

BRENTWOOD BOROUGH SD

3601 Brownsville Rd

Comprehensive Plan | 2023 - 2026

MISSION STATEMENT

It is the mission of the Brentwood Borough School District to develop in all students the skills to think critically by reasoning, creating, connecting, and transforming in order to meet the challenges of the 21st century and to achieve their fullest potential as ethical citizens

VISION STATEMENT

It is the vision of the Brentwood Borough School District for all students to graduate prepared to meet the challenges of a complex society through lifelong learning and social and emotional wellness skills that will allow them to be successful in college, career, and their individual life goals.

EDUCATIONAL VALUE STATEMENTS

STUDENTS

It is the responsibility of the students to come to school prepared to learn, take ownership and accountability for their learning and take advantage of the resources the school provides in the process to help them grow as individuals.

STAFF

It is the responsibility of the staff to come to school prepared to help facilitate student learning by providing appropriate opportunities, developing strong professional relationships with students and holding students accountable for their own learning and actions.

ADMINISTRATION

It is the responsibility of the administration to support the staff and students in the learning process by providing appropriate time and resources dedicated to growing students as learners and individuals.

PARENTS

It is the parents' responsibility to support student learning and growth through communication and partnership with the school, upholding consistent high quality expectations in all areas of student life.

COMMUNITY

The community can support the school with opportunities for real-world learning and providing the conditions for students to be successful members of society beyond the walls of the classroom.

OTHER (OPTIONAL)

STEERING COMMITTEE

Name	Position	Building/Group
Dr. Amy Burch	Administrator	Brentwood Borough School District
Dr. Jason Olexa	Administrator	Brentwood High School
Mr. David Radcliffe	Administrator	Brentwood Middle School
Dr. Bonnie Betler	Administrator	Moore Elementary School
Suzanne Ailes	Administrator	Elroy Elementary School
Stephanie DeLuca	Administrator	Brentwood Borough School District
Christine Winiarski	Administrator	Brentwood Borough School District
Kristin Cramer	Staff Member	Brentwood Borough School District
Chris Weaver	Staff Member	Brentwood Borough School District
Ben Miller	Staff Member	Brentwood Borough School District
Katy Phillips	Staff Member	Brentwood Borough School District
Ian Shortt	Staff Member	Brentwood Borough School District
Jaime Jones	Staff Member	Brentwood Borough School District

Name	Position	Building/Group
Diana Kleinhampl	Staff Member	Brentwood Borough School District
Marcia Schweitzer	Staff Member	Brentwood Borough School District
Sheri Duing	Staff Member	Brentwood Borough School District
Mindy Golvash	Staff Member	Brentwood Borough School District
Anne Steigerwald	Staff Member	Brentwood Borough School District
Kim Binek	Staff Member	Brentwood Borough School District
Christie O'Neill	Staff Member	Brentwood Borough School Dist
Jennifer Zunic	Board Member	Brentwood Borough School Dist
Ted Ulmer	Administrator	Brentwood Borough School District
Dennis Luther	Community Member	Brentwood Borough Library
Jeff Golvash	Community Member	Brentwood Business Owners Association
Chris Crompton	Community Member	Brentwood Chamber of Commerce
Jamie Mason	Parent	Brentwood Borough School District
Lori Bollinger	Parent	Brentwood Borough School District
Brian Rea	Board Member	Brentwood Borough School District

Name	Position	Building/Group
David Tinker	Board Member	Brentwood Borough School District
Donna Werner	Board Member	Brentwood Borough School District
Robert Kircher	Board Member	Brentwood Borough School District
Roger Gaughan	Board Member	Brentwood Borough School District
Gary Topolosky	Board Member	Brentwood Borough School District
Richard Briner	Board Member	Brentwood Borough School District
Kristie Kraeuter	Board Member	Brentwood Borough School District
David Schaap	Board Member	Brentwood Borough School District
Talen Ho	Student	Brentwood Borough School District
Forrest Betz	Student	Brentwood Borough School District

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
We need to gather additional data from the upcoming data sets coming out of the Covid-19 pandemic to determine the root-cause of weaknesses in mathematics. Additionally, we need to monitor the implementation of a new math program at the elementary level to determine what next steps may need to be taken in year 2 and beyond.	Mathematics
The District will create a framework for fostering a sense of belonging for all stakeholders in the school system to address the issues of attendance and connection to school.	School climate and culture
We need to gather additional data from the upcoming data sets coming out of the Covid-19 pandemic to determine the root-cause of student growth weaknesses in ELA. Additionally, we need to select and implement a new ELA program at the elementary level, including plans for individualized interventions.	English Language Arts
The District will work with family and community stakeholder groups to understand what holds back participation and move towards true partnership with outside stakeholders.	Parent and family engagement

ACTION PLAN AND STEPS

Evidence-based Strategy

Data Analysis of local MAP assessment and state testing data

Measurable Goals			
Goal Nickname	Measurable Goal Statement (Smart Goal)		
ELA Growth	Based on the MAP assessment, students who are projected to be proficient will attain their growth expectations. For students who are not projected to be proficient, students will exceed their projected growth expectations.		
Math Growth	Based on the MAP assessment, students who are projected to be proficient will attain their growth expectations. For students who are not projected to be proficient, students will exceed their projected growth expectations.		
Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
The district will form data teams to analyze/monitor math and ELA data to gather three years of data post-Covid pandemic. This should allow us to get a better handle on if the deficits we are seeing are temporary and what the root-causes are.	2023-09-24 - 2026-06-24	Curriculum Coordinator	Data, Time to meet, Programatic supports dependent on the findings of the analysis.
Anticipated Outcome			
Determination of root-causes in mathematics and ELA and a plan to adjust instruction or add instructional strategies and interventions as needed.			
Monitoring/Evaluation			
Once strategies are determined, principals will monitor for appropriate implementation. Data teams will continue to look at data to			

determine effectiveness of new techniques.

Evidence-based Strategy				
Implement Intervention Time at Elementary Levels				
Measurable Goals				
Goal Nickname	Measurable Goal Statement (Smart Goal)			
ELA Growth	Based on the MAP assessment, students who are projected to be proficient will attain their growth expectations. For students who are not projected to be proficient, students will exceed their projected growth expectations.			
Math Growth	Based on the MAP assessment, students who are projected to be proficient will attain their growth expectations. For students who are not projected to be proficient, students will exceed their projected growth expectations.			
Action Step		Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Each elementary building will implement an RTI block to allow for flexible grouping of students based on skill needs. Implement interventions as needed using District adopted intervention tools.		2022-10-03 - 2026-06-24	Curriculum Coordinator, Building Principals	Intervention Materials, Training

Anticipated Outcome

Students will receive skill-based instruction in areas of need. Students will make growth gains in mathematics and ELA.

Monitoring/Evaluation

Data teams will meet regularly to determine student growth and if adjustments are needed for the interventions.

Evidence-based Strategy

Family Engagement: Stakeholder Meetings

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
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Family and Community Engagement	The District will shift from a participation lens with community engagement to an emphasis on partnership. Elementary: Increase opportunities for parents and families to partner with the school to support student learning. Secondary: Increase opportunities for students to partner with the community to engage in learning opportunities beyond the walls of the school.
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Action Step

	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
The district will identify events to measure current family participation and measure it throughout the school year.	2023-07-03 - 2024-05-31	Principals	Time

The district will meet with or call families for each of the various events	2023-07-03 -	Principals	Time, Space, Refreshments
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Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
to determine the barriers to attending events.	2024-05-31		
The district will work with those stakeholders to improve existing events by removing previously identified barriers for attendance.	2024-08-01 - 2025-06-03	Principals	Time, Space, Refreshments, Supplies
The district will partner with stakeholders to introduce new events that focus on additional partnership opportunities.	2025-08-01 - 2026-06-30	Principals	Time, Space, Refreshments, Supplies

Anticipated Outcome

Parent participation in events and two-way communication with district representatives will increase by involving parents in the process of planning school events and activities.

Monitoring/Evaluation

The district will look for an increase in numbers of participation, types of communication happening between stakeholders, and overall satisfaction as measured on school climate surveys.

Evidence-based Strategy

Framework of Belonging

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
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Goal Nickname	Measurable Goal Statement (Smart Goal)			
Belonging	The District will build a framework for creating a sense of belonging for all students.			
Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed	
The district will conduct a school climate survey	2022-09-15 - 2022-11-30	Special Education Director	PDE School Climate Survey	
The district will administer the PASS survey twice annually to students.	2021-05-01 - 2026-06-30	Special Education Director	PASS Survey, 1:1 devices, class time	
Pilot new student ambassador program at the middle school	2022-11-01 - 2023-06-30	Middle School Principal/Lead Teacher	Teacher stipend, funding for food, supplies, Brentwood Welcome bags	
Pilot belonging activities at the High School Level	2022-09-01 - 2023-06-20	HS Principal		
Review/Revise course selection guide and consider local graduation requirements, including student interest pathways.	2023-07-01 - 2026-06-30	HS/MS Principal, Curriculum Coordinator	PDE Chapter 4 requirements, website tools for creating 21st century course selection guide.	
Expand new student ambassador program to the HS.	2023-08-01 - 2026-06-30	HS Principal	funding for welcome materials, food, event materials	

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Expand New student ambassador program to the elementary schools.	2024-08-01 - 2026-06-30	Elementary Principals	funding for welcome materials, food, event materials
Implement 'homeroom" student engagement period at the HS to focus on student belonging.	2023-08-01 - 2026-06-30	HS Principal	funding for student engagement activities, guidelines for student engagement
Continue to evaluate and implement new opportunities for student engagement/belonging.	2023-08-01 - 2026-06-30	Administrative Team	as needed

Anticipated Outcome

The district will build a framework supporting a sense of belonging for all students.

Monitoring/Evaluation

PASS survey results, twice annually for all students grade 3 -12.

Evidence-based Strategy

Implement new standards-aligned curricular programs at K-5 in Math and ELA.

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)

Goal Nickname	Measurable Goal Statement (Smart Goal)		
ELA Growth	Based on the MAP assessment, students who are projected to be proficient will attain their growth expectations. For students who are not projected to be proficient, students will exceed their projected growth expectations.		
Math Growth	Based on the MAP assessment, students who are projected to be proficient will attain their growth expectations. For students who are not projected to be proficient, students will exceed their projected growth expectations.		
Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Review appropriate ELA and Math programs and pilot selected programs.	2021-09-01 - 2023-06-01	Curriculum Coordinator and teacher review teams.	new program samples
Select appropriate ELA and Math programs.	2021-09-01 - 2023-06-30	Curriculum Coordinator and teacher review teams.	new program scope/sequence and samples.
Provide professional learning in new math and ELA programs and best practices in math and ELA instruction.	2022-01-10 - 2026-06-30	Curriculum Coordinator	professional learning resources, curricular resources
Implement ELA and Math programs, evaluate for effectiveness and make adjustments as needed.	2022-08-01 - 2024-06-30	Curriculum Coordinator	new programs, continued professional learning resources

Anticipated Outcome

Students in K-5 will engage with new curriculum and instructional materials in K-5. This should lead to improvements in student growth in both math and ELA.

