

**Trinity Area School District**  
**Comprehensive Plan: 2021-2024**  
**An Overview**

Introduction

A draft of Trinity Area School District's Comprehensive Plan for 2021 through 2024 was presented to the School Board and public on October 21, 2021 at the regularly scheduled board meeting. The Board will vote to approve the Plan on November 18, 2021. This document presents as a reader-friendly overview of the Plan. For public inspection and comment, a copy of the Plan in its entirety remains available in Trinity Area's Central Administrative Office.

Goals

Trinity Area School District's Comprehensive Plan for 2021 through 2024 consists of six, overarching and interconnected goals:

1. To increase students' achievement in English Language Arts;
2. To increase students' achievement in Mathematics;
3. To ensure students master essential, Twenty-First Century skills through their engagement in a rich, interdisciplinary, STEM-based curricula;
4. To use the Understanding by Design framework to map rigorous courses of study;
5. To strengthen teachers' day-to-day instructional practices; and
6. To foster fluid, purposeful communication among staff members.

Action Plan

*The following information details the specific actions Trinity Area School District will take to meet the aforementioned goals.*

To increase students' achievement, develop a rigorous curriculum, and help teachers improve their professional practice, a comprehensive, district-wide curriculum audit will be conducted. Throughout the 2021-2022 school year, the District will audit curriculum thoroughly by engaging a formalized process. Using the *Understanding by Design* framework, the Director of Curriculum and Instruction will unpack every Standard, K-12, by analyzing the language as published by PDE and translating the information into teacher-friendly language to emphasize exactly what students must know and do in order to achieve mastery. Inherent in every Standard are core concepts and essential skills, and the unpacked Standards will inform teachers of the exact content and skills they are required to teach. This information will be documented in the form of tables and shared with teachers, respectively.

As an initial step, teachers will code the information based on how comprehensively *they* believe they teach the Standards. Teachers will consider their curriculum maps, unit and lesson plans, and day-to-day facilitation of instruction to determine how thoroughly they teach each Standard as unpacked. By the end of the 2021-2022 school year, administrators will gather data by asking teachers to submit their coded tables for review. By the beginning of the 2022-2023 school year, data will be analyzed to note gaps and areas of overlap in the curriculum. Based on the analysis of data, teachers will update their curriculum maps accordingly to ensure each map clearly presents the content and skills to be taught. On the maps, content and skills derived from unpacked Standards will be presented in the form of Big Ideas,

Enduring Understandings, and Essential Questions to provide a foundation for teachers as they build their units of study.

Once curriculum maps are revised to ensure all Standards are taught as mandated by the State, teachers will develop common benchmark assessments to administer as a means of determining whether their students are achieving mastery as expected. Throughout the 2023-2024 school year, teachers will be provided with targeted professional development to learn how to analyze student achievement data gleaned from their administration of common benchmark assessments, and use the analysis of the data to inform their instructional practices. Specifically, teachers will learn how to differentiate their daily instruction according to students' individualized learning needs so all achieve mastery in ELA and STEM. In sum, this data driven approach will help the District to fulfill its mission of preparing students to reach their fullest potential and become contributing members of society.

In addition to unpacking the exact content and skills students must master, identifying students struggling to achieve mastery, and adapting instruction to meet those students' specific learning needs, the District will continue to partner with local colleges, businesses, and organizations to ensure that technology used for teaching and learning is current and practical. For example, the District will enhance students' computational thinking and problem-solving skills by working with experts who suggest the most meaningful ways to infuse coding and robotics into the curriculum. Furthermore, the District will continue to grow the Esports program as a means of providing modern students with instruction that resonates with them.

Lastly, the District will promote a culture of collegiality and professionalism by redesigning the New Employee Induction Program, offering employees the opportunity to select professional development that interests them, and empowering department chairpersons to act as instructional leaders. Targeted professional development will be provided to department chairs and mentors who support and encourage colleagues through their actions as teacher-leaders. New employees will participate in a rigorous induction program to learn the Understanding by Design framework and other, research-based, best practices to employ as they plan for and facilitate instruction. Finally, all employees will be invited to access information contained within an online space specifically designed to house recent literature, videos, and podcasts detailing the most effective ways to educate a new generation of learners.

### Conclusion

The Trinity Area School District is excited to implement the Comprehensive Plan as it provides clear direction for the next five academic years. All administrators and staff members have been informed of the District's path to progress, and all look forward to providing for students a safe, nurturing learning environment in which their independence, creativity, and leadership are promoted.

TRINITY AREA SCHOOL DISTRICT  
COMPREHENSIVE PLAN 2021 - 2024



## Steering Committee

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## LEA Profile

Trinity Area School District is a public-school system serving 3,488 students from Southwestern Pennsylvania. The District is located 35 miles southwest of Pittsburgh at the junction of Interstates 70 and 79. Trinity Area proudly serves the Washington County townships of Amwell, Canton, North Franklin, and South Strabane. The community has a rich history and continues to grow. Due to the School Board's dedication and commitment to students, Trinity Area has expanded to include a total of 444.5 employees: 24 administrators; 269.5 teachers; 15 guidance counselors, social workers, and therapists; and 151 support staff members. Together with the Board's guidance and support, all stakeholders have worked diligently to ensure Trinity Area's students receive the best education possible.

Comprised of six technologically advanced school buildings, Trinity Area educates students in meaningful, relevant ways. Each of the four, newly renovated elementary school buildings, as well as the award-winning middle school and STEAM-focused high school, is equipped with a Hiller Virtual Lab. Between 2014 and 2020, Fabrication Labs were built at both the middle school and high school, and, in 2021, an Esports arena was built at the high school. To further develop its 13, unique CIP Programs of Study for students interested in pursuing vocational education (including vocational-agricultural education), Trinity Area has purchased and built a freight farm, windmills, solar power, fully equipped mechanic's garage, and a variety of supplies necessary to operate programs like Vet-Tech and Sports Medicine. The elementary schools house LEGO creation spaces, maker spaces, and robots to ensure our youngest students are provided with opportunities to develop essential, Twenty-First Century skills. Every student in kindergarten through grade 12 is supplied a Chromebook, and all technological barriers to student achievement have been removed so students can learn seamlessly between school and home. Finally, with the addition of a grade 4 and 5 wing to be added as the middle school is renovated in 2022, Trinity Area will transform a space where intermediate and middle school students can explore, innovate, and inspire.

Trinity Area's curriculum is interdisciplinary in nature so students recognize the interconnection among subjects and programs of study. Using the Understanding by Design framework to map a locally developed curriculum, educators have guaranteed that students are instructed in ways that invite curiosity, the development of individual strengths, and a love of learning. The District provides for students a comprehensive education that includes: regular instruction; special education services; gifted education services; and vocational instruction. Whether students' interests and talents lay in the trades or traditional academics, the District proudly offers pathways and supports to help students achieve their best. With an engineering curriculum at the elementary school level, an exploratory curriculum at the middle school level, and 23 advanced placement and 129 elective courses offered at the high school, students can immerse themselves in scholarly pursuits of their personal interests throughout their academic career at Trinity Area.

For the above reasons, as well as due to the efforts of each school building's nurse and police offer, Trinity Area's students graduate from high school as responsible, productive members of a long-standing community, founded on the principles of hard-work, perseverance, and service. Although students repeatedly perform well above the state average on standardized tests, their sense of pride stems mainly from their involvement in a school community where they are supported and encouraged to be the best versions of themselves.

## Mission and Vision

### Mission

The Trinity Area School District, in partnership with the parents and the community, prepares students to reach their fullest potential and to become contributing members of society.

### Vision

We Believe: Every student can learn. Every student is entitled to a safe and nurturing learning environment. Every student has value and is treated with dignity and respect. Every student's independence, creativity, and leadership are promoted. Every student is equipped to be technologically literate, responsible and productive.



## Educational Value Statements

### Students

We believe that all students can learn and we value the importance of the individual within our school community. Trinity strives to prepare our students to matriculate and enter the post secondary educational or vocational arena. Students have a variety of skillsets and interests and we have a curriculum built upon the Understanding by Design educational framework. The students employ learning targets and learning trajectory, combined with frequent informal assessments, to reach the desired end goal.

