentor will be provided. Should a new employee's job responsibilities require the need for multiple mentors, building Principals and Supervisors will take this into consideration for assignment of mentors. Mentors will be paid per District policy, will be required to complete mentor training, and will be expected to provide support to benefit and aide the new employee through the completion of all activities and topics as outlined in the Induction Log.

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	No
Knowledge of successful research-based instructional models	Yes
Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).	No
Other, please specify below	Yes

OTHER

Currently there is a log of all of the required activities that are required of new employees. The Induction Plan will be reviewed annually for evaluation for effectiveness.

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**

Central Office Administrators, working with the building Principals, maintain oversight responsibility to affirm that all components of the Induction Plan are met. All teachers who are new to the teaching profession and teachers who are new to the Southern Lehigh School District will participate in an Induction process. All inductees complete a reflection tool at the end of induction. - as a means to collect data from new employees and help guide appropriate induction activities and programming. A post-induction evaluation tool will be used to gain feedback from new employees on the helpfulness of the Induction Program. The administrator coordinating induction will develop a yearly calendar to accomplish all the items listed in the Induction Program and to ensure that the goals of the Induction Plan are met. The Induction Plan will be reviewed annually to make necessary adjustments based on feedback and data. Induction Meetings will occur periodically throughout the school year. Mentors will meet with Mentees at least monthly, discussing topics included on a monthly Induction Checklist. Content taught throughout induction will be delivered through face-to-face meetings, through video communication software, or online coursework.

EDUCATOR INDUCTION PLAN TOPIC AREAS

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

CODE OF PROFESSIONAL PRACTICE AND CONDUCT FOR EDUCATORS

Selected Danielson Framework(s)	Timeline
4f: Showing Professionalism	Year 1 Summer, Year 2 Summer, Year 3 Summer, Year 1 Winter, Year 2 Winter, Year 3 Winter, Year 1 Fall, Year 2 Fall, Year 3 Fall, Year 1 Spring, Year 2 Spring, Year 3 Spring

ASSESSMENTS AND PROGRESS MONITORING

Selected Danielson Framework(s)	Timeline
1f: Designing Student Assessments 1b: Demonstrating Knowledge of Students 3d: Using Assessment in Instruction 1c: Setting Instructional Outcomes	Year 1 Summer, Year 2 Summer, Year 3 Summer, Year 1 Winter, Year 2 Winter, Year 3 Winter, Year 1 Fall, Year 2 Fall, Year 3 Fall, Year 1 Spring, Year 2 Spring, Year 3 Spring

INSTRUCTIONAL PRACTICES

Selected Danielson Framework(s)	Timeline
3b: Using Questioning and Discussion Techniques 3c: Engaging Students in Learning 3d: Using Assessment in Instruction 3a: Communicating with Students 3e: Demonstrating Flexibility and Responsiveness	Year 1 Winter, Year 2 Winter, Year 3 Winter, Year 1 Spring, Year 2 Spring, Year 3 Spring, Year 1 Summer, Year 2 Summer, Year 3 Summer, Year 1 Fall, Year 2 Fall, Year 3 Fall

SAFE AND SUPPORTIVE SCHOOLS

Selected Danielson Framework(s)	Timeline
1d: Demonstrating Knowledge of Resources 3a: Communicating with Students 4e: Growing and Developing Professionally 2b: Establishing a Culture for Learning 4c: Communicating with Families 2a: Creating an Environment of Respect and Rapport 3e: Demonstrating Flexibility and	Year 1 Winter, Year 2 Winter, Year 3 Winter, 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

Selected Danielson Framework(s)	Timeline
Responsiveness 4f: Showing Professionalism 1b: Demonstrating Knowledge of Students 2d: Managing Student Behavior 4d: Participating in a Professional Community	