Monitoring/Evaluation

MAP Assessment results will be used to determine student growth utilizing the new programs.

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Based on the MAP assessment, students who are projected to be proficient will attain their growth expectations. For students who are not projected to be proficient, students will exceed their projected growth expectations. (ELA Growth)	Implement Intervention Time at Elementary Levels	Each elementary building will implement an RTI ^{ELD} block to allow for flexible grouping of students based on skill needs.	10/03/2022 - 06/24/2026
Based on the MAP assessment, students who are projected to be proficient will attain their growth expectations. For students who are not projected to be proficient, students will exceed their projected growth expectations. (Math Growth)		Implement interventions as needed using District adopted intervention tools.	

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
The District will build a framework for creating a sense of belonging for all students. (Belonging)	Framework of Belonging	Pilot new student ambassador program at the middle school	11/01/2022 - 06/30/2023

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
The District will build a framework for creating a sense of belonging for all students. (Belonging)	Framework of	Expand new student	08/01/2023 -
	Belonging	ambassador program to the HS.	06/30/2026

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
The District will build a framework for creating a sense of belonging for all students. (Belonging)	Framework of	Expand New student	08/01/2024 -
	Belonging	ambassador program to the elementary schools.	06/30/2026

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
The District will build a framework for creating a sense of belonging for all students. (Belonging)	Framework of	Implement	08/01/2023
	Belonging	'homeroom" student engagement period at the HS to focus on student belonging.	- 06/30/2026

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Based on the MAP assessment, students who are projected to be proficient will attain their growth expectations. For students who are not projected to be proficient, students will exceed their projected growth expectations. (ELA Growth)	Implement new standards-aligned curricular programs at K-5 in Math and ELA.	Review appropriate ELA and Math programs and pilot selected programs.	09/01/2021 - 06/01/2023
Based on the MAP assessment, students who are projected to be proficient will attain their growth expectations. For students who are not projected to be proficient, students will exceed their projected growth expectations. (Math Growth)			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Based on the MAP assessment, students who are projected to be proficient will attain their growth expectations. For students who are not projected to be proficient, students will exceed their projected growth expectations. (ELA Growth)	Implement new standards-aligned curricular programs at K-5 in Math and ELA.	Provide professional learning in new math and ELA programs and best practices in math and ELA instruction.	01/10/2022 - 06/30/2026
Based on the MAP assessment, students who are projected to be proficient will attain their growth expectations. For students who are not projected to be proficient, students will exceed their projected growth expectations. (Math Growth)			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Based on the MAP assessment, students who are projected to be proficient will attain their growth expectations. For students who are not projected to be proficient, students will exceed their projected growth expectations. (ELA Growth)	Implement new standards-aligned curricular programs at K-5 in Math and ELA.	Implement ELA and Math programs, evaluate for effectiveness and make adjustments as needed.	08/01/2022 - 06/30/2024
Based on the MAP assessment, students who are projected to be proficient will attain their growth expectations. For students who are not projected to be proficient, students will exceed their projected growth expectations. (Math Growth)			

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Based on the MAP assessment, students who are projected to be proficient will attain their growth expectations. For students who are not projected to be proficient, students will exceed their projected growth expectations. (ELA Growth)	Data Analysis of local MAP assessment and state testing data	The district will form data teams to analyze/monitor math and ELA data to gather three years of data post-Covid pandemic. This should allow us to get a better handle on if the deficits we are seeing are temporary and what the root-causes are.	09/24/2023 - 06/24/2026
Based on the MAP assessment, students who are projected to be proficient will attain their growth expectations. For students who are not projected to be proficient, students will exceed their projected growth expectations. (Math Growth)			

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
The District will shift from a participation lens with community engagement to an emphasis on partnership. Elementary: Increase opportunities for parents and families to partner with the school to support student learning. Secondary: Increase opportunities for students to partner with the community to engage in learning opportunities beyond the walls of the school. (Family and Community Engagement)	Family	The district will	07/03/2023
	Engagement:	identify events to	-
	Stakeholder	measure current	05/31/2024
	Meetings	family participation and measure it throughout the school year.	

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
The District will shift from a participation lens with community engagement to an emphasis on partnership. Elementary: Increase opportunities for parents and families to partner with the school to support student learning. Secondary: Increase opportunities for students to partner with the community to engage in learning opportunities beyond the walls of the school. (Family and Community Engagement)	Family	The district will	07/03/2023
	Engagement: Stakeholder Meetings	meet with or call families for each of the various events to determine the barriers to attending events.	- 05/31/2024

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
The District will shift from a participation lens with community engagement to an emphasis on partnership. Elementary: Increase opportunities for parents and families to partner with the school to support student learning. Secondary: Increase opportunities for students to partner with the community to engage in learning opportunities beyond the walls of the school. (Family and Community Engagement)	Family	The district will	08/01/2024
	Engagement:	work with those	-
	Stakeholder Meetings	stakeholders to improve existing events by removing previously identified barriers for attendance.	06/03/2025

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
The District will shift from a participation lens with community engagement to an emphasis on partnership. Elementary: Increase opportunities for parents and families to partner with the school to support student learning. Secondary: Increase opportunities for students to partner with the community to engage in learning opportunities beyond the walls of the school. (Family and Community Engagement)	Family	The district will	08/01/2025
	Engagement:	partner with	-
	Stakeholder Meetings	stakeholders to introduce new events that focus on additional partnership opportunities.	06/30/2026

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
The District will build a framework for creating a sense of belonging for all students. (Belonging)	Framework	The district will	09/15/2022
	of Belonging	conduct a school climate survey	- 11/30/2022

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
The District will build a framework for creating a sense of belonging for all students. (Belonging)	Framework	The district will	05/01/2021
	of	administer the	-
	Belonging	PASS survey twice annually to students.	06/30/2026

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
The District will build a framework for creating a sense of belonging for all students. (Belonging)	Framework of Belonging	Pilot new student ambassador program at the middle school	11/01/2022 - 06/30/2023

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
The District will build a framework for creating a sense of belonging for all students. (Belonging)	Framework	Pilot belonging	09/01/2022
	of	activities at the	-
	Belonging	High School Level	06/20/2023

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
The District will build a framework for creating a sense of belonging for all students. (Belonging)	Framework of Belonging	Review/Revise course selection guide and consider local graduation requirements, including student interest pathways.	07/01/2023 - 06/30/2026

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
The District will build a framework for creating a sense of belonging for all students. (Belonging)	Framework	Expand new	08/01/2023
	of	student	-
	Belonging	ambassador program to the HS.	06/30/2026

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
The District will build a framework for creating a sense of belonging for all students. (Belonging)	Framework of	Expand New student	08/01/2024 -
	Belonging	ambassador program to the elementary schools.	06/30/2026

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Based on the MAP assessment, students who are projected to be proficient will attain their growth expectations. For students who are not projected to be proficient, students will exceed their projected growth expectations. (ELA Growth)	Implement new standards-aligned curricular programs at K-5 in Math and ELA.	Select appropriate ELA and Math programs.	09/01/2021 - 06/30/2023
Based on the MAP assessment, students who are projected to be proficient will attain their growth expectations. For students who are not projected to be proficient, students will exceed their projected growth expectations. (Math Growth)			

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Based on the MAP assessment, students who are projected to be proficient will attain their growth expectations. For students who are not projected to be proficient, students will exceed their projected growth expectations. (ELA Growth)	Implement new standards-aligned curricular programs at K-5 in Math and ELA.	Implement ELA and Math programs, evaluate for effectiveness and make adjustments as needed.	08/01/2022 - 06/30/2024
Based on the MAP assessment, students who are projected to be proficient will attain their growth expectations. For students who are not projected to be proficient, students will exceed their projected growth expectations. (Math Growth)			

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 made available for public inspection and comment for a minimum of 28 days prior to approval by the school's governing board and submission to the Department.

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

Chief School Administrator

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

Our four year cohort graduation rate exceeds the statewide measures and the performance expectations with a graduation rate of 98.9%.

59.3% of students participate in some type of rigorous course of study either through the CTE program at Steel Center (14.3%) or through AP course participation (48.4%).

English Language Arts tends to be strength for our overall group of students.

Students have had a lot of success gaining and documenting access to the career readiness standards and experiences helping direct them to pathways they may be interested in.

Student achievement data in ELA is a strength relative to other areas.

Teachers are engaged in focus on math through the implementation of a new program at the elementary level.

Students are performing at very respectable achievement levels on science assessments.

Challenges

Based on the Future Ready PA data, our performance on the state level math assessments are a general area of challenge.

Attendance rates are inconsistent across the schools, with some schools needing significant improvements in these areas.

Students are not meeting growth targets in certain areas related to PVAAS growth in ELA (Future Ready).

Students are not performing at adequate achievement levels in mathematics.

Students are not making adequate growth in mathematics.

New standards from the state will require changes in practices in science.

Relative to their peers, there is a more significant achievement gap between the whole group and economically disadvantaged students in English Language Arts.

Many of our economically disadvantaged students experience higher rates of transiency which can lead to curriculum gaps and loss in learning along the way.

Strengths

Relative to their peers, our economically disadvantaged students do not perform significantly worse in mathematics than the whole group.

Historically, about 50 % of our graduates attend 4-year institution after graduation and about 50% enter the workforce, continue in CTE programs, or attend a 2-year institution.

The Steel Center CTE program is an excellent pathway and utilized by many of our students to focus their studies in areas of career interest.

The students who participate in Steel Center score exceptionally well on the NOCTI exams.

Our students completing work-based learning experiences, NOCTI proficiency, and Industry Recognized Credentials is 92.8%, approximately 62% higher than the Statewide benchmark and 64% higher than the Statewide average.

The District is excellent at recruiting and retaining high quality staff members.

The District has made improvements in the Professional Development plan centering around addressing specific teacher needs.

The District has curricular programs aligned to the Pennsylvania

Challenges

Because our CTE program is in partnership with another institution, it does provide limited scheduling opportunities for those students when they are in the HS building.

We have limited spots allotted to the district for students to be able to receive their first choice selection within the CTE program.