### Staff

The staff is encouraged and challenged to go beyond the expectation for each student in their charge. The teachers are able to propose changes and improvements in the curriculum, as the curriculum is a living entity which changes, based upon focus, skill sets and previous knowledge. The curriculum is unpacked and desired outcomes are identified. The teachers will employ learning targets and differentiated instruction should be utilized to sincerely academically challenge the students to go beyond their academic experiences and thus maximize the level of student achievement for all students. Staff utilizes technology as an instructional mechanism. Teachers are expected to challenge the students to think and behave like engineers, in solving real-life problems. Support staff is charged with addressing the needs of the students in their buildings.

### Administration

The district administration interacts directly with the board of school directors in setting the overall academic destination for a graduating senior. Central office personnel interact with the members of the school community. When a specific project is deemed appropriate and necessary, the administration surveys the school community to get feedback, as well as interacting with the other interested parties to help solicit a positive experience. The building level administration works to facilitate and direct the overall building operation. The administration focuses on increasing student achievement for all students.

### Parents

The parent survey demonstrates the level of satisfaction with the educational experience at the Trinity Area School District. Our parents believe that the district is doing a good job in educating their children. Parents want their children to be challenged, engaged and supported by the school district. There is a focus on academics, arts and athletics. Parents want their children to mature with a solid sense of self worth. The "Be the Kind Kid", Teamology, and the PBIS campaigns, combined with the level of security are appreciated by the parents. Our parents believe the educational experience and career focus at Trinity are exceptional.

### Community

The Trinity Area School District has developed partnerships with the school community. The district has approximately 100 partnerships developed with local residents and business. The partnerships include advice and support for programs, as well as financial support and equipment donations. The administration pursues grant opportunities with many local organizations and entities. The district has partnered with the Washington County Food Helpers to utilize our technology to raise food for needy individuals. This is an example of teaching our students to think like engineers and solve real life problems. The district makes a concerted effort to connect the students and their families to ancillary services to support specific needs.



## Summary Of Strengths and Challenges

### Strengths

Strength	Consideration In Plan
Technology	No
Teachers need to internalize the need to improve student achievement for all students through UbD and Differentiation	No
Ongoing efforts to audit, align and retool curriculum	Yes
Belief that all students can learn and committed to removing barriers to student learning	Yes
Working to identify any learning gaps due to pandemic and providing opportunities to eliminate any such learning/achievement gaps through remediation, targeted instruction, reteaching and extension activities.	No
Comprehensive which plan addresses all identified areas in need of improvement	No
Ongoing efforts to audit, align and retool curriculum	No
Belief that all students can learn and committed to removing barriers to student learning	No
Excellent resources to promote achievement in science, technology and engineering.	No
Revamp of elementary science is on the horizon	No
All buildings have a virtual labs, hydroponics, engineering, coding and robotics programs. We have added a drone and robotics program, eSports and are exploring additional CIP (CTE) programs of study.	No
Potential middle school renovations and expansion of science, technology and engineering programs	No
The curriculum audit will impact all curricula K-12.	No
The curricula offerings will improve attendance by meeting the students' needs and choices	No
The refocus on best practices by utilizing Understanding by Design educational framework, Learning Targets and Differentiated Instruction will be a benefit to improve student achievement for all students.	Yes
Ongoing efforts to audit, align and retool curriculum	No

Belief that all students can learn and committed to removing barriers to student learning	No
Ongoing efforts to audit, align and retool curriculum	No
Belief that all students can learn and committed to removing barriers to student learning	No
Working to identify any learning gaps due to pandemic and providing opportunities to eliminate any such learning/achievement gaps through remediation, targeted instruction, reteaching and extension activities.	No
The pandemic has added an additional challenge and post pandemic we are creating a system to refocus on best practices in curriculum and instruction.	No
Trinity has no schools designated or identified as CSI, ATSI or TSI	No
All of the four elementary schools Met or Exceeded the PSSA Math, Attendance, and College and Career Readiness targets/criteria.	No
The middle school met the PSSA ELA, Math, Keystone Math, attendance and College and Career Readiness targets/criteria.	No
The pandemic has added an additional challenge and post pandemic we are creating a system to refocus on best practices in curriculum and instruction.	No

### Challenges

Challenge	Consideration In Plan
Curriculum audit is a work in progress	No
Facing challenges with pandemic related	No
The special education population continues to increase in number	Yes
Attendance is always a factor in completing our mission in facilitating improving student achievement for all students	Yes
The economically disadvantaged group continues to increase as well as other traditionally underserved student populations	No
The pandemic has added an additional challenge and post pandemic we are creating a system to refocus on best practices in curriculum and instruction.	No

The special education population continues to increase in number	No
Attendance is always a factor in completing our mission in facilitating improving student achievement for all students	No
The economically disadvantaged group continues to increase as well as other traditionally underserved student populations	No
The pandemic has added an additional challenge and post pandemic we are creating a system to refocus on best practices in curriculum and instruction.	No
The special education population continues to increase in number	No
Attendance is always a factor in completing our mission in facilitating improving student achievement for all students	No
Equipment is expensive and limited opportunities for staff development to properly utilize the equipment/resources create challenges.	No
The pandemic has added an additional challenge and post pandemic we are creating a system to refocus on best practices in curriculum and instruction.	No
Attendance is always a factor in completing our mission in facilitating improving student achievement for all students.	No
The number of students who are economically disadvantaged continue to increase, as well as other traditionally underserved student populations	No
The pandemic has added an additional challenge and post pandemic we are creating a system to refocus on best practices in curriculum and instruction.	No
Attendance is always a factor in completing our mission in facilitating improving student achievement for all students.	No
The numbers of the student group identified as economically disadvantaged, continues to increase, as well as other traditionally underserved student populations	No
The pandemic has added an additional challenge and post pandemic we are creating a system to refocus on best practices in curriculum and instruction.	No
The pandemic has added an additional challenge and post pandemic we are creating a system to refocus on best practices in curriculum and instruction.	No
Attendance is always a factor in completing our mission in facilitating improving student achievement for all students.	No
The pandemic continues to create interruptions and barriers which impede student learning.	No

The numbers of the economically disadvantaged student group continue to increase as well as other traditionally underserved student populations	No
Staff development time to focus on improving instruction through best practices.	No
The high school did not meet the attendance criteria/target	No
Special education students score significantly lower than their regular educational peers.	No
Trinity West elementary and Trinity North Elementary did not meet the ELA criteria/target.	No

#### **Most Notable Observations/Patterns**

One notable observation is the need to further differentiate instruction by infusing a challenging curriculum and working to remove barriers to learning which inhibits student achievement. Staff needs to meet the students where they are originally, and take them to the desired outcome. Every student should be challenged.

## Analyzing Strengths and Challenges

### Strengths

Strength	Discussion Points
Ongoing efforts to audit, align and retool curriculum	The addition of the Director of Curriculum, the auditing of the curriculum, vertical and horizontal curricula alignment and the retooling of the curriculum will insure the curriculum is valuable and there are no holes/deficiencies. The students will benefit from thoughtful and intentional episodes of instruction and deliberate acts of teaching.
Belief that all students can learn and committed to removing barriers to student learning	The belief that all students can learn places the onus on the educators to educate. We must work to design instruction that improves student achievement and identify and remove barriers to student learning. As Gardner stated, "it is not are you smart, it is how you are smart". We must prepare the students for life after graduation, academically, affectively, and vocationally. Students will learn to maximize the talents and skills they possess.
The refocus on best practices by utilizing Understanding by Design educational framework, Learning Targets and Differentiated Instruction will be a benefit to improve student achievement for all students.	The systemic implementation of the UbD framework combined with Learning Targets will unpack the standards and level the playing field for our students. The frequent informal assessments will allow students the opportunity to better understand their level of mastery. The differentiated instruction will make the curricula and instruction valuable to all students. The goal is to improve student achievement for all students/

### Challenges

Challenge	Discussion Points	Priority For Planning	Priority Statement
The special education population continues to increase in number	The level of need for each student to achieve standards mastery is varied. Students have a variety of skill sets, learning styles and barriers to improving student achievement.	Yes	We must address the learning styles, previous knowledge, and skills sets the students possess. Inclusionary practices will be strengthened and the team teaching model will return to the forefront. We need to present a variety of learning methodologies and strategies to benefit the special education students in addition to the regular education students.