STANDARDS/CURRICULUM

Selected Danielson Framework(s)	Timeline
1a: Demonstrating Knowledge of Content and Pedagogy	Year 1 Fall, Year 2 Fall, Year 3 Fall, Year 1 Summer, Year 2 Summer, Year 3 Summer, Year 1 Spring, Year 2 Spring, Year 3 Spring, Year 1 Winter, Year 2 Winter, Year 3 Winter

TECHNOLOGY INSTRUCTION

Selected Danielson Framework(s)	Timeline
3c: Engaging Students in Learning 1e: Designing Coherent Instruction 1d: Demonstrating Knowledge of	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

Selected Danielson Framework(s)	Timeline
Resources	

PROGRESS REPORTS AND PARENT-TEACHER CONFERENCING

Selected Danielson Framework(s)	Timeline
4c: Communicating with Families	Year 1 Fall

ACCOMMODATIONS AND ADAPTATIONS FOR DIVERSE LEARNERS

Selected Danielson Framework(s)	Timeline
1f: Designing Student Assessments 3a: Communicating with Students 4b: Maintaining Accurate Records 2a: Creating an Environment of Respect and Rapport 2d: Managing Student Behavior 3e: Demonstrating Flexibility and Responsiveness 4f: Showing Professionalism 1c: Setting Instructional Outcomes	Year 1 Summer, Year 2 Summer, Year 3 Summer, 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

Selected Danielson Framework(s)	Timeline
2c: Managing Classroom Procedures	
3d: Using Assessment in Instruction	
4e: Growing and Developing Professionally	
1b: Demonstrating Knowledge of Students	
2b: Establishing a Culture for Learning	
3c: Engaging Students in Learning	
4c: Communicating with Families	

DATA INFORMED DECISION MAKING

Selected Danielson Framework(s)	Timeline
1a: Demonstrating Knowledge of Content and Pedagogy 1b: Demonstrating Knowledge of Students 1c: Setting Instructional Outcomes	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, Year 1 Summer, Year 2 Summer, Year 3 Summer

MATERIALS AND RESOURCES FOR INSTRUCTION

Selected Danielson Framework(s)	Timeline
1d: Demonstrating Knowledge of Resources	Year 1 Winter, Year 2 Winter, Year 3 Winter, Year 1 Spring, Year 2 Spring, Year 3 Spring, Year 1 Fall, Year 2 Fall, Year 3 Fall, Year 1 Summer, Year 2 Summer, Year 3 Summer

CLASSROOM AND STUDENT MANAGEMENT

Selected Danielson Framework(s)	Timeline
2b: Establishing a Culture for Learning 2d: Managing Student Behavior 2c: Managing Classroom Procedures 2a: Creating an Environment of Respect and Rapport 2e: Organizing Physical Space	Year 1 Winter, Year 2 Winter, Year 3 Winter, 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

PARENTAL AND/OR COMMUNITY INVOLVEMENT

Selected Danielson Framework(s)	Timeline
4d: Participating in a Professional Community 4c: Communicating with Families	Year 1 Summer, Year 2 Summer, Year 3 Summer, Year 1 Winter, Year 2 Winter, Year 3 Winter, Year 1 Fall, Year 2 Fall, Year 3 Fall, Year 1 Spring, Year 2 Spring, 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

Evaluation and Monitoring The following documentation, evaluation, and monitoring events will occur to insure the new employee is meeting with success. • Induction Needs Assessment • Annual Professional Goal Setting • Induction Log • Mid Year Reflection Activity Report • End Year Reflection Activity Report • PDE Act 13 • Building principal or supervisor review • Post Induction Evaluation The Building Principal, Supervisor, and District Induction Coordinators will be responsible for reviewing this documentation in order to gauge the effectiveness of the Induction Program and make changes as necessary for future new employees.

DOCUMENTATION OF PARTICIPATION AND COMPLETION

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

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

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

EDUCATOR INDUCTION PLAN STATEMENT OF ASSURANCE

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

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

Educator Induction Plan Coordinator   Date

- -

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

Chief School Administrator   Date

CHAPTER 16

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

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

a. The plan shall include the process for identifying children who are gifted and in need of specially designedinstruction, as well as the gifted special educationprograms offered.
b. The school districts shall make its gifted education plan available for public inspection and comment for aminimum 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 andprogram 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.).
   SLSD's public notice procedures include notification on the district's website, on the building school psychologist's website page, and located in each building's handbook. This handbook is also available as an online resource for our families.