The management of the collection of student artifacts related to the career standards and the 339 plan, and housing those items in a meaningful way is taxing on our instructional staff

There are challenges associated with trying to meet student interests and needs in courses, while also upholding the Chapter 4 requirements and graduation requirements for all students.

The District needs to continue to strive for consistency with curricular needs and high expectations.

The District needs to examine two-way communication with families and community members.

The District needs to find additional ways to educate staff on funding and allocation of resources.

Our growing EL population is a huge asset to our community, however, keeping professional staff up to date on the best ways to serve those learners is a continual exercise in growth for our

Strengths

state standards.

Our emphasis the past two years and through the comprehensive plan on actively engaging new families pairs well with the family engagement opportunities at the elementary schools with the Schoolwide Title 1 programs

Our 339 plan connects robust career exploration with goals centered around educating the whole child and the PASS assessments we use to get a well-rounded picture of our students.

Challenges

school district and staff members.

Time to dedicate to the continued professional learning mandates both through the special education plan and the professional learning plan poses a challenge and takes away from other meaningful learning opportunities our staff could be dedicating time to collaboratively.

Most Notable Observations/Patterns

Challenges

Based on the Future Ready PA data, our performance on the state level math assessments are a general area of challenge.

Discussion Point

Without three years of consistent data, it is difficult to determine a root cause of our challenges in mathematics. However, identifying that root cause will be part of our plan throughout the next 3 years once we have additional data trends to look into in the post-pandemic educational system.

Priority for Planning

✓

Challenges	Discussion Point	Priority for Planning
Attendance rates are inconsistent across the schools, with some schools needing significant improvements in these areas.	Throughout the last few years, students have missed more school than ever due to quarantines, illness, and the new options of being connected even while at home. We will continue to examine ways to get students back into the building and returning to school everyday, including making school a place where all students feel a sense of belonging.	✓
Students are not meeting growth targets in certain areas related to PVAAS growth in ELA (Future Ready).	Without three years of consistent data, it is difficult to determine a root cause of our challenges in ELA. However, identifying that root cause will be part of our plan throughout the next 3 years once we have additional data trends to look into in the post-pandemic educational system.	✓
The District needs to continue to strive for consistency with curricular needs and high expectations.		
The District needs to examine two-way communication with families and community members.	Priorities range through different families and cultures in our district and nation around the value and purpose of education differently than others, and some have different needs and wants for participating in the school system. We will continue to focus on this area to find new and different ways to bring family stakeholders to the table around family and community communication.	✓
Relative to their peers, there is a more significant achievement gap between the whole group and economically disadvantaged students in English Language		

Challenges

Discussion Point

Priority for Planning

Arts.

ADDENDUM B: ACTION PLAN

Action Plan: Data Analysis of local MAP assessment and state testing data

Action Steps

Anticipated Start/Completion Date

The district will form data teams to analyze/monitor math and ELA data to gather three years of data post-Covid pandemic. This should allow us to get a better handle on if the deficits we are seeing are temporary and what the root-causes are.

09/24/2023 - 06/24/2026

Monitoring/Evaluation

Anticipated Output

Once strategies are determined, principals will monitor for appropriate implementation. Data teams will continue to look at data to determine effectiveness of new techniques.

Determination of root-causes in mathematics and ELA and a plan to adjust instruction or add instructional strategies and interventions as needed.

Material/Resources/Supports Needed

PD Step

Comm Step

Data, Time to meet, Programatic supports dependent on the findings of the analysis.

no

yes

Action Steps	Anticipated Start/Completion Date
The district will identify events to measure current family participation and measure it throughout the school year.	07/03/2023 - 05/31/2024
Monitoring/Evaluation	Anticipated Output
The district will look for an increase in numbers of participation, types of communication happening between stakeholders, and overall satisfaction as measured on school climate surveys.	Parent participation in events and two-way communication with district representatives will increase by involving parents in the process of planning school events and activities.
Material/Resources/Supports Needed	PD Step
Time	no
	yes

Action Steps	Anticipated Start/Completion Date		
The district will meet with or call families for each of the various events to determine the barriers to attending events.	07/03/2023 - 05/31/2024		
Monitoring/Evaluation	Anticipated Output		
The district will look for an increase in numbers of participation, types of communication happening between stakeholders, and overall satisfaction as measured on school climate surveys.	Parent participation in events and two-way communication with district representatives will increase by involving parents in the process of planning school events and activities.		
Material/Resources/Supports Needed	PD Step	Comm Step	
Time, Space, Refreshments	no	yes	

Action Steps	Anticipated Start/Completion Date	
The district will work with those stakeholders to improve existing events by removing previously identified barriers for attendance.	08/01/2024 - 06/03/2025	
Monitoring/Evaluation	Anticipated Output	
The district will look for an increase in numbers of participation, types of communication happening between stakeholders, and overall satisfaction as measured on school climate surveys.	Parent participation in events and two-way communication with district representatives will increase by involving parents in the process of planning school events and activities.	
Material/Resources/Supports Needed	PD Step	Comm Step
Time, Space, Refreshments, Supplies	no	yes

Action Steps**Anticipated Start/Completion Date**

The district will partner with stakeholders to introduce new events that focus on additional partnership opportunities.

08/01/2025 - 06/30/2026

Monitoring/Evaluation**Anticipated Output**

The district will look for an increase in numbers of participation, types of communication happening between stakeholders, and overall satisfaction as measured on school climate surveys.

Parent participation in events and two-way communication with district representatives will increase by involving parents in the process of planning school events and activities.

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

Time, Space, Refreshments, Supplies

no

yes

Action Plan: Framework of Belonging

Action Steps	Anticipated Start/Completion Date	
The district will conduct a school climate survey	09/15/2022 - 11/30/2022	
Monitoring/Evaluation	Anticipated Output	
PASS survey results, twice annually for all students grade 3 -12.	The district will build a framework supporting a sense of belonging for all students.	
Material/Resources/Supports Needed	PD Step	Comm Step
PDE School Climate Survey		yes

Action Steps	Anticipated Start/Completion Date	
The district will administer the PASS survey twice annually to students.	05/01/2021 - 06/30/2026	
Monitoring/Evaluation	Anticipated Output	
PASS survey results, twice annually for all students grade 3 -12.	The district will build a framework supporting a sense of belonging for all students.	
Material/Resources/Supports Needed	PD Step	Comm Step
PASS Survey, 1:1 devices, class time	no	yes

Action Steps	Anticipated Start/Completion Date	
Pilot new student ambassador program at the middle school	11/01/2022 - 06/30/2023	
Monitoring/Evaluation	Anticipated Output	
PASS survey results, twice annually for all students grade 3 -12.	The district will build a framework supporting a sense of belonging for all students.	
Material/Resources/Supports Needed	PD Step	Comm Step
Teacher stipend, funding for food, supplies, Brentwood Welcome bags	yes	yes

Action Steps	Anticipated Start/Completion Date	
Pilot belonging activities at the High School Level	09/01/2022 - 06/20/2023	
Monitoring/Evaluation	Anticipated Output	
PASS survey results, twice annually for all students grade 3 -12.	The district will build a framework supporting a sense of belonging for all students.	
Material/Resources/Supports Needed	PD Step	Comm Step
		yes

Action Steps	Anticipated Start/Completion Date		
Review/Revise course selection guide and consider local graduation requirements, including student interest pathways.	07/01/2023 - 06/30/2026		
Monitoring/Evaluation	Anticipated Output		
PASS survey results, twice annually for all students grade 3 -12.	The district will build a framework supporting a sense of belonging for all students.		
Material/Resources/Supports Needed	PD Step	Comm Step	
PDE Chapter 4 requirements, website tools for creating 21st century course selection guide.			yes

Action Steps	Anticipated Start/Completion Date	
Expand new student ambassador program to the HS.	08/01/2023 - 06/30/2026	
Monitoring/Evaluation	Anticipated Output	
PASS survey results, twice annually for all students grade 3 -12.	The district will build a framework supporting a sense of belonging for all students.	
Material/Resources/Supports Needed	PD Step	Comm Step
funding for welcome materials, food, event materials	yes	yes

Action Steps	Anticipated Start/Completion Date	
Expand New student ambassador program to the elementary schools.	08/01/2024 - 06/30/2026	
Monitoring/Evaluation	Anticipated Output	
PASS survey results, twice annually for all students grade 3 -12.	The district will build a framework supporting a sense of belonging for all students.	
Material/Resources/Supports Needed	PD Step	Comm Step
funding for welcome materials, food, event materials	yes	yes

Action Steps**Anticipated Start/Completion Date**

Implement 'homeroom" student engagement period at the HS to focus on student belonging. 08/01/2023 - 06/30/2026

Monitoring/Evaluation**Anticipated Output**

PASS survey results, twice annually for all students grade 3 -12.

The district will build a framework supporting a sense of belonging for all students.

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

funding for student engagement activities, guidelines for student engagement

yes

Action Steps	Anticipated Start/Completion Date
Continue to evaluate and implement new opportunities for student engagement/belonging.	08/01/2023 - 06/30/2026
Monitoring/Evaluation	Anticipated Output
PASS survey results, twice annually for all students grade 3 -12.	The district will build a framework supporting a sense of belonging for all students.
Material/Resources/Supports Needed	PD Step
as needed	Comm Step

Action Plan: Implement new standards-aligned curricular programs at K-5 in Math and ELA.