Attendance is always a factor in completing our mission in facilitating improving student achievement for all students	In order for students to benefit from the curricular and instructional best practices they must see value in attending. A lack of attendance results in lost direct instruction and learning opportunities.	Yes	We are always working to improve student attendance. If the students are not in school they will not benefit from direct instruction in an systemic system which is based upon best curricula and instructional best practices.
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## Goal Setting

**Priority:** We must address the learning styles, previous knowledge, and skills sets the students possess. Inclusionary practices will be strengthened and the team teaching model will return to the forefront. We need to present a variety of learning methodologies and strategies to benefit the special education students in addition to the regular education students.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Essential Practices 1: Focus on Continuous Improvement of Instruction	The teachers will employ and will audit their curriculum to insure vertical and horizontal alignment. The teachers will then utilize Understanding by Design, Learning Targets and differentiated instruction to implement a systemic best practice by the end of the 2023-2024 school year. Inclusionary practices and team teaching will be mandated and barriers which inhibit learning will be removed as well.	Instructional and Curricular Best Practices	All teachers will audit their respective curriculum(s) and send their coded auditing tables to the Director of Curriculum and Instruction by the end of the 2021-2022 school year.	Using the Understanding by Design framework, all teachers will redesign their curriculum maps based upon the results of the curriculum audit. To ensure consistency, teachers will work cooperatively in grade level/subject area bands to map curriculum. Teachers (or bands of teachers) will send their redesigned maps and accompanying sequencing/pacing guides to their building level administrators and the Director of Curriculum and Instruction by the end of the 2022-2023 school year.	The teachers will employ and will audit their curriculum to insure vertical and horizontal alignment. The teachers will then utilize Understanding by Design, Learning Targets and differentiated instruction to implement a systemic best practice by the end of the 2023-2024 school year. Inclusionary practices and team teaching will be mandated and barriers which inhibit learning will be removed as well.
Professional learning	Staff development will be utilized to teach the educators how to analyze the student achievement data to drive the curriculum and instruction.	Data Driven Instruction	Teachers will begin to identify and collect student achievement. The data will be collected from a variety of sources and organized.	Staff development will continue to begin analyzing the data to develop a sincere understanding of what the data means.	Staff development will be utilized to teach the educators how to analyze the student achievement data to drive the curriculum and instruction.



**Priority:** We are always working to improve student attendance. If the students are not in school they will not benefit from direct instruction in an systemic system which is based upon best curricula and instructional best practices.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Regular Attendance	Best practices will be employed in curricula and instruction. Class time will become valuable for students and the programs will be adjusted to meet their needs. The students will become engaged and immersed in the academic and affective school environment. When the students see value in the educational experience they have better attendance. The career and college readiness will be at the forefront. Attendance will improve at all three levels as the students will want to attend.	Improve Student Attendance	We will track attendance and begin to understand the underlying causes.	Our system will be inclusive and we will expand programs which interest the students and have post secondary education and vocational application.	Best practices will be employed in curricula and instruction. Class time will become valuable for students and the programs will be adjusted to meet their needs. The students will become engaged and immersed in the academic and affective school environment. When the students see value in the educational experience they have better attendance. The career and college readiness will be at the forefront. Attendance will improve at all three levels as the students will want to attend.
Parent and family engagement	The parent and family engagement will be emphasized. Parents and families will be included in the educational process. Parents will be invited to participate in-person or remotely as we make a concerted effort to return to a sense of normalcy in our neighborhood based/community schools. We will celebrate the students' successes and	Parent and Family Engagement	Staff development will be held focusing on professionalism and family engagement.	The district will hold family engagement events. The events will be available for remote participation and they will be archived and posted on our website.	The parent and family engagement will be emphasized. Parents and families will be included in the educational process. Parents will be invited to participate in-person or remotely as we make a concerted effort to return to neighborhood based and community schools. We will celebrate the students'



	the growth in academic, affective, community, college and career readiness and vocational applications.				successes and the growth in academic, affective, community, college and career readiness and vocational applications.
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## Action Plan

Action Plan for: ELA Proficiency						
Measurable Goals		Anticipated Output			Monitoring/Evaluation	
The teachers will audit their curriculum to insure vertical and horizontal alignment. The teachers will then utilize Understanding by Design, Learning Targets and differentiated instruction to implement a systemic best practice by the end of the 2023-2024 school year. Inclusionary practices and team teaching will be mandated and barriers which inhibit learning will be removed as well.		All teachers will audit their respective curriculum(s) and send their coded auditing tables to the Director of Curriculum and Instruction by the end of the 2021-2022 school year. The curriculum will be articulated vertically and horizontally. Consistency and best curricular practices will be established.			The curriculum auditing tables will be compiled and evaluated. A survey of teacher curriculum mastery will be given to every staff member.	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Elementary will pilot a comprehensive ELA resource during the 2021-2022 school year. All K-12 teachers will audit their respective curriculum(s) and send their coded auditing tables to the Director of Curriculum and Instruction by the end of the 2021-2022 school year.	08/23/2021	06/03/2022	Director of Curriculum and Instruction and All Department Heads	Resources created internally and any other resources deemed necessary. Staff development opportunities and departmental time will be dedicated.	Yes	Yes

## Action Plan for: Math Proficiency

Measurable Goals		Anticipated Output			Monitoring/Evaluation	
<ul style="list-style-type: none"> <li>Instructional and Curricular Best Practices</li> </ul>		All teachers will audit their respective curriculum(s) and send their coded auditing tables to the Director of Curriculum and Instruction by the end of the 2021-2022 school year. The curriculum will be articulated vertically and horizontally. Consistency and best curricular practices will be established.			The curriculum auditing tables will be compiled and evaluated. A survey of teacher curriculum mastery will be given to every staff member.	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Elementary will employ a new comprehensive Math resource during the 2021-2022 school year. Middle school and high school teacher will evaluate their curriculum and procure new resources to enhance overall math program. All K-12 teachers will audit their respective curriculum(s) and send their coded auditing tables to the Director of Curriculum and Instruction by the end of the 2021-2022 school year.	08/23/2021	06/03/2022	Director of Curriculum and Instruction and All Department Heads	Resources created internally and any other resources deemed necessary. Staff development opportunities and departmental time will be dedicated.	Yes	Yes

Action Plan for: STEM						
Measurable Goals		Anticipated Output			Monitoring/Evaluation	
<ul style="list-style-type: none"> <li>Instructional and Curricular Best Practices</li> </ul>		The district will continue to move forward with technology and STEM incorporation to assist our students in thinking like engineers and utilizing technology to solve real-life problems.			The district will have a five year STEM plan. There will be expansion of technology as an instructional tool and a diversification/expansion of STEM offerings K-12.	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
The district desires to utilize STEM integration in K-12 curriculum with coding, robotics and drones. The district will form a Technology Committee which will oversee the integration of technology as an instructional tool. Additionally, the team will explore/research STEM initiatives which will enhance the academic and vocational fields of interests for the students. Students will master a variety of technologies in the educational setting.	08/23/2021	06/03/2022	Assistant Superintendent of Schools, Director of Curriculum and Instruction and Director of Technology.	Department heads will conduct online research and vendors will assist in the process. Department heads will present their findings and the technology committee will evaluate the potential student academic benefit to incorporating the STEM curriculum and resources	Yes	Yes