2. Describe your district's process for locating students who are thought to be gifted and may need specially designed instruction.
   Teacher Request: If a teacher believes that a student might be gifted, contact the school counselor/school psychologist prior to speaking with the parent/guardian. The student will be discussed at a MTSS team meeting and the school psychologist will contact the parent/guardian to describe the program and get permission to complete the screening process. If the parent/guardian gives permission for screening, teachers will receive the GATES-2 and return to the school psychologist when completed. An additional screening measure (SAGES-3) is administered to the student. Results of GATES and SAGES, as well as any additional standardized test scores are reviewed. If permission for further gifted testing is received, teachers will receive an additional teacher input form to complete and return to the school psychologist. Intelligence testing and additional information is gathered by the school psychologist and compiled into a Gifted Written Report. If the student is classified as a gifted learner, the GIEP process will begin and any changes to the student's schedule will be made.
   Parent Request: If a parent/guardian inquires about their child potentially being a gifted learner, the school psychologist will discuss the gifted identification process with the parent/guardian which may include the screening process. Once the parent/guardian gives permission for the screening process to begin (see above) and the student's screening results do not indicate the need for further testing, parents/guardians are still able to request that the district completes a full gifted evaluation. If the parent/guardian, at that initial phone call, requests a gifted evaluation, then the school psychologist will initiate a permission for an 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).
   As stated in SLSD Policy 114, the Superintendent or designee shall ensure that the District annually publishes information to the public about its gifted programs and services, and the manner in which parents can request these programs and services. The District shall publish such information in a manner, which enables the District to reach the resident parents of students enrolled in the District's public schools, and the resident parents of school age children not enrolled in such schools. The Superintendent or designee shall ensure that at regular intervals: (1) the District collects information concerning student achievement, performance, and behavior that might indicate gifted ability; (2) appropriate staff review this information; and (3) appropriate staff undertake screening activities in a manner that enables those staff

members to discern valid evidence of gifted ability. Screening instruments and techniques must be reliable and be free of racial, gender, national origin, and disability bias. Mentally gifted is defined as: outstanding intellectual and creative ability the development of which requires specially designed programs or support services, or both, not ordinarily provided in the regular education program. 22 Pa. Code 16.1. This term includes a student who has an IQ of 130 or higher or a student who meets multiple criteria as set forth in Pennsylvania regulations and in the Pennsylvania Department of Education Guidelines. 22 Pa. Code 16.21. Intellectual ability may not be determined by an IQ score alone. Students with an IQ score lower than 130 may be admitted to the gifted program when other educational criteria strongly indicate gifted ability. Additional multiple criteria utilized includes: achievement, rates of acquisition and retention, demonstrated achievement, early skill development, and intervening factors masking giftedness.

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.
   If a student is identified as a gifted learner the full continuum of services are considered in building the gifted individualized education plan. The data over the past few years, including any standardized data, classroom performance, and State assessments, as well as parent, teacher, and student input is utilized for this process. The GIEP team then thoughtfully and collaboratively discusses the strength's of the student and potential goal areas. Additionally, and within these discussions, the GIEP team discusses if the student is in need of acceleration in a subject/course, enrichment within the course, or a combination of both. Those programs can include those offered within the student's building, in another district building, or online. Related services and specially designed instruction are also discussed as it pertains to assisting the student meet their GIEP goal/s.

Chief School Administrator   Date

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

Southern Lehigh School District

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STUDENT SERVICES ASSURANCE

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

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

Safe Schools Programs, Strategies and Actions	In Compliance? Yes or No
Peer Helper Programs	Yes
Safety and Violence Prevention Curricula	No
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