Action Steps	Anticipated Start/Completion Date	
Review appropriate ELA and Math programs and pilot selected programs.	09/01/2021 - 06/01/2023	
Monitoring/Evaluation	Anticipated Output	
MAP Assessment results will be used to determine student growth utilizing the new programs.	Students in K-5 will engage with new curriculum and instructional materials in K-5. This should lead to improvements in student growth in both math and ELA.	
Material/Resources/Supports Needed	PD Step	Comm Step
new program samples	yes	no

Action Steps	Anticipated Start/Completion Date
Select appropriate ELA and Math programs.	09/01/2021 - 06/30/2023
Monitoring/Evaluation	Anticipated Output
MAP Assessment results will be used to determine student growth utilizing the new programs.	Students in K-5 will engage with new curriculum and instructional materials in K-5. This should lead to improvements in student growth in both math and ELA.
Material/Resources/Supports Needed	PD Step Comm Step
new program scope/sequence and samples.	no yes

Action Steps	Anticipated Start/Completion Date	
Provide professional learning in new math and ELA programs and best practices in math and ELA instruction.	01/10/2022 - 06/30/2026	
Monitoring/Evaluation	Anticipated Output	
MAP Assessment results will be used to determine student growth utilizing the new programs.	Students in K-5 will engage with new curriculum and instructional materials in K-5. This should lead to improvements in student growth in both math and ELA.	
Material/Resources/Supports Needed	PD Step	Comm Step
professional learning resources, curricular resources	yes	no

Action Steps	Anticipated Start/Completion Date
Implement ELA and Math programs, evaluate for effectiveness and make adjustments as needed.	08/01/2022 - 06/30/2024
Monitoring/Evaluation	Anticipated Output
MAP Assessment results will be used to determine student growth utilizing the new programs.	Students in K-5 will engage with new curriculum and instructional materials in K-5. This should lead to improvements in student growth in both math and ELA.
Material/Resources/Supports Needed	PD Step Comm Step
new programs, continued professional learning resources	yes yes

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Based on the MAP assessment, students who are projected to be proficient will attain their growth expectations. For students who are not projected to be proficient, students will exceed their projected growth expectations. (ELA Growth)	Implement Intervention Time at Elementary Levels	Each elementary building will implement an RTII block to allow for flexible grouping of students based on skill needs.	10/03/2022 - 06/24/2026
Based on the MAP assessment, students who are projected to be proficient will attain their growth expectations. For students who are not projected to be proficient, students will exceed their projected growth expectations. (Math Growth)		Implement interventions as needed using District adopted intervention tools.	
The District will build a framework for creating a sense of belonging for all students. (Belonging)	Framework of Belonging	Pilot new student ambassador program at the middle school	11/01/2022 - 06/30/2023
The District will build a framework for creating a sense of belonging for all students. (Belonging)	Framework of Belonging	Expand new student ambassador program to the	08/01/2023 - 06/30/2026

Measurable Goals

	Action Plan Name	Professional Development Step	Anticipated Timeline
		HS.	
The District will build a framework for creating a sense of belonging for all students. (Belonging)	Framework of Belonging	Expand New student ambassador program to the elementary schools.	08/01/2024 - 06/30/2026
The District will build a framework for creating a sense of belonging for all students. (Belonging)	Framework of Belonging	Implement "homeroom" student engagement period at the HS to focus on student belonging.	08/01/2023 - 06/30/2026
Based on the MAP assessment, students who are projected to be proficient will attain their growth expectations. For students who are not projected to be proficient, students will exceed their projected growth expectations. (ELA Growth) Based on the MAP assessment, students who are projected to be proficient will attain their growth expectations. For students who are not projected to be proficient, students will exceed their projected growth expectations. (Math Growth)	Implement new standards-aligned curricular programs at K-5 in Math and ELA.	Review appropriate ELA and Math programs and pilot selected programs.	09/01/2021 - 06/01/2023

Measurable Goals

	Action Plan Name	Professional Development Step	Anticipated Timeline
Based on the MAP assessment, students who are projected to be proficient will attain their growth expectations. For students who are not projected to be proficient, students will exceed their projected growth expectations. (ELA Growth)	Implement new standards-aligned curricular programs at K-5 in Math and ELA.	Provide professional learning in new math and ELA programs and best practices in math and ELA instruction.	01/10/2022 - 06/30/2026
Based on the MAP assessment, students who are projected to be proficient will attain their growth expectations. For students who are not projected to be proficient, students will exceed their projected growth expectations. (Math Growth)	Implement new standards-aligned curricular programs at K-5 in Math and ELA.	Implement ELA and Math programs, evaluate for effectiveness and make adjustments as needed.	08/01/2022 - 06/30/2024

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Training on the use of the Bridges Mathematics Intervention Program	Teachers	Use of Bridges Mathematics Intervention, How to conduct placement assessments, organization of skills/topics, how to use with students.
Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Use of intervention programs in RTII instructional time.	09/01/2023 - 06/24/2026	Curriculum Coordinator
Danielson Framework Component Met in this Plan: This Step meets the Requirements of State Required Trainings:		
3c: Engaging Students in Learning		
Professional Development Step	Audience	Topics of Prof. Dev
Training on the use of a selected intervention tool for ELA interventions.	Teachers	The science of reading, best practices in using the specific ELA intervention tools including Sonday, Waggle, and Amira, with others to consider at a later date.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Teachers will effectively implement the selected intervention program.	08/01/2022 - 06/01/2024	Curriculum Coordinator
Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:	
3c: Engaging Students in Learning	Language and Literacy Acquisition for All Students	
Professional Development Step	Audience	Topics of Prof. Dev
Provide professional learning for new math program at K-5 level.	Teachers	Best practices in math instruction based on Common Core Mathematics. How to utilize new mathematics program for instruction and assessment.
Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Teachers implement the program with fidelity. Students show evidence of learning math standards through local and MAP Assessments.	10/01/2021 - 06/30/2026	Curriculum Coordinator

This Step meets the Requirements of State Required Trainings:

Danielson Framework Component Met in this Plan:

- 3b: Using Questioning and Discussion Techniques
- 3e: Demonstrating Flexibility and Responsiveness
- 3d: Using Assessment in Instruction
- 3c: Engaging Students in Learning
- 2b: Establishing a Culture for Learning
- 3d: Using Assessment in Instruction
- 3c: Engaging Students in Learning
- 3e: Demonstrating Flexibility and Responsiveness
- 3a: Communicating with Students

Professional Development Step	Audience	Topics of Prof. Dev
Provide professional learning for science of reading and new ELA program at K-5 level.	classroom teachers, special education teachers, reading specialists	Science of Reading, how to use the instructional techniques and assessments in the use of science of reading in the classroom.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Teachers implementing effective instructional strategies, students making growth in reading abilities based on MAP data and local assessment data.	08/01/2022 - 06/30/2026	Curriculum Coordinator

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

3b: Using Questioning and Discussion Techniques	Language and Literacy Acquisition for All Students
3c: Engaging Students in Learning	
3e: Demonstrating Flexibility and Responsiveness	
3d: Using Assessment in Instruction	

Professional Development Step	Audience	Topics of Prof. Dev
Family Engagement and New Student Ambassador Program	Appropriate teachers and support staff.	Family engagement data from Brookings Institute and Kidsburgh, data from pilot, what the program looks like, how to effectively run it, gathering ideas for additional iterations of this project and planning/implementing the program at multiple levels.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Staff will be able to articulate the reason for and evidence behind the student ambassador program. Staff will implement student ambassador program at appropriate levels.	08/20/2023 - 12/21/2025	Principals, Curriculum Coordinator
Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:	
2b: Establishing a Culture for Learning		
1b: Demonstrating Knowledge of Students		
2a: Creating an Environment of Respect and Rapport		
4c: Communicating with Families		
Professional Development Step	Audience	Topics of Prof. Dev
Student engagement professional development	High School Teachers and Support Staff	Positive Behavior Intervention Support Systems, activities for engaging student interest, building relationships with students, transition activities, advisory/mentor program examples or best practices.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Successfully implement a student engagement period at the high school. See evidence of deeper student connections to teachers or schools on PASS assessments.	08/20/2023 - 06/30/2026	HS Principal

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

- 3a: Communicating with Students
- 1b: Demonstrating Knowledge of Students
- 2a: Creating an Environment of Respect and Rapport
- 2b: Establishing a Culture for Learning
- 3c: Engaging Students in Learning
- 2d: Managing Student Behavior

ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Based on the MAP assessment, students who are projected to be proficient will attain their growth expectations. For students who are not projected to be proficient, students will exceed their projected growth expectations. (ELA Growth)	Data Analysis of local MAP assessment and state testing data	The district will form data teams to analyze/monitor math and ELA data to gather three years of data post-Covid pandemic. This should allow us to get a better handle on if the deficits we are seeing are temporary and what the root-causes are.	2023-09-24 - 2026-06-24
Based on the MAP assessment, students who are projected to be proficient will attain their growth expectations. For students who are not projected to be proficient, students will exceed their projected growth expectations. (Math Growth)			
The District will shift from a participation lens with community engagement to an emphasis on partnership. Elementary: Increase opportunities for parents and families to partner with the school to support student learning. Secondary: Increase opportunities for students to partner with the community to engage in learning opportunities beyond the walls of the school. (Family and Community Engagement)	Family Engagement: Stakeholder Meetings	The district will identify events to measure current family participation and	2023-07-03 - 2024-05-31

Measurable Goals

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
		measure it throughout the school year.	
The District will shift from a participation lens with community engagement to an emphasis on partnership. Elementary: Increase opportunities for parents and families to partner with the school to support student learning. Secondary: Increase opportunities for students to partner with the community to engage in learning opportunities beyond the walls of the school. (Family and Community Engagement)	Family Engagement: Stakeholder Meetings	The district will meet with or call families for each of the various events to determine the barriers to attending events.	2023-07-03 - 2024-05-31
The District will shift from a participation lens with community engagement to an emphasis on partnership. Elementary: Increase opportunities for parents and families to partner with the school to support student learning. Secondary: Increase opportunities for students to partner with the community to engage in learning opportunities beyond the walls of the school. (Family and Community Engagement)	Family Engagement: Stakeholder Meetings	The district will work with those stakeholders to improve existing events by removing previously identified barriers for attendance.	2024-08-01 - 2025-06-03
The District will shift from a participation lens with community engagement to an emphasis on partnership. Elementary: Increase opportunities for parents and families to partner with the school to support student learning. Secondary: Increase opportunities	Family Engagement: Stakeholder	The district will partner with stakeholders to	2025-08-01 - 2026-06-30

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
for students to partner with the community to engage in learning opportunities beyond the walls of the school. (Family and Community Engagement)	Meetings	introduce new events that focus on additional partnership opportunities.	
The District will build a framework for creating a sense of belonging for all students. (Belonging)	Framework of Belonging	The district will conduct a school climate survey	2022-09-15 - 2022-11-30
The District will build a framework for creating a sense of belonging for all students. (Belonging)	Framework of Belonging	The district will administer the PASS survey twice annually to students.	2021-05-01 - 2026-06-30
The District will build a framework for creating a sense of belonging for all students. (Belonging)	Framework of Belonging	Pilot new student ambassador program at the middle school	2022-11-01 - 2023-06-30
The District will build a framework for creating a sense of belonging for all students. (Belonging)	Framework of Belonging	Pilot belonging activities at the High School Level	2022-09-01 - 2023-06-20
The District will build a framework for creating a sense of belonging for all students. (Belonging)	Framework of Belonging	Review/Revise course selection	2023-07-01 - 2026-06-

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
		guide and consider local graduation requirements, including student interest pathways.	30
The District will build a framework for creating a sense of belonging for all students. (Belonging)	Framework of Belonging	Expand new student ambassador program to the HS.	2023-08-01 - 2026-06-30
The District will build a framework for creating a sense of belonging for all students. (Belonging)	Framework of Belonging	Expand New student ambassador program to the elementary schools.	2024-08-01 - 2026-06-30
Based on the MAP assessment, students who are projected to be proficient will attain their growth expectations. For students who are not projected to be proficient, students will exceed their projected growth expectations. (ELA Growth)	Implement new standards-aligned curricular programs at	Select appropriate ELA and Math programs.	2021-09-01 - 2023-06-30
Based on the MAP assessment, students who are projected to be proficient will attain their growth expectations. For students who are not projected to be proficient, students			

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
will exceed their projected growth expectations. (Math Growth)	K-5 in Math and ELA.		
Based on the MAP assessment, students who are projected to be proficient will attain their growth expectations. For students who are not projected to be proficient, students will exceed their projected growth expectations. (ELA Growth)	Implement new standards-aligned curricular programs at K-5 in Math and ELA.	Implement ELA and Math programs, evaluate for effectiveness and make adjustments as needed.	2022-08-01 - 2024-06-30
Based on the MAP assessment, students who are projected to be proficient will attain their growth expectations. For students who are not projected to be proficient, students will exceed their projected growth expectations. (Math Growth)			

COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
Family Engagement: Stakeholder Meetings	teachers, parents, students	measurement data of current family participation at our events

Anticipated Timeframe	Frequency	Delivery Method
07/01/2023 - 06/30/2024	This communication of current family participation would happen as we engage with parents during stakeholder meetings.	Other

Lead Person/Position
Principals

Communication Step	Audience	Topics/Message of Communication
Family Engagement: Stakeholder Meetings	Parents, Teachers, Students, Admin	Barriers to participation for family engagement, breaking down barriers to engagement.