**Action Plan for: Understanding by Design and Learning Targets**

Measurable Goals		Anticipated Output		Monitoring/Evaluation		
<ul style="list-style-type: none"> <li>Instructional and Curricular Best Practices</li> </ul>		<p>Using the Understanding by Design framework, all teachers will redesign their curriculum maps based upon the results of the curriculum audit. To ensure consistency, teachers will work cooperatively in grade level/subject area bands to map curriculum. Teachers (or bands of teachers) will send their redesigned maps and accompanying sequencing/pacing guides to their building level administrators and the Director of Curriculum and Instruction by the end of the 2022-2023 school year. Staff will determine desired end result for student achievement, unpack curriculum, determine artifacts of mastery, develop ongoing formative assessments and utilize best curricular and instructional best practices. Student achievement will improve for all students.</p>		<p>There will be monthly meetings with the department heads and ongoing staff development activities. Periodic evidence will be presented and feedback provided. The final product will be collected by the end of the 2022-2023 school year.</p>		
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Curriculum will be aligned and instructional best practices will be utilized through UbD and Learning Targets.	08/23/2021	06/16/2023	Director of Curriculum and Instruction, Building Principals, Department Heads	Wiggins and McTighe's, UbD educational framework will be utilized in addition to Moss and Brookhart's Learning Targets framework will be incorporated.	Yes	Yes

Action Plan for: Continuous Improvement						
Measurable Goals		Anticipated Output			Monitoring/Evaluation	
<ul style="list-style-type: none"> <li>Instructional and Curricular Best Practices</li> </ul>		Analyze data from assessments, (formal and informal) to adjust curriculum and instructional practices to enhance student achievement.			Assessment data will be analyzed to determine effectiveness.	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
The district will adopt the action research model to promote continuous improvement in the educational process, focusing on improving student achievement.	08/23/2021	06/30/2023	Assistant Superintendent of Schools, Director of Curriculum and Instruction, Building Principals and Department Chairs.	The action research model will be employed to promote ongoing assessment of student achievement to determine if improvement is being made.	Yes	Yes

### Professional Development Action Steps

Evidence-based Strategy	Action Steps
ELA Proficiency	<ul style="list-style-type: none"><li>Elementary will pilot a comprehensive ELA resource during the 2021-2022 school year. All K-12 teachers will audit their respective curriculum(s) and send their coded auditing tables to the Director of Curriculum and Instruction by the end of the 2021-2022 school year.</li></ul>
Math Proficiency	<ul style="list-style-type: none"><li>Elementary will employ a new comprehensive Math resource during the 2021-2022 school year. Middle school and high school teacher will evaluate their curriculum and procure new resources to enhance overall math program. All K-12 teachers will audit their respective curriculum(s) and send their coded auditing tables to the Director of Curriculum and Instruction by the end of the 2021-2022 school year.</li></ul>
STEM	<ul style="list-style-type: none"><li>The district desires to utilize STEM integration in K-12 curriculum with coding, robotics and drones. The district will form a Technology Committee which will oversee the integration of technology as an instructional tool. Additionally, the team will explore/research STEM initiatives which will enhance the academic and vocational fields of interests for the students. Students will master a variety of technologies in the educational setting.</li></ul>
Understanding by Design and Learning Targets	<ul style="list-style-type: none"><li>Curriculum will be aligned and instructional best practices will be utilized through UbD and Learning Targets.</li></ul>
Continuous Improvement	<ul style="list-style-type: none"><li>The district will adopt the action research model to promote continuous in the educational process, focusing on improving student achievement.</li></ul>

## Professional Development Activities

ELA Proficiency						
Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>Elementary will pilot a comprehensive ELA resource during the 2021-2022 school year. All K-12 teachers will audit their respective curriculum(s) and send their coded auditing tables to the Director of Curriculum and Instruction by the end of the 2021-2022 school year.</li> </ul>	<p>The first audience will be all K-5 ELA teachers. The second audience will be all 6-12 ELA teachers.</p>	<p>For the K-5 teachers the topics include implementing the pilot SAVVAS My View program. SAVVAS Success Maker and the Easy Bridge will be utilized as benchmark, ongoing assessments, summative assessments, and to determine student mastery of the ELA Standards. Grade 6-12 ELA teachers will examine their curriculum and determine the vertical and horizontal articulation of their curriculum. Additionally all curriculum will be analyzed to align effectively with the academic standards.</p>	<p>The staff will be evaluated via the frequent walk-through process. Specific targeted technics and methodologies will be espoused and evidence of utilization in the classroom setting will be collected.</p>	<p>Director of Technology, Assistant Superintendent of Schools, Building Principals and Department Heads will be integral component in this process.</p>	08/23/2021	06/03/2022
Learning Formats						
Type of Activities	Frequency		Danielson Framework Component Met in this Plan		This Step Meets the Requirements of State Required Trainings	



Inservice day	There are 5 staff development days and 6 two-hour early release days scheduled in the remainder of the 2021-2022 school year. Periodically, substitutes will be scheduled for staff development in addition to the scheduled days.	<ul style="list-style-type: none"> <li>1a: Demonstrating Knowledge of Content and Pedagogy</li> </ul>	X
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Math Proficiency						
Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>Elementary will employ a new comprehensive Math resource during the 2021-2022 school year. Middle school and high school teacher will evaluate their curriculum and procure new resources to enhance overall math program. All K-12 teachers will audit their respective curriculum(s) and send their coded auditing tables to the Director of Curriculum and Instruction by the end of the 2021-2022 school year.</li> </ul>	K-5 Math Teachers and 6-12 Math Teachers	For the K-5 teachers the topics include implementing the pilot SAVVAS Envision Math program. SAVVAS Success Maker and the Easy Bridge will be utilized as benchmarks, ongoing assessments, summative assessments, and to determine student mastery of the Math Standards. Grade 6-12 Math teachers will examine their curriculum and determine the vertical and horizontal articulation of their curriculum. Additionally all curriculum will be analyzed to align effective with the academic standards.	The staff will be evaluated via the frequent walk-through process. Specific targeted technics and methodologies will be espoused and evidence of utilization in the classroom setting will be collected. Principals are charged with making certain the curriculum and resources are implemented with fidelity.	Director of Technology, Assistant Superintendent of Schools, Building Principals and Department Heads will be integral component in this process.	08/23/2021	06/03/2022
Learning Formats						
Type of Activities	Frequency		Danielson Framework Component Met in this Plan		This Step Meets the Requirements of State Required Trainings	

Inservice day	There are 5 staff development days and 6 two-hour early release days scheduled in the remainder of the 2021-2022 school year. Periodically, substitutes will be scheduled for staff development in addition to the scheduled days.	<ul style="list-style-type: none"> <li>1a: Demonstrating Knowledge of Content and Pedagogy</li> </ul>	X
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## Auditing the Curriculum, K-12

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>Curriculum will be aligned and instructional best practices will be utilized through UbD and Learning Targets.</li> </ul>	All building level administrators and educators who instruct students directly	<ul style="list-style-type: none"> <li>Changes due to the COVID-19 Pandemic</li> <li>Auditing as a best practice (Why audit?)</li> <li>How to audit</li> <li>Answers to FAQs</li> </ul>	All teachers will audit their respective curriculum(s) and send their coded auditing tables to the Director of Curriculum and Instruction by the end of the 2021-2022 school year.	Director of Curriculum and Instruction with the assistance of department chairpersons	08/23/2021	06/03/2022
Learning Formats						
Type of Activities	Frequency		Danielson Framework Component Met in this Plan		This Step Meets the Requirements of State Required Trainings	
Inservice day	The roll out will take place in auditoriums or large group instruction areas available to accommodate large groups safely for social distancing. Thereafter, additional professional development will be provided via Zoom. When teachers audit their respective curriculum(s), they will audit individually in their classrooms.		<ul style="list-style-type: none"> <li>1e: Designing Coherent Instruction</li> </ul>		X	