Anticipated Timeframe	Frequency	Delivery Method
07/01/2023 - 06/03/2024	Phone calls, emails and/or meetings following events 3-4 times throughout the year to identify trends, analyze barriers and help determine why families may not have participated and how to get them involved next time.	Other

Lead Person/Position

Principals

Communication Step

Family Engagement: Stakeholder Meetings

Audience

Parents, Teachers, Students

Topics/Message of Communication

Communicating with families changes to existing events that might make those events more accessible.

Anticipated Timeframe

07/01/2024 - 06/30/2025

Frequency

At least once per event

Delivery Method

Email
Newsletter
Posting on district website

Lead Person/Position

Principals

Communication Step	Audience	Topics/Message of Communication
Family Engagement: Stakeholder Meetings	parents, students, teachers	The district will share with community members new events and opportunities for partnering with the school district in authentic ways.
Anticipated Timeframe	Frequency	Delivery Method
07/01/2025 - 06/30/2026	Individual and group meetings to involve community members in planning new events and involvement opportunities. As opportunities are created, communications will be sent through email, district website, newsletter, and phone calls as appropriate.	Other
Lead Person/Position		
Principals		
Communication Step	Audience	Topics/Message of Communication
Survey Participation Information	Students, Teachers, Parents, Administration	Invitations to participate in district-wide surveys explaining the purpose and instructions will be distributed.

Anticipated Timeframe	Frequency	Delivery Method
07/01/2022 - 06/30/2026	School Climate Survey- at least once, repeat occurrences TBD. PASS Survey - twice annually	Email
Lead Person/Position		
Director of Pupil Personnel		
Communication Step	Audience	Topics/Message of Communication
Inviting participation in Student Ambassador Programs	Students, New Families	Resources in Brentwood, groups to belong to, participation and after school opportunities.
Anticipated Timeframe		
07/01/2022 - 06/30/2026	Frequency As needed	Delivery Method Email Other Letter
Lead Person/Position		
Student Ambassador Program Teacher Leader/ Curriculum Coordinator		

Communication Step		Audience	Topics/Message of Communication
Share new HS Course Guides		students, parents	New course selection pathways
Anticipated Timeframe		Frequency	Delivery Method
07/01/2025 - 06/03/2026		Parents and students will be made aware of changes with emails sent ahead of course selection.	Email Presentation
Lead Person/Position			
Principals/Curriculum Coordinator			
Communication Step		Audience	Topics/Message of Communication
Communication with the Community About New Math/ELA Programs		Parents, Students	Curricular changes, ways families can support students at home.

Anticipated Timeframe	Frequency	Delivery Method
07/01/2022 - 06/30/2024	Changes to the programs will be articulated in InCommunity Magazine.	Newsletter Posting on district website Other
Lead Person/Position		
Curriculum Coordinator/Teachers		

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
The comprehensive plan will be presented at a public board meeting and made available for public display in draft form on the district website and in hard copy at each building for a minimum of 28 days prior to approval. Once the plan is approved and submitted, it will be made available in final form on the website and in each building for review at any time.	Comprehensive	website,	All	9/11/23 -
	Plan available	hard	community	board
		copy		presentation 10/16/23 - board approval
Comprehensive plan goals will be published in InCommunity magazine after the plan has been approved by PDE.	Comprehensive	magazine	All	Winter issue
	plan goals		community	- InCommunity

BRENTWOOD BOROUGH SD

3601 Brownsville Rd

Student Services Assurances (Chapter 12) | 2023 - 2026

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

Brentwood Borough School District
103021453
3601 Brownsville Road , Pittsburgh, PA 15227

Dr. Chris Winiarski
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412-881-2227 Ext. 2216

Dr. Amy Burch
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STUDENT SERVICES ASSURANCE

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

Safe Schools Programs, Strategies and Actions	In Compliance? Yes or No
Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement (24 P.S. § 13-1303-A1)	Yes
School-wide Positive Behavioral Programs	Yes
Bullying Prevention Program	Yes
Conflict Resolution or Dispute Management	Yes

Safe Schools Programs, Strategies and Actions	In Compliance? Yes or No
Peer Helper Programs	Yes
Safety and Violence Prevention Program	Yes
Comprehensive School Safety and Violence Prevention Plans (Article XIII-B of the School Code)	Yes
Purchase of Security-Related Technology	Yes
Student, Staff and Visitor Identification Systems	Yes
Placement of School Resource Officers	Yes
Counseling Services available for all Students	Yes
Internet Web-Based System for the Management of Student Discipline	Yes

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

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

Other Chapter 12 Requirements

In Compliance? Yes or No

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

Superintendent/CEO Electronic Signature

Date

BRENTWOOD BOROUGH SD

3601 Brownsville Rd

Gifted Education Plan Assurances (Chapter 16) | 2023 - 2026

CHAPTER 16

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

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

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

1. Describe your district's public notice procedures conducted annually to inform the public of the gifted education services AND programs offered (newspaper, student handbooks, school website, etc.).
The district publishes it's annual Child Find notice (including the notice of Gifted Education programming) in the Summer edition of the community magazine that is distributed to all households in Brentwood Borough. The District also publishes this notice on its website and in Student/Family Handbooks for all students grades K-12.
2. Describe your district's process for locating students who are thought to be gifted and may need specially designed instruction.
The District reviews student data on a regular basis throughout the school year (focusing on periods where local and State assessment results are readily available). Referrals for screening for potential giftedness are made by parents and staff working daily with students. Students who are referred by staff or families begin the screening process and, dependent upon results from the screening evaluation, may continue on to more formal individual psychoeducational evaluation with the school psychologist.
3. Describe your district's procedures for determining ELIGIBILITY (through MULTIPLE CRITERIA) and NEED (based on ACADEMIC STRENGTH) for potentially mentally gifted students (EVALUATION).
Student profiles are screened relative to each student's performance on local and Statewide assessments to determine which students may be performing at a level higher than their age and grade peers. Student's scoring at or above the 90th percentile are screened to determined need for additional psychoeducational assessments. Screening instruments include a group ability test (Slossan), teacher input/questionnaires, parent input/questionnaires, review of the student's records and grades. Students who indicate superior skills/scores are referred for individual Gifted Multidisciplinary Evaluation (GMDE) and assessed by a certified school psychologist. . The GMDE consists of nationally normed ability and achievement tests, parent input, teacher input, results from screening process, and record review for factors related to mental giftedness. **FACTORS CONSIDERED WHEN DETERMINING MENTAL GIFTEDNESS** 1. The child performs a year or more above grade achievement level in one or more subjects as measured by a nationally normed and validated achievement test. 2. The child demonstrates rates of acquisition/retention of content and skills reflecting gifted ability. 3. The child demonstrates achievement, performance, or expertise in one or more academic areas as evidenced by products, portfolios or research, as well as criterion-referenced team judgment. 4. The child demonstrates early and measured use of high level thinking skills, academic creativity, leadership skills, intense academic interest, communication skills, foreign language aptitude, or technology expertise. 5. The child demonstrates that intervening factors such as English as a second language, disabilities, gender or race bias, or socio/cultural deprivation are masking gifted abilities. In following Chapter 16 regulations, the GMDE team determines a student to be mentally gifted when the child achieves an IQ

score of 130 or higher and when multiple criteria indicate gifted ability. Determination of gifted ability is not based upon IQ score alone. A person with an IQ score lower than 130 may be admitted to the gifted program when other educational criteria in the profile of the student strongly indicate gifted ability.

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.

The District offers an array of services for students identified as mentally gifted. Opportunities for acceleration and enrichment in the regular curriculum are provided in the area of giftedness. Other opportunities include direct services through the Teacher of the Gifted where the mentally gifted student can participate in an independent study of an area of their interest related to their area of giftedness. Mentally gifted students are also given opportunities to study, interact, and compete against other mentally gifted students within the local Intermediate Unit.

Chief School Administrator

Date

BRENTWOOD BOROUGH SD

3601 Brownsville Rd

Academic Standards and Assessment Requirements (Chapter 4) | 2023 - 2026

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 ASSESSMENT REQUIREMENTS

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.

1. Identify your school entity type from the drop-down list:

School District

2. Identify the grade bands taught in your school entity and enter student population numbers:

Grade Bands	Taught in your School Entity	Student Population Numbers
Pre K - 2	Yes	269
3 - 5	Yes	251
6 - 8	Yes	267
9 - 12	Yes	354
Total		1141

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
Reading and Writing for Science and Technical Subjects	6-8, 9-12	6-8, 9-12
Reading and Writing for History and Social Studies	6-8, 9-12	6-8, 9-12
Career Education and Work	K-2, 3-5, 6-8, 9-12	K-2, 3-5, 6-8, 9-12

ASSURANCES: STANDARDS ALIGNMENT, CURRICULUM, AND PLANNED INSTRUCTION

1. Grade K-2 locally developed curriculum is aligned to PA Core/Academic Content Standards	Yes
2. Grade 3-5 locally developed curriculum is aligned to PA Core/Academic Content Standards	Yes
3. Grade 6-8 locally developed curriculum is aligned to PA Core/Academic Content Standards	Yes
4. Grade 9-12 locally developed curriculum is aligned to PA Core/Academic Content Standards	Yes
5. Our LEA has a standardized format for mapping LEA curriculum to the PA Core/Academic Standards	Yes

☐ Elementary Grade Level content does not apply.

☐ Secondary Grade Level content does not apply.

6. Describe your LEA's cycle and process for reviewing alignment to the PA Academic Standards and evaluating and updating the written curriculum. Include timelines and personnel involved.

The district is consistently providing opportunities for teachers to update curriculum to reflect current practices in our Curriculum Warehouse, Atlas. Through the COVID-19 pandemic the district experienced some significant staffing shortages in the area of curriculum, and many of the normal curriculum cycles were put on "pause" for a number of years. The district is in the process of re-prioritizing the curriculum cycles for significant reviews and updates while continuing to emphasize the importance of minor changes being updated regularly through the features of a living, breathing curriculum. Last year, the district reviewed and purchased a new math program at the K-5 level, which necessitated a Curriculum Rewrite, which we are continuing throughout the 2022-2023 school year. This involved a committee of teachers for selecting the tool and rewriting the curriculum. This year we are also going through the review and selection process for K-5 ELA. Next year, in the 2023-2024 school year, we will utilize teams of teachers along with the curriculum coordinator to rewrite the written curriculum to ensure it's alignment with both the PA Core and the logical connection to the new ELA resource at K-5. Additionally next year, we will be rewriting our ESL program district-wide and thus redesigning the curriculum. While courses or course areas are not on the "new resources evaluation/adoption schedule" the teachers continue to monitor and adjust the current curriculum based on trends, new information, or student needs. Significant changes would be approved through the Curriculum Office, while minor tweaks or changes often happen regularly through the art of teaching. Currently, at the HS level, annually we write new courses as they come into the fold, for example, this year we are writing AP World History: Modern, and Spanish for Heritage speakers. We also consider rewrites as necessary within a department when our data tells us it's necessary. This year we are also working on a rewrite of curriculum for

Algebra II. Next year, we are proposing four new courses at the HS level, which will require new resources and written curriculum. This proposal process includes the teacher/department leader proposing the course, the Principal, and the Curriculum Coordinator to determine the need importance of such a course. Once a proposal is approved for a new course, the teacher receives the appropriate professional development (as needed) in that content and begins the curriculum writing process, ideally completing Stage 1 and Stage 2 of the Understanding By Design Framework prior to launching the course. Then, throughout the instructional design of the course they complete Stage 3 as the course is being taught including all necessary learning resources and differentiation of daily instruction. As the district right-sizes the curriculum cycles over the course of this comprehensive plan, entire subject areas will come up for strategic review in a 6 year rotation. For example, the first of these will be science due to the new Science Standards for implementation in the 2025-2026 school year. We have started professional development with our teachers around these standards already, considering how these shifts will impact daily classroom practice and overall understanding of instructional moves. We intend to continue professional development in the 23-24 school year and shift towards writing curriculum and gathering resources in the 24-25 school year to be able to implement the new standards with fidelity in the 25-26 school year.

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

The district uses the understanding by design framework to map curriculum to overarching standards, big ideas, and essential questions. We utilize the SAS portal and the PA Core Standards to ensure we are meeting the appropriate standards. In addition, some courses also utilize national standards in the design of the curriculum. Content resources are dependent on the grade level and subject area of the course to develop and align curriculum. The teachers also work collaboratively as a resource to depend on one another.

8. Describe how the LEA ensures all teachers have access to the written curriculum and needed instructional materials.

The LEA uses the Curriculum Warehouse Atlas to house all written curriculum. All staff have access to view all courses, and any teacher who teaches a specific course is assigned access to edit and update the curriculum of that course. Instructional materials for each course are expected to be uploaded in our Learning Management System, Canvas, weekly for access by students using their devices. Between the use of these two data bases, teachers have access to the designed curriculum as well as the needed resources to go along with it.

Planned instruction consists of at least the following elements: (Chapter 4.12)

9. LEA develops/maintains a standard format that includes scope, sequence, and pacing.	Yes
10. Essential content is developed from PA Core/Academic Content Standards.	Yes
11. Content, resources, activities, and estimated instructional time are devoted to achieving the PA Core/Academic Content Standards.	Yes

12. Consistency and continuity between planned courses, instructional units, and interdisciplinary studies around the PA Core/Academic Content Standards exist.	Yes
13. Courses and units of study are developed from measurable outcomes and/or objectives.	Yes
14. Course objectives to be achieved by all students are identified.	Yes
15. Evidence of measurement procedures for the success of the objectives of a planned course, instructional unit, or interdisciplinary studies exists.	Yes
16. Describe your LEA's intent to revise the locally developed curriculum during this comprehensive plan cycle. (Include content areas and processes) During this comprehensive planning cycle, we will continue to update and revise our written curriculum at all levels and across all subjects to ensure the written curriculum maintains alignment with the PA Core Standards and is reflective of current pacing, outcomes, and instruction. Additionally, we intend to be implementing a new resource at the elementary level in ELA, thus necessitating a revision of our current written curriculum in ELA grades K-5 during the 2023-2024 school year. Additionally at K-5 and 6-12 we will be writing and implementing new science curriculum according to the new PA Science Standards PA STEELS. In grades 6-12 we will be considering revisions to written curriculum in ELA based on updating text and more consistent alignment across grade levels.	Yes
Based on the responses above, would written curriculum be a priority in your comprehensive plan?	Yes
Based on the responses above, would aligning locally developed curriculum to the academic standards be a priority in your comprehensive plan?	Yes

ASSURANCES: EDUCATOR EFFECTIVENESS

Act 13

☐ Check if Act 13 is NOT used in educator evaluations (Charter/Cyber Charter Schools 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 must equal 100%)

A. Data Available Classroom Teachers	18.2%
B. Non-Data Available Classroom Teachers	74.2%
C. Non-Teaching Professionals	3.8%
D. Principals	3.8%
Total	0

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

	Elementary School	Middle School	High School
Domain 1: Planning and Preparation	1a: Demonstrating Knowledge of Content and Pedagogy	1b: Demonstrating Knowledge of Students	1a: Demonstrating Knowledge of Content and Pedagogy

	Elementary School	Middle School	High School
Domain 2: The Classroom Environment	2a: Creating an Environment of Respect and Rapport	2a: Creating an Environment of Respect and Rapport	2a: Creating an Environment of Respect and Rapport
Domain 3: Instruction	3a: Communicating with Students	3a: Communicating with Students	3a: Communicating with Students
Domain 4: Professional Responsibilities	4b: Maintaining Accurate Records	4c: Communicating with Families	4b: Maintaining Accurate Records

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

District - wide professional development is becoming more differentiated to meet the needs of each individual teachers and students in the classrooms.

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	1d: Demonstrating Knowledge of Resources	1d: Demonstrating Knowledge of Resources	1c: Setting Instructional Outcomes
Domain 2: The Classroom Environment	2e: Organizing Physical Space	2e: Organizing Physical Space	2b: Establishing a Culture for Learning
Domain 3: Instruction	3e: Demonstrating Flexibility and Responsiveness	3d: Using Assessment in Instruction	3c: Engaging Students in Learning

	Elementary School	Middle School	High School
Domain 4: Professional Responsibilities	4e: Growing and Developing Professionally	4a: Reflecting on Teaching	4e: Growing and Developing Professionally

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

The district's professional learning focus in the 2023-2026 school year will be on cultivating a culture of learning.

6. What information is used to determine Principal Performance Goals?

Goals Set	Comments/Considerations
Provided at the district level	n/a
Provided at the building level	n/a
Individual principal choice	Principal performance goals are determined by individual principals with input from the Superintendent.
Other (state what other is)	

7. Under Act 13, classroom teachers are required to utilize LEA Selected Measures to develop the Student Performance Measures and possibly the IEP Goals Progress Measures. List student assessments examples each grade/content area will use to develop LEA Selected Measures.

LEA Selected Measures	Grades/Content Area	Student Assessment Examples
Locally Developed School District Rubric	K-12 special areas	Rubrics associated with various art, music, communications, business, PE related projects.

LEA Selected Measures	Grades/Content Area	Student Assessment Examples
District-Designed Measure & Examination	K-12 Math, ELA, Science, SS	Percentage passing on unit-based assessments.
Nationally Recognized Standardized Test	n/a	n/a
Industry Certification Examination	n/a	n/a
Student Projects Pursuant to Local Requirements	n/a	n/a
Student Portfolios Pursuant to Local Requirements	Career courses	Based on completion of career artifacts.

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	
NWEA MAP Assessment	Benchmark	
Frequency or Date Given	K-2	9-12
Three times annually	Yes	Yes
Assessment	Type of Assessment	
DIBELS	Benchmark	
Frequency or Date Given	K-2	9-12
Three times annually	Yes	
Assessment	Type of Assessment	
PSSA	Summative	
Frequency or Date Given	K-2	9-12
Once annually	Yes	Yes

Assessment Keystone				Type of Assessment Summative	
Frequency or Date Given Once per content area course	K-2	3-5	6-8 Yes	9-12 Yes	
Assessment PASS Assessment			Type of Assessment Benchmark		
Frequency or Date Given Two times annually	K-2	3-5 Yes	6-8 Yes	9-12 Yes	
Assessment AP Exams			Type of Assessment Summative		
Frequency or Date Given Annual	K-2	3-5	6-8	9-12 Yes	
Assessment Progress Learning			Type of Assessment Benchmark		
Frequency or Date Given Three times annually	K-2	3-5	6-8	9-12 Yes	
Assessment PASA Assessment			Type of Assessment Summative		
Frequency or Date Given Annually	K-2	3-5 Yes	6-8 Yes	9-12	

ASSESSMENT (CONTINUED)

EDUCATION AREAS OF CERTIFICATION

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

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

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

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

The LEA administers benchmark assessments using NWEA MAP Growth. These assessments are used to meet in data meetings and discuss student achievement levels and growth throughout the course of the year. This information is used for flexible grouping with students within Extended Learning Opportunities (ELO) (elementary) groups as well as classroom instruction. Additionally, this information is used to determine skills students need additional support with or areas/opportunities for extension. At the K-2 level, the district also using DIBELS assessments to determine reading levels and determine needs for additional support/extension.

Based on the responses above, would the planning, alignment, or analysis of current LEA assessment practices be a priority in your Comprehensive Plan? No

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

BRENTWOOD BOROUGH SD

3601 Brownsville Rd

Professional Development Plan (Act 48) | 2023 - 2026

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.