## Mapping a Standards-Based Curriculum, K-12

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>Curriculum will be aligned and instructional best practices will be utilized through UbD and Learning Targets.</li> </ul>	All building level administrators and educators who instruct students directly (including department chairpersons)	<ul style="list-style-type: none"> <li>Review of the Understanding by Design framework</li> <li>Using Understanding by Design to redesign curriculum maps according to the results of the curriculum audit</li> <li>Setting instructional outcomes: sequencing and pacing</li> <li>Answers to FAQs</li> </ul>	Using the Understanding by Design framework, all teachers will redesign their curriculum maps based upon the results of the curriculum audit. Teachers will send their redesigned maps and accompanying sequencing/pacing guides to their building level administrators and the Director of Curriculum and Instruction by the end of the 2022-2023 school year.	Director of Curriculum and Instruction with the assistance of department chairpersons	08/23/2021	06/16/2023
<b>Learning Formats</b>						
Type of Activities	Frequency	Danielson Framework Component Met in this Plan			This Step Meets the Requirements of State Required Trainings	
Inservice day	The redesign of curriculum according to the Understanding by Design framework and the results of the curriculum audit – as a topic for professional development – will be introduced formally once at the start of the 2022-2023 school year. Throughout the 2022-2023 school year, department chairs, and,	<ul style="list-style-type: none"> <li>1e: Designing Coherent Instruction</li> </ul>			X	

	consequently, their department members, will be provided with professional development each month. Throughout the school year during days scheduled for in-service trainings, focused professional development will be provided as teachers continue to redesign their curriculum.		
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Assessing Students' Mastery of a Standards-Based Curriculum, K-12						
Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>The district will adopt the action research model to promote continuous in the educational process, focusing on improving student achievement.</li> </ul>	All building level administrators and educators who instruct students directly (including department chairpersons)	<ul style="list-style-type: none"> <li>Redesigning as a best practice (Why redesign?)</li> <li>Transferring understanding through summative assessments</li> <li>Developing comprehensive performance tasks that align with the curriculum Designing rubrics that assess understanding</li> <li>Developing comprehensive, traditional summative assessments - Blueprinting a test</li> </ul>	As teachers develop assessments specifically designed to check for students' mastery of the curriculum they mapped, they will request critical feedback from their building level administrators and department chairpersons, who will either confirm or deny evidence of their learning. As teachers administer the assessments they develop, they will gather student achievement data, begin to interpret/analyze the data, and ascertain whether the design of their assessments adequately aligns to their instruction. Lastly, look fors will be provided so teachers can assess their learning and the quality of their work	Director of Curriculum and Instruction, with the assistance of building level administrators and department chairpersons	08/23/2021	06/23/2023

Learning Formats			
Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	The Director of Curriculum and Instruction will provide and oversee professional development during each in-service day scheduled throughout the school year, and each month for department chairpersons. Additionally, the Director will host quarterly professional development sessions via Zoom for any administrator(s) and/or teacher(s) who wishes to extend his/her learning beyond the activities mandated by the District.	<ul style="list-style-type: none"> <li>1b: Demonstrating Knowledge of Students</li> </ul>	X

## Interpreting and Analyzing Student Achievement Data

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>Curriculum will be aligned and instructional best practices will be utilized through UbD and Learning Targets.</li> <li>The district will adopt the action research model to promote continuous improvement in the educational process, focusing on improving student achievement.</li> </ul>	All educators who instruct students directly	<ul style="list-style-type: none"> <li>The need to interpret/analyze student achievement data</li> <li>How to interpret/analyze student achievement data</li> <li>Mapping an action plan</li> </ul>	Teachers will interpret and analyze their students' achievement data from the summative assessments they designed by responding to a series of questions and prompts after they administer each assessment aligned to the curriculum they mapped. While teachers will learn how to interpret and analyze student achievement data by completing the exercise, their responses to questions and prompts will simultaneously serve as evidence of their learning. Additionally, by the end of the 2024-2025 school year, each teacher will have mapped an action plan for determining how best to proceed with his/her facilitation of instruction based upon the analysis of student achievement data. As teachers plan, they will submit their work to their building level administrators and department chairpersons, who will review the action plans before sending them to the Director of Curriculum and Instruction for final review.	Director of Curriculum and Instruction, with the assistance of building level administrators and department chairpersons	08/23/2021	06/20/2025
<b>Learning Formats</b>						



Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	<p>The Director of Curriculum and Instruction will provide and oversee professional development during each in-service day scheduled throughout the school year. Additionally, the Director will host quarterly professional development sessions via Zoom for any administrator(s) and/or teacher(s) who wishes to extend his/her learning beyond the activities mandated by the District. Throughout the school year, department chairs will be provided with professional development each month after the above topics are introduced and taught formally. Subsequently, chairs will provide professional development to their department members each month to assist them with analyzing their students' achievement data and mapping their individual action plans.</p>	<ul style="list-style-type: none"> <li>1b: Demonstrating Knowledge of Students</li> </ul>	X

STEM and Technology						
Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	All K-12 teachers, with a focus on technology teachers	The district desires to utilize STEM integration in K-12 curriculum with coding, robotics and drones. The district will form a Technology Committee which will oversee the integration of technology as an instructional tool.	The STEM/Technology Team will be formed and will meet twice per year to discuss direction, scope and sequence.	Director of Technology and Assistant Superintendent of Schools	08/23/2021	06/23/2023
Learning Formats						
Type of Activities	Frequency		Danielson Framework Component Met in this Plan		This Step Meets the Requirements of State Required Trainings	
Action research	Monthly department meetings and two general meetings per year.		<ul style="list-style-type: none"> <li>1d: Demonstrating Knowledge of Resources</li> </ul>		X	

## Differentiating Instruction Per Students' Learning Needs

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	All educators who instruct students	<ul style="list-style-type: none"> <li>•The need for data to drive instruction</li> <li>•How to alter instruction based upon students' learning needs</li> <li>•Setting clear learning targets</li> <li>•Assessing students' progress formatively</li> </ul>	As educators engage in professional development sessions throughout the school year, they will complete performances of understanding that will be used by instructional leaders to assess their learning. These performances of understanding are described below as "types of activities."	Director of Curriculum and Instruction, Director of Special Education, building level administrators and department chairpersons	08/23/2021	06/17/2022

### Learning Formats

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	The Director of Curriculum and Instruction will provide and oversee professional development during each in-service day scheduled throughout the school year. Additionally, the Director will host quarterly professional development sessions via Zoom for any administrator(s) and/or teacher(s) who wishes to extend his/her learning beyond the activities mandated by the District. Throughout the school year, department chairs will be provided with professional development each month after the above topics are introduced and taught formally. Subsequently, chairs will provide professional	<ul style="list-style-type: none"> <li>• 1a: Demonstrating Knowledge of Content and Pedagogy</li> <li>• 1b: Demonstrating Knowledge of Students</li> <li>• 1e: Designing Coherent Instruction</li> </ul>	X

	development to their department members each month to assist them with facilitating instruction according to their students' learning needs.		
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### Communications Action Steps

Evidence-based Strategy	Action Steps
ELA Proficiency	<ul style="list-style-type: none"> <li>Elementary will pilot a comprehensive ELA resource during the 2021-2022 school year. All K-12 teachers will audit their respective curriculum(s) and send their coded auditing tables to the Director of Curriculum and Instruction by the end of the 2021-2022 school year.</li> </ul>
Math Proficiency	<ul style="list-style-type: none"> <li>Elementary will employ a new comprehensive Math resource during the 2021-2022 school year. Middle school and high school teacher will evaluate their curriculum and procure new resources to enhance overall math program. All K-12 teachers will audit their respective curriculum(s) and send their coded auditing tables to the Director of Curriculum and Instruction by the end of the 2021-2022 school year.</li> </ul>
STEM	<ul style="list-style-type: none"> <li>The district desires to utilize STEM integration in K-12 curriculum with coding, robotics and drones. The district will form a Technology Committee which will oversee the integration of technology as an instructional tool. Additionally, the team will explore/research STEM initiatives which will enhance the academic and vocational fields of interests for the students. Students will master a variety of technologies in the educational setting.</li> </ul>
Understanding by Design and Learning Targets	<ul style="list-style-type: none"> <li>Curriculum will be aligned and instructional best practices will be utilized through UbD and Learning Targets.</li> </ul>
Continuous Improvement	<ul style="list-style-type: none"> <li>The district will adopt the action research model to promote continuous in the educational process, focusing on improving student achievement.</li> </ul>

## Communications Activities

ELA Proficiency					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>Elementary will pilot a comprehensive ELA resource during the 2021-2022 school year. All K-12 teachers will audit their respective curriculum(s) and send their coded auditing tables to the Director of Curriculum and Instruction by the end of the 2021-2022 school year.</li> </ul>	All K-12 ELA teachers	For the K-5 teachers the topics include implementing the pilot SAVVAS My View program. SAVVAS Success Maker and the Easy Bridge will be utilized as benchmark, ongoing assessments, summative assessments, and to determine student mastery of the ELA Standards. Grade 6-12 ELA teachers will examine their curriculum and determine the vertical and horizontal articulation of their curriculum. Additionally all curriculum will be analyzed to align effectively with the academic standards.	Director of Technology, Assistant Superintendent of Schools, Building Principals and Department Heads will be integral component in this process.	08/23/2021	06/17/2022
Communications					
Type of Communication			Frequency		
Newsletter			District Newsletter - Monthly. Building principal newsletter monthly as well.		
Presentation			Monthly PTSA, PFC and PTA Meetings		

Math Proficiency					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>Elementary will employ a new comprehensive Math resource during the 2021-2022 school year. Middle school and high school teacher will evaluate their curriculum and procure new resources to enhance overall math program. All K-12 teachers will audit their respective curriculum(s) and send their coded auditing tables to the Director of Curriculum and Instruction by the end of the 2021-2022 school year.</li> </ul>	All K-12 Math Teachers	For the K-5 teachers the topics include implementing the pilot SAVVAS Envision Math program. SAVVAS Success Maker and the Easy Bridge will be utilized as benchmark, ongoing assessments, summative assessments, and to determine student mastery of the Math Standards. Grade 6-12 Math teachers will examine their curriculum and determine the vertical and horizontal articulation of their curriculum. Additionally all curriculum will be analyzed to align effectively with the academic standards.	Director of Technology, Assistant Superintendent of Schools, Building Principals and Department Heads will be integral component in this process.	08/23/2021	06/17/2022
Communications					
Type of Communication			Frequency		
Newsletter			District - Monthly Building Principal Newsletter - Monthly		
Presentation			Monthly PTSA, PFC or PTA Meetings		

STEM and Technology					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>The district desires to utilize STEM integration in K-12 curriculum with coding, robotics and drones. The district will form a Technology Committee which will oversee the integration of technology as an instructional tool. Additionally, the team will explore/research STEM initiatives which will enhance the academic and vocational fields of interests for the students. Students will master a variety of technologies in the educational setting.</li> </ul>	All K-12 teachers and an emphasis on K-12 STEM teachers	Use of technology as an instructional tool/enhancement. K-12 comprehensive plan for coding, robotics and drones	Director of Curriculum, Director of Technology	08/23/2021	06/23/2023
Communications					
Type of Communication			Frequency		
Posting on district website			Monthly		
Presentation			Twice per year to technology committee and at least once per year to the board of school directors		

STEM and Technology					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>The district desires to utilize STEM integration in K-12 curriculum with coding, robotics and drones. The district will form a Technology Committee which will oversee the integration of technology as an instructional tool. Additionally, the team will explore/research STEM initiatives which will enhance the academic and vocational fields of interests for the students. Students will master a variety of technologies in the educational setting.</li> </ul>	All K-12 teachers and an emphasis on K-12 STEM teachers	Use of technology as an instructional tool/enhancement. K-12 comprehensive plan for coding, robotics and drones	Director of Curriculum, Director of Technology	08/23/2021	06/23/2023
Communications					
Type of Communication			Frequency		
Posting on district website			Monthly		
Presentation			Twice per year to technology committee and at least once per year to the board of school directors		



**TRINITY AREA SD**

231 Park Ave

Academic Standards and Assessment Requirements (Chapter 4) | 2021 - 2024

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## **ACADEMIC STANDARDS AND ASSESSMENT REQUIREMENTS (CHAPTER 4)**

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

# ACADEMIC STANDARDS AND PLANNING

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

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

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

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

Reading and Writing for Science and Technical Subjects

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

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

Reading and Writing for History and Social Studies

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

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

Career Education and Work

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

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

# ASSURANCES: STANDARDS ALIGNMENT

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

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

1.

Describe your LEA’s process for reviewing alignment to the PA Academic Standards and evaluating and updating the written curriculum.  
The Trinity Area School District has drafted a comprehensive curriculum rooted in the PA Academic Standards. Using the Understanding by Design framework, the District considered the Standards as the “end goal” and worked backwards to map curricula that, from beginning to end, leads students to accomplish the identified learning goals (Standards). Since the curricula was formally drafted upon the initial publication of the Standards, the District reviews all curriculum maps annually to evaluate their alignment to the Standards. As Standards are updated and/or adopted, curriculum maps for subject areas in which the new Standards might be addressed are opened for critical review by administrators and teachers. With administrators’ assistance, teachers of those subject areas redesign their curriculum maps based upon their determination of when the new Standards will be taught during the course of a given school year. Although, to date, the

annual review has accomplished the goal of ensuring that the curriculum aligns with the most updated version of the PA Academic Standards, a comprehensive audit is necessary to identify any gaps (in the curricula) that widened when students' education was disrupted during the COVID-19 Pandemic. Throughout the 2021-2022 school year, the District will audit curricula thoroughly by engaging a formalized process per the Director of Curriculum and Instruction. Using the Understanding by Design framework, the Director will unpack every Standard, K-12, by analyzing the language as published by PDE and translating the information into teacher-friendly language to emphasize exactly what students must know and do in order to achieve mastery. Inherent in every Standard are core concepts and essential skills, so the Director will unpack the Standards by informing teachers of the content and skills they are required to teach. This information will be documented in the form of tables and shared with teachers, respectively Upon receipt of the documentation (tables), teachers will determine how thoroughly they teach each Standard by coding the unpacked information as follows: • M = I teach this Standard extremely thoroughly. I really hit this one! If my students are going to master something, they are likely going to master this. • T = I teach this Standard. I definitely give this Standard some attention – enough so that some students master it by the end of the school year. However, just to be safe, I recommend that my colleagues who teach the next grade levels do a review and build off this Standard as they teach their own curriculum. • I = I introduce this Standard. Although my students are nowhere near mastering it by the end of the school year, they at least are exposed to the content and skills within. • N = I neither teach nor address this Standard throughout the school year. As an initial step, teachers will code the information based on how comprehensively they believe they teach the Standards. Teachers will consider their curriculum maps, unit and lesson plans, and day-to-day facilitation of instruction to determine how thoroughly they teach each Standard as unpacked. By the end of the 2021-2022 school year, the Director of Curriculum and Instruction will gather data by asking teachers to submit their coded tables for review. By the beginning of the 2022-2023 school year, the Director will analyze and interpret the data to note gaps and areas of overlap in the curricula, and recommend changes to curriculum maps so all Standards are taught in courses where they fit organically and authentically. With administrators' assistance and support, teachers will update their curriculum maps accordingly to ensure each map clearly presents the content and skills to be taught. On the maps, content and skills derived from unpacked Standards will be presented in the form of Big Ideas, Enduring Understandings, and Essential Questions to provide a foundation for teachers as they build their units of study.

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

- The Understanding by Design framework is used to map curricula, and the framework will be used as a tool for auditing curricula, recommending changes, and revamping maps and units of study. Teachers have been trained extensively on how to unpack Standards via a

template with questions and prompts, worded specifically to help them uncover the content and skills they need to teach at each grade level. Consequently, the majority of teachers use Understanding by Design to plan for day-to-day instruction. With professional development, they will continue to learn how to link daily instruction to the Big Ideas and Enduring Understandings, inherent in Standards and identified on their curriculum maps. During monthly induction workshops, newly hired teachers will receive focused professional development on how to use Understanding by Design for planning for instruction. Since this framework situates the District's comprehensive plans for evaluating and auditing curriculum in context, administrators will make certain that newly hired teachers recognize Understanding by Design as the foundation for all-things curricular. The Director of Curriculum and Instruction will conduct monthly workshops during which inductees will actively engage in learning experiences about and based on Understanding by Design. Building principals will observe inductees at least quarterly to learn whether they are implementing the framework with fidelity (This information is discussed in more detail in Section \_\_\_\_\_ of this Comprehensive Plan.). • When the curriculum is audited for alignment with Standards, every teacher will receive a document that serves two purposes: (1) As the 2021-2022 school year continues, teachers will audit their respective curriculum by determining how thoroughly they teach each unpacked Standard, and coding the information as explained above. (2) Every document will serve as a practical guide for teachers to use when planning for and facilitating day-to-day instruction. Each document, in and of itself, will present as an informal curriculum map, and teachers will be encouraged to use the document as a springboard for planning lessons and pacing instruction. As written, each document details the concepts and skills teachers are required to teach, as well as the concepts and skills their students should have mastered by engaging in the previous grade level or a prerequisite course. Unpacked Standards are presented as, "To Review," and, "To Teach," so teachers know the concepts and skills upon which to build their lessons, as well as the concepts and skills they are responsible for teaching. The following is an excerpt from the document Grade 9 and 10 ELA teachers will use to audit curriculum: Standard as Published Standard Unpacked Code Description of Teaching and Learning Activity CC.1.3.9-10.H Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work. To Review: Demonstrate comprehension of modern literature by recognizing patterns between modern and traditional, classic literature – patterns among themes, the way events unfold, the way characters are portrayed (archetypes). Study human nature and identify aspects of human nature within pieces of modern and classic literature. Explain how the author of a modern piece draws upon these patterns, but writes in a way that reflects modern society and/or writes in a way that would resonate with modern readers. To Teach: Demonstrate comprehension of literature by determining how the literary form relates to or influences the meaning of the text. Compare and contrast characteristics that distinguish literary fiction from non-fiction, and explain how an author incorporates non-fiction into a work of fiction. Explain, interpret, compare, describe, and analyze connections between texts. Analyze and evaluate the

universal significance of literature. • The Director of Curriculum and Instruction will provide professional development to all teachers so they understand how to audit their curriculum as they teach it, and how they might use the auditing tables to guide their professional practice. During the training, the Director will justify the need to audit curricula, remind teachers of the importance of unpacking the Standards, and explain how they will audit their work. Teachers will be instructed to review their professional practice honestly and openly with the understanding that, if they realize they fail to teach a Standard they are responsible for teaching, they will not be penalized at this time. • Administrators will invite the department chairpersons to act as instructional leaders throughout the process of auditing and aligning curricula. During monthly departmental meetings, the Director of Curriculum and Instruction will provide chairs with professional development on how to lead this initiative. Administrators will support them as they work individually with their department members by assisting, answering questions, and encouraging teachers to pay careful attention to task. Additionally, the central administration has arranged a space in the Canvas Learning Management System for Chairs to obtain and exchange resources, seek assistance, and collaborate as a professional learning community comprised of instructional leaders.

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

The District ensures that all teachers have access to the written curriculum and needed instructional materials by: • Publishing all curriculum maps on the District's website. As curriculum maps are updated, the updated versions are published. • The Director of Curriculum and Instruction will present the aforementioned auditing tables to department chairs and building principals, who will disseminate the appropriate table(s) to teachers based upon the courses they are scheduled to teach. Since the auditing tables detail the Standards teachers are required to teach, they will serve as written curriculum guides. Teachers will be expected to keep their respective curriculum map(s), as well as a copy of their respective auditing table(s), on their desk for ease of review. • Monthly, the Director of Curriculum and Instruction will plan for and facilitate meetings with building level administrators and department chairs, who will plan for and facilitate monthly meetings with their staff members and/or members of their departments. Curriculum (the audit, alignment, and instructional materials) is discussed routinely at monthly meetings. Per these discussions, actions will be taken to make certain teachers understand their responsibilities and have access to the materials they need to fulfill their responsibilities. • Teachers often discover resources and materials they might want to investigate further. To encourage the discovery and routine review of instructional materials, three documents have been created for teachers to use in conjunction: (1) Rubric for Assessing the Effectiveness of Resources and Instructional Materials; (2) Proposal for Purchase; and (3) Action Planning. The Rubric is designed to help teachers determine which from among the plethora of available resources are worth further review or immediate adoption. The Proposal was drafted to help teachers frame their requests for the District to consider purchasing

a selected resource. Teachers who submit the proposal are asked to offer information about why a selected resource is superior to any readily available resource(s), and how the selected resource might be used to improve student achievement. The Action Planning template invites teachers to think through exactly how they might use a given resource to improve their students' achievement, step by step. These documents have been posted to the aforementioned Canvas space so department chairs and the teachers they lead can access them easily as they think about ways to improve teaching and learning.

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



## ASSURANCES: CURRICULUM AND INSTRUCTION

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

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

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

All locally developed curriculum is rooted in the PA Academic Standards; the District regards the Standards and mapped curriculum as inseparable. As the locally developed curriculum is reviewed annually to ensure its alignment with the Standards, maps are revamped accordingly to reflect research-based best practices and societal changes. For example, once instructional leaders determine that the information presented on a curriculum map aligns with the Standards, they consider the manner and order in which core concepts and essential skills are -taught. Big Ideas and Enduring Understandings might be rewritten to be more applicable to students' existence in an ever-changing, global society. Units of study might be redesigned to encourage students' critical thinking and engagement of Twenty-First Century Skills. Resources and materials might be purchased to help teachers facilitate meaningful, relevant instruction to a generation of digitally literate students. Throughout the 2021-2022 school year, all locally developed curriculum will be reviewed per the curriculum audit, explained above. Thereafter, the District will review locally developed curriculum annually by: 1. Determining if any Standards have been updated or adopted, and reviewing related curriculum and projects to ensure the content and skills taught align with the Standards. 2. Considering the learning needs of modern students and reviewing the curriculum to ensure they are being instructed in a manner that resonates with them. 3. Considering the learning needs of students as members of the surrounding community, and reviewing the curriculum to ensure they are being instructed in a manner that aligns with the community's values, beliefs, and priorities. 4. Continuing to partner with and consult representatives from local universities, businesses, and industries, who provide input and offer suggestions about how the locally developed curriculum might be redesigned to meet their needs as they recruit graduates of the District. 5. Expanding the locally developed curriculum as needs arise, and mapping quality curriculum according to the Standards, input from community, business, and university leaders, and modern students' learning needs.

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

During this comprehensive planning cycle, the District intends to revise the locally developed curriculum in a variety of ways: • As the District works to ready students for college and careers, administrators are closely examining the Standards for Family and Consumer Sciences (FCS) and Career Education and Work, and determining the most practical, relevant ways to incorporate them into the curriculum. This consideration of Standards ties to the District's plans to renovate the Middle School and add a wing for Grades 4 and 5 as an intermediate school within the Middle School. Currently, the Middle School houses a large instructional area, originally constructed as cooking and sewing labs. With the renovation, the District plans to reconfigure and utilize the space for teaching students the Twenty-First Century Skills necessary for them to master regardless of their chosen college and career paths: collaboration, critical thinking, digital

literacy, communication, and creativity. Upon being renovated, the Middle School will offer a variety of new courses and exploratory learning experiences per the District's revision of locally developed curriculum. Examples include (but are not limited to): 2D Drafting (CAD) and 3D Modeling/Printing; Digital Fabrication; Communications Technology; Drafting (at multiple levels of readiness); Photography and Video Production; TV Broadcasting and Production; Animation; and Renewable Energy and Hydroponics. Engagement in learning experiences based upon these topics will help middle school students develop essential skills in authentic settings because the classrooms will be constructed to mirror industrial labs and work settings. Moreover, middle schoolers will leave Grade 8 with an idea of where their interests lay; knowing this information will help them schedule for appropriate courses as they select college and career pathways to navigate during high school. Lastly, the renovated spaces will be available to and easily accessed by teachers and students at the intermediate level because the Grade 4 and 5 wing will be attached to the Middle School. Although the District plans to integrate the FCS Standards into curricula as described, administrators recognize the need for students to explore cooking and sewing. Therefore, the equipment currently housed at the Middle School will remain so students interested in learning how to cook and sew will be invited to practice their skills during time allocated for exploration.

- Throughout the comprehensive planning cycle, the District will review the social studies curricula with the intention of: (1) mapping curriculum without a consideration of the FCS Standards currently addressed within; and (2) mapping curriculum with a focus on the unique history and needs of the surrounding community. Currently, social studies teachers are tasked to teach various FCS Standards that do not tie to the curricula as written. Therefore, when social studies teachers address the FCS Standards, they teach them in isolation. Consequently, students learn the content and skills in an inauthentic, inorganic manner. The District recognizes that to teach specific content and skills as separate from the curriculum proves ineffective. Within this planning cycle, the District will infuse FCS Standards into the newly developed, local, exploratory curricula so teachers may address them in applicable, meaningful ways. Instead of teaching FCS Standards, social studies teachers will teach the unique history of the District. Currently, Trinity Museum - located on the first floor of the Old Main building that houses central administrators' offices – displays the rich history of the Trinity Area School District. The history of Trinity can be traced to the 1800s when William W. Smith purchased the property and established it as the Trinity Hall Military Academy. The Museum contains antique photographs, dated yearbooks, vintage school furniture, an original military uniform, and display cases filled with memorabilia. By framing units and lessons around artifacts publicly displayed on site, and by collaborating with long-standing community members named as Trinity's Distinguished Alumni, social studies teachers can help students develop an appreciation for the history of their community.
- Throughout the comprehensive planning cycle, the District intends to help teachers and students foster a strong sense of community, purpose, and efficacy. Via the following revisions to Trinity's local Career Instructional Programs (CIP), planned to occur within this cycle, the District will accomplish its goal. One CIP the District intends to develop

fully is Esports. Since Esports is trending at colleges and universities worldwide, Trinity Area High School will incorporate an Esports program into the curriculum and organize a competitive gaming team. The District intends to pilot an “Introduction to Esports” course to familiarize students with industry game developers’ roles, responsibilities, and influences. Students who elect the course will learn the structure of a wide-scale gaming organization, and work to build a brand as they consider the history and culture of the industry, and central tenets of the entertainment experience. Using the language of the industry, they will explore the historic development of popular Esports, and contemplate how the culture and economic implications have impacted modern industry. While students will engage in play experiences, they will consider their work objectively to gain deeper insight into the Esports ecosystem from the perspectives of career games, designers, economists, advertisers, and coaches. Through these interdisciplinary studies and practical applications of content and skills, students will lead, strategize, communicate, create, inspire, and solve practical problems in realistic contexts. Prior to piloting the course, the instructor(s) will map a basic curriculum grounded in the Standards most applicable (FCS, Career Education and Work, and Social Studies, namely). Units of study will be designed as the course is piloted, and students will offer input on the best ways to help them gain valuable and practice experience, employ various technologies, and develop their critical thinking skills. The District intends to prepare Esports students to pursue careers with competitive salaries or earn scholarships to continue their studies upon graduation. Therefore, once the local curriculum is developed, the Director of Curriculum and Instruction will review it annually and recommend changes according to stakeholders’ feedback and advancements in the industry. As the Esports curriculum is developed, the Hillers Esports Arena will be developed. Authentic learning requires a realistic environment, and the District will consult gamers and industry employers when designing the space. The state-of-the-art classroom will be equipped with the latest computers, gaming software, lighting, cameras, video game cards, and broadcasting software so students who engage in the course and/or practice for competitions as a co-curricular experience can work authentically. To practice and compete after school, students will use enhanced gaming computers, mice, monitors, and keyboards as they interact with fellow gamers from around the world. Students who wish to host and broadcast live Esports events can capture commentary in the specialized gaming area where the action happens, and then output in a 4K stream on You Tube and Twitch. Simultaneously, presenters, shoutcasters, and spectators can watch the action unfold in person via mounted monitors that allow for clear viewing. • Throughout the comprehensive planning cycle, the District will routinely audit the 13 existing CIPs and continue to enhance programming. Space within school buildings will be reallocated and repurposed according to results of the audits and stakeholders’ input. Central office administrators will continue to connect and partner with local businesses, industries, and universities to build new programs based upon their recommendations about how Trinity Area can best prepare students for life after high school. One program the District intends to build is Power Motor Sports Technology. Currently, Agricultural Mechanics exists as a fully functioning CIP. Using the existing curriculum as a

guide – as well as input from scholars and leaders in industry – the District will design a more comprehensive program that encompasses and extends the concepts and skills taught in Agricultural Mechanics. The purpose of the program will be to prepare students to apply technical knowledge and skills to repair, service, maintain, and diagnose problems on a variety of small internal combustion gasoline engines and related systems used on portable power equipment: lawn and garden equipment, chain saws, outboard motors, rototillers, snowmobiles, lawn mowers, motorcycles, and watercraft pumps and generators. By mapping a curriculum rooted in Standards for Technology and Engineering, FCS, and Career, for example, teachers will present the principles of the internal combustion engine and all systems related to the powered unit. Students will learn how to use technical and service manuals, care and use tools and equipment, diagnose and troubleshoot, drive lines and propulsion systems, and maintain and overhaul engines.

ASSURANCES: CURRICULUM AND INSTRUCTION (CONTINUED)

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

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

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

1. What percentage of the educators, who will be evaluated under Act 13, fall into each of the following categories?
- a. Data Available Classroom Teachers

39%
- b. Non-Data Available Classroom Teachers

50%
- c. Non-Teaching Professionals

7%
- d. Principals

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

Elementary School

Middle School

High School

	Elementary School	Middle School	High School
<b>Domain 1: Planning and Preparation</b>	1a: Demonstrating Knowledge of Content and Pedagogy	1b: Demonstrating Knowledge of Students	1a: Demonstrating Knowledge of Content and Pedagogy
<b>Domain 2: The Classroom Environment</b>	2a: Creating and Environment of Respect and Rapport	2a: Creating and Environment of Respect and Rapport	2e: Organizing Physical Space
<b>Domain 3: Instruction</b>	3c: Engaging Students in Learning	3a: Communicating with Students	3c: Engaging Students in Learning
<b>Domain 4: Professional Responsibilities</b>	4c: Communicating with Families	4f: Showing Professionalism	4f: Showing Professionalism

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

Evaluation of educators' effectiveness yields information about their strengths and challenges, and trends that emerge. Through reviews of curriculum, observations of educators, analysis of student achievement data, and conversations with personnel, the District has identified the following:

- **Strengths:** Educators within the District are particularly resilient and adapt readily to changes. For example, they respond appropriately to changes resulting from the loosening and tightening of restrictions around the COVID-19 Pandemic. Since March, 2020, educators have met numerous challenges by: (1) Quickly learning how to use new forms of technology for teaching and learning; (2) implementing the technology competently as they facilitate instruction and assess students' mastery of the curriculum; and (3) maintaining a positive attitude towards inevitable change. Additionally, educators are skilled at differentiating instruction by identifying their students' interests, learning styles, and readiness levels for learning specific concepts and skills per the curriculum. Essentially, they provide students with instruction in meaningful, relevant ways, and quickly adapt their pedagogy to meet students' individualized learning needs.
- **Challenges:** Currently, educators face the challenge of closing gaps in students' learning as a result of disruptions to their educational environment during the COVID-19 Pandemic. By the beginning of the 2021-2022 school year, some gaps were revealed. Teachers realized that they needed to teach concepts and skills they typically would review and use as

springboards to further learning. Overall, • Trends: Data from educators' Student Learning Objectives inform instructional practices...

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
<b>Domain 1: Planning and Preparation</b>	1f: Designing Student Assessments	1f: Designing Student Assessments	1d: Demonstrating Knowledge of Resources
<b>Domain 2: The Classroom Environment</b>	2c: Managing Classroom Procedures	2b: Establishing a Culture for Learning	2c: Managing Classroom Procedures
<b>Domain 3: Instruction</b>	3b: Using Questioning and Discussion Techniques	3d: Using Assessment in Instruction	3e: Demonstrating Flexibility and Responsiveness
<b>Domain 4: Professional Responsibilities</b>	4b: Maintaining Accurate Records	4d: Participating in a Professional Community	4c: Communicating with Families

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

We will identify the effectiveness challenges and develop an action plan in regard to staff development to improve teacher effectiveness. Continuing to focus on areas in need of improvement in regard to Danielson's Framework and student achievement.

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

Goals Set	Comments/Considerations
Provided at the district level	SLO



Goals Set	Comments/Considerations
Provided at the building level	SLO
Provided at the grade level	SLO
Provided within the content area	SLO, NOCTI
Individual teacher choice	SLO
Other (state what other is)	Determine additional areas of need, formal and informal observations and Differentiated Supervision.

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

Evidence	Grades/Content Area	