STEERING COMMITTEE

Name	Title	Committee Role	Appointed By
Stephanie DeLuca	Curriculum, Instruction, Professional Development Coordinator	Administrator	Administration Personnel
Katherine Rodriguez	ESL Teacher	Elementary Teacher	Teacher
Jess Downey	4th grade Teacher	Elementary Teacher	Teacher
Lindsay Vinay	Reading Specialist	Education Specialist	Education Specialist
Rebecca Hagerty	5th grade Teacher	Elementary Teacher	Teacher
Jaime Dobson	4th grade Teacher	Elementary Teacher	Teacher
Chris Weaver	Science Teacher	High School Teacher	Teacher
Katy Phillips	Math Teacher	High School Teacher	Teacher
Dr. Chris Winiarski	Director of Special Education	Administrator	Administration Personnel
Dave Radcliffe	Principal	Administrator	Administration Personnel
Ted Ulmer	Asst. Principal	Administrator	Administration

Name	Title	Committee Role	Appointed By
Jamie Mason	Parent	Parent of Child Attending	School Board of Directors
Lori Bollinger	Parent	Parent of Child Attending	School Board of Directors
Jeff Golvash	Business Member	Local Business Representative	School Board of Directors
Dennis Luther	Community Member	Community Member	School Board of Directors
Christine Crompton	Business Member	Local Business Representative	School Board of Directors
Caitlin Caponi	Special Education Teacher	Middle School Teacher	Teacher
Jaime Staab	6th grade Teacher	Middle School Teacher	Teacher
Shannon Sculli	5th grade Teacher	Elementary Teacher	Teacher
Maureen Anderson	Career Education Teacher/Gifted	High School Teacher	Teacher

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 professional learning committee meets twice annually to put forth areas of concern and recommend topics for future professional learning opportunities. Subcommittees in the form of department leaders, content leaders, and grade level leaders meet monthly to continue to inform needs on a regular basis and make recommendations for professional development across the district.

ACTION PLANS STEPS FROM COMPREHENSIVE PLAN

TRAINING ON THE USE OF THE BRIDGES MATHEMATICS INTERVENTION PROGRAM

Action Step	Audience	Topics to be Included	Evidence of Learning
Each elementary building will implement an RTII block to allow for flexible grouping of students based on skill needs. Implement interventions as needed using District adopted intervention tools.	Teachers	Use of Bridges Mathematics Intervention, How to conduct placement assessments, organization of skills/topics, how to use with students.	Use of intervention programs in RTII instructional time.
Anticipated Timeline			
Lead Person/Position	09/01/2023 - 06/24/2026		
Curriculum Coordinator			

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	This training will be conducted once, but will be followed up as needed based on the use and evidence of effectiveness in the classrooms.	3c: Engaging Students in Learning	

TRAINING ON THE USE OF A SELECTED INTERVENTION TOOL FOR ELA INTERVENTIONS.

Action Step	Audience	Topics to be Included	Evidence of Learning
Each elementary building will implement an RTII block to allow for flexible grouping of students based on skill needs. Implement interventions as needed using District adopted intervention tools.	Teachers	The science of reading, best practices in using the specific ELA intervention tools including Sonday, Waggle, and Amira, with others to consider at a later date.	Teachers will effectively implement the selected intervention program.

Lead Person/Position

Anticipated Timeline

Curriculum Coordinator

08/01/2022 - 06/01/2024

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	Each intervention would have time dedicated during at least one in-service day to get started, with follow up dates depending on implementation effectiveness.	3c: Engaging Students in Learning	Language and Literacy Acquisition for All Students

PROVIDE PROFESSIONAL LEARNING FOR NEW MATH PROGRAM AT K-5 LEVEL.

Action Step	Audience	Topics to be Included	Evidence of Learning
Review appropriate ELA and Math programs and pilot selected programs.	Teachers	Best practices in math instruction based on Common Core Mathematics. How to utilize new mathematics program for instruction and assessment.	Teachers implement the program with fidelity. Students show evidence of learning math standards through local and MAP Assessments.
Provide professional learning in new math and ELA programs and best practices in math and ELA instruction.			
Implement ELA and Math programs, evaluate for effectiveness and make adjustments as needed.			
Lead Person/Position			
Curriculum Coordinator		Anticipated Timeline	
		10/01/2021 - 06/30/2026	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings

Inservice day	2-3 times in the 2021 school year to prepare for upcoming adoption	3b: Using Questioning and Discussion Techniques 3d: Using Assessment in Instruction 3e: Demonstrating Flexibility and Responsiveness 3c: Engaging Students in Learning
Inservice day	Throughout the year of implementation multiple opportunities for understanding the program and implementing the program on most in-service days throughout the school year.	3c: Engaging Students in Learning 3d: Using Assessment in Instruction 3a: Communicating with Students 2b: Establishing a Culture for Learning 3e: Demonstrating

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
		Flexibility and Responsiveness	

PROVIDE PROFESSIONAL LEARNING FOR SCIENCE OF READING AND NEW ELA PROGRAM AT K-5 LEVEL.

Action Step	Audience	Topics to be Included	Evidence of Learning
Review appropriate ELA and Math programs and pilot selected programs.	classroom teachers, special education teachers, reading specialists	Science of Reading, how to use the instructional techniques and assessments in the use of science of reading in the classroom.	Teachers implementing effective instructional strategies, students making growth in reading abilities based on MAP data and local assessment data.
Provide professional learning in new math and ELA programs and best practices in math and ELA instruction.			
Implement ELA and Math programs, evaluate for effectiveness and make adjustments as needed.			

Lead Person/Position

Anticipated Timeline

Curriculum Coordinator

08/01/2022 - 06/30/2026

LEARNING FORMAT

Type of
Activities

Frequency

Danielson
Framework
Component Met
in this Plan

This Step Meets
the
Requirements of
State Required
Trainings

Inservice
day

Teachers will receive instruction in best practices before starting the new program and continue with follow up professional learning experiences throughout the first year of implementation. Teachers will continue to receive professional learning in the science of reading after this.

3d: Using
Assessment in
Instruction

Language and
Literacy
Acquisition for
All Students

3e:

Demonstrating
Flexibility and
Responsiveness

3c: Engaging
Students in
Learning

3b: Using
Questioning
and Discussion
Techniques

This Step Meets
the
Requirements of
State Required
Trainings

Danielson
Framework
Component Met
in this Plan

Type of
Activities
Frequency

FAMILY ENGAGEMENT AND NEW STUDENT AMBASSADOR PROGRAM

Action Step	Audience	Topics to be Included	Evidence of Learning
Pilot new student ambassador program at the middle school	Appropriate teachers and support staff.	Family engagement data from Brookings Institute and Kidsburgh, data from pilot, what the program looks like, how to effectively run it, gathering ideas for additional iterations of this project and planning/implementing the program at multiple levels.	Staff will be able to articulate the reason for and evidence behind the student ambassador program. Staff will implement student ambassador program at appropriate levels.
Expand new student ambassador program to the HS.			
Expand New student ambassador program to the			

Action Step	Audience	Topics to be Included	Evidence of Learning
elementary schools.			
Lead Person/Position			
		Anticipated Timeline	
Principals, Curriculum Coordinator		08/20/2023 - 12/21/2025	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	One - four times per year during the initial set up and implementation phase depending on the needs of the building.	2a: Creating an Environment of Respect and Rapport 1b: Demonstrating Knowledge of Students 4c: Communicating with Families 2b: Establishing a Culture for Learning	

STUDENT ENGAGEMENT PROFESSIONAL DEVELOPMENT

Action Step	Audience	Topics to be Included	Evidence of Learning
Implement 'homeroom" student engagement period at the HS to focus on student belonging.	High School Teachers and Support Staff	Positive Behavior Intervention Support Systems, activities for engaging student interest, building relationships with students, transition activities, advisory/mentor program examples or best practices.	Successfully implement a student engagement period at the high school. See evidence of deeper student connections to teachers or schools on PASS assessments.
Lead Person/Position	Anticipated Timeline		
HS Principal	08/20/2023 - 06/30/2026		

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	2-3 times throughout the school year	2a: Creating an Environment of Respect and Rapport 2b: Establishing a Culture for Learning 3a: Communicating with Students	

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
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		2d: Managing Student Behavior	
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		3c: Engaging Students in Learning	
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		1b: Demonstrating Knowledge of Students	
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OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES

PROFESSIONAL ETHICS TRAINING

Audience	Topics to be Included	Evidence of Learning
all professional staff	code of ethics, professional standards and practices commission, code of conduct vs. code of ethics, professional responsibilities as described in the code of ethics for educators, professional competence, responsibilities to students, responsibilities to school community, responsible and ethical use of technology all as described in the model code of ethics for educators.	Professional staff will engage in ethical and appropriate ways according to the model code of ethics for educators.
Lead Person/Position		
Superintendent/Coordinator of Professional Development		Anticipated Timeline 04/23/2023 - 06/03/2023

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	once in three year period (23-24) for all staff		Professional Ethics
Workshop(s)	annually during new teacher induction beginning 24-25		Professional Ethics

CULTURALLY RELEVANT SUSTAINING EDUCATION

Audience	Topics to be Included	Evidence of Learning
All professional staff	-reflect on one's cultural lens -Identify, deepen understanding of, and take steps to address bias in the system -Design and facilitate culturally relevant learning that brings real world experiences into educational spaces -Provide all learners with equitable and differentiated opportunities to learn and succeed -Promote asset-based perspectives about differences -collaborate with families and communities through authentic engagement practices -communicate in linguistically and culturally responsive ways that demonstrate respect for learners, educators, educational leaders, and families -Establish high expectations for each learner and treat them as capable and deserving of achieving success -Educate oneself about microaggressions and their impact on diverse learners, educators, and families, and actively disrupt the practice by naming and challenging its use	Use of the 9 competencies throughout daily educational practice.
Lead Person/Position	Anticipated Timeline	
Superintendent/Coordinator of Professional Development	08/25/2025 - 06/05/2026	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	At least once, but possibly several to address all nine competencies throughout the year.	2b: Establishing a Culture for Learning	Common Ground: Culturally Relevant Sustaining Education

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
		1b: Demonstrating Knowledge of Students	
		2a: Creating an Environment of Respect and Rapport	

STRUCTURED LITERACY

Audience	Topics to be Included	Evidence of Learning
All professional staff holding the following certifications: PK-4, 4-8, ESL, PK-12 Reading Specialist, PK-12 Special Education Teachers	-Literacy skills: phonemic awareness, phonics, fluency, vocabulary, comprehension, writing -differentiating instruction for students with varying abilities in reading -identifying and teaching students with dyslexia and other language-based learning disabilities -Implementing reading instruction using high-quality instructional materials -using developmentally appropriate supports to ensure effective access to reading instruction -administering universal reading screeners to students	Teachers will utilize the science of reading practices and information when instructing or differentiating instruction in their classrooms. Non ELA-teachers will consider the impact of the information in their content areas and support students in necessary ways.
Lead Person/Position	Anticipated Timeline	
Coordinator of CIPD	08/23/2023 - 06/06/2025	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	Three times in fall 2023 for K-5 ELA educators around resources and interventions for implementing structured literacy in the classroom		Structured Literacy
Inservice day	At least once in the 24-25 school year for educators across content areas.		Structured Literacy

TRAUMA-INFORMED SCHOOLS

Audience	Topics to be Included	Evidence of Learning
All staff	Trauma-informed practices, educator wellness, student wellness	Teachers will utilize recommended best practices for students before they become escalated or to help students de-escalate in a given situation.
Lead Person/Position		Anticipated Timeline
Director of Special Education/Coordinator of Professional Development		02/14/2023 - 02/13/2026

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	at least once annually	2d: Managing Student Behavior 1b: Demonstrating Knowledge of Students 2a: Creating an Environment of Respect and Rapport 2b: Establishing a Culture for Learning	At Least 1-hour of Trauma-informed Care Training for All Staff

TEACHING DIVERSE LEARNERS IN INCLUSIVE SETTINGS

Audience	Topics to be Included	Evidence of Learning
All professional staff	Strategies for including students with various learning needs and differentiation within the classroom setting.	Teachers will implement strategies for differentiation.
Lead Person/Position		
Director of Special Education		Anticipated Timeline
		08/01/2025 - 06/05/2026

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	once	1b: Demonstrating Knowledge of Students 3c: Engaging Students in Learning	Teaching Diverse Learners in Inclusive Settings

PROFESSIONAL DEVELOPMENT PLAN ASSURANCES

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

Are the professional development activities aligned to at least one component of one domain within the Observation and Practice Framework for Teaching?

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

Professional Education Plan Guidelines

Yes/No

Are the following professional development activities included in the Act 48 Professional Development Plan?

Language and Literacy Acquisition for All Students

Yes

Teaching Diverse Learners in Inclusive Settings

Yes

At least 1-hour of trauma-informed care training for all staff

Yes

Professional Ethics Program Framework Guidelines

Yes

Culturally Relevant and Sustaining Education Program Framework Guidelines

Yes

Structured Literacy Program Framework Guidelines

Yes

When is the first year the LEA will offer Structured Literacy Training to the staff?

2023-
2024

Who will receive the Structured Literacy Training in addition to the five required certifications (early childhood, elementary-middle level, special education, ESL, and reading specialist)?
Structured literacy training will be offered in parts. K-5 ELA teachers (including reading specialists) will begin to complete the training in the 23-24 school year as part of the new ELA curriculum adoption. Other certification areas will complete training in the 24-25 school year this includes the required certification areas and any additional cross-curricular educators who may benefit from participating in the training.

Is the LEA using or planning to implement Structured Literacy (Select One)?
Hybrid, Structured Literacy components integrated into reading program.

EVALUATION AND REVIEW

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

The professional development committee will meet annually to review and revise the professional development plan for the District. This may include the review of: available student data that supports effective implementation of professional learning opportunities, summaries of Act 48 learning, feedback and action plans, structures and organization of professional development activities during the school year and considering available resources for the future. Adjustments will be made to the professional education plan based on the results of the review by the committee.

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

Brentwood Borough School District
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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
Stephanie DeLuca	Curriculum, Instruction, Professional Development Coordinator	Administrator	Administration Personnel
Alyssa Brutscher	Teacher	Teacher	Teacher

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.

Each mentor position is posted as part of the collective bargaining agreement. Once the posting has closed, the pool of candidates are reviewed to ensure they meet the characteristics as needed based on the position of the new teacher. Those whose skills meet the requirements and best meet the needs of the position is selected and recommended for board approval. If necessary, interviews are conducted to help narrow to the best candidate. Our school district partners with the Allegheny Intermediate Unit in order to provide each inductee with an established two-year process toward completion of the induction program. For mentoring, this process includes the usage of a log to denote at least 12 hours of mentor/inductee interaction connected to the components of the Danielson Framework for Teaching and to the monthly module topics. The mentors can receive compensation for up to 35 hours in the first year and 20 hours in the second year.

OTHER

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

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

The Brentwood Borough School District induction program for new faculty combines a variety of different formats to meet the needs of our new professional employees. First, all new employees attend a two-day orientation before the start of other faculty to get accustomed to the district, meet other new employees and the mentor teacher, begin to learn the expectations of professional staff in the district, and understand instructional best practices and requirements. Additionally, they are provided training in the use of district technology and the district's Learning Management System, Canvas and provided the opportunity to work with a Canvas Mentor to get their Canvas courses started. A Brentwood new teacher induction course is run through Canvas where they must submit portfolio evidence throughout the year and can access resources to help them get acquainted to the school district. All information provided during orientation is accessible on the Induction Canvas Page. After the initial orientation days, new professional employees continue to meet with their district-appointed mentor at least weekly, turning in a monthly log at the end of the year through Canvas. Mentors are required to observe their teacher and provide feedback and new teachers are required to complete observations of other staff members. Additionally, we partner with the Allegheny Intermediate Unit's PDE-approved Educator Induction Program to provide a high-quality experience for our newly hired educators. This two-year program is structured in two components, first, a rigorous course, facilitated by different experts in each topic and second, a mentoring element in which an experienced educator works with the inductee throughout the school year. The content of the program includes the following topics: Effective Behavioral Practices (classroom management, teaching strategies, resiliency), Accommodations and Adaptations for Diverse Learners in Inclusive Settings (ESL, Special Education, etc.), Multi-tiered Systems of Support (Assessment, Data-informed Decision Making, SAS Assessments, PVAAS, CDT, etc.) Standards-Based Learning (Standards Aligned System, Curriculum/Lesson Planning, Danielson Framework

Domain 1, PA Core and other Subject and Role-Specific Standards), Educator Evaluation (Act 13 and Role-Specific Observation & Practice Frameworks) Professional Ethics (Level II certification, Act 48, Professional Code of Conduct, Danielson Framework Domain 4), Technological and Virtual Engagement (online pedagogy and assessment strategies, technology), Family Engagement (communicating with parents and community, progress reporting), Trauma Informed Approaches (CR-SE), Cultural Awareness (CR-SE) Mental Wellness (CR-SE), and Equitable Access for All Learners (UdL). The course meets continuously in an online format each month addressing the topics listed. Successful inductee participants must demonstrate their mastery of the knowledge of each topic through designated assignments within the coursework. The program format includes an online experience for the coursework and face-to-face/online interaction for the mentoring component with required discussion prompts and log.

EDUCATOR INDUCTION PLAN TOPIC AREAS

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

CODE OF PROFESSIONAL PRACTICE AND CONDUCT FOR EDUCATORS

Selected Danielson Framework(s)	Timeline
4e: Growing and Developing Professionally	Year 1 Winter, Year 2 Summer, Year 1 Fall, Year 2 Spring, Year 1 Summer, Year 3 Winter, Year 2 Fall, Year 3 Spring, Year 1 Spring, Year 3 Fall, Year 2 Winter, Year 3 Summer

ASSESSMENTS AND PROGRESS MONITORING

Selected Danielson Framework(s)	Timeline
	Year 2 Fall, Year 3 Spring, Year 1 Winter, Year 2 Summer, Year 1 Fall, Year 2 Spring, Year 2 Winter, Year 3 Summer, Year 1 Summer, Year 3 Winter, Year 1 Spring, Year 3 Fall

INSTRUCTIONAL PRACTICES

1f: Designing Student Assessments	Year 1 Summer, Year 3 Winter, Year 3 Fall, Year 1 Winter, Year 2 Spring, Year 1 Fall, Year 2 Winter, Year 3 Summer, Year 2 Fall, Year 3 Spring, Year 1 Spring, Year 2 Summer
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INSTRUCTIONAL PRACTICES

Selected Danielson Framework(s)	Timeline
3c: Engaging Students in Learning	Year 1 Winter, Year 2 Summer, Year 2 Winter, Year 3 Summer, Year 2 Fall, Year 3 Spring, Year 1 Fall, Year 2 Spring, Year 1 Spring, Year 3 Fall, Year 1 Summer, Year 3 Winter

SAFE AND SUPPORTIVE SCHOOLS

Selected Danielson Framework(s)	Timeline
2a: Creating an Environment of Respect and Rapport	Year 2 Winter, Year 3 Summer, Year 1 Fall, Year 2 Spring, Year 1 Spring, Year 3 Fall, Year 1 Summer, Year 3 Winter, Year 3 Summer, Year 2 Fall, Year 2 Summer, Year 2 Spring, Year 3 Fall, Year 3 Spring

STANDARDS/CURRICULUM

Selected Danielson Framework(s)	Timeline
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Selected Danielson Framework(s)	Timeline
3e: Demonstrating Flexibility and Responsiveness	Year 1 Summer, Year 3 Winter, Year 3 Fall, Year 2 Fall, Year 3 Spring, Year 1 Fall, Year 2 Winter, Year 3 Summer, Year 1 Winter, Year 2 Spring, Year 1 Spring, Year 2 Summer

DATA INFORMED DECISION MAKING

Selected Danielson Framework(s)	Timeline
1c: Setting Instructional Outcomes	Year 1 Summer, Year 3 Winter, Year 2 Fall, Year 3 Spring, Year 1 Fall, Year 2 Winter, Year 3 Summer, Year 1 Spring, Year 2 Summer, Year 1 Winter, Year 2 Spring, Year 3 Fall

MATERIALS AND RESOURCES FOR INSTRUCTION

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

CLASSROOM AND STUDENT MANAGEMENT

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

New employees complete a program review and submit it upon completion of the program. Additionally, the induction program coordinator meets and collects group feedback of the program through the PLC network. Annually, the induction program coordinator analyzes the resources used and activities of the program to ensure their relevance and usefulness in the program. Finally, the program coordinator utilizes student and teacher data, classroom observations, and feedback from administrators to determine the outcomes of the program in the classroom. The AIU educator induction program is evaluated yearly on its effectiveness on our new educators as well as its alignment to required topics and relevancy as designated in Chapter 4 and Chapter 49 of the Pennsylvania School Code. In addition, course content of each module is reviewed and revised based upon participant feedback, submitted assignment artifacts, as well as internal and external review by stakeholders. Qualitative analysis of program effectiveness is conducted via review of internal performance data and external surveys to participants, mentors, school administrators, and internal instructors.

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.

Stephanie DeLuca
Educator Induction Plan Coordinator

12/22/2022
Date

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

Chief School Administrator

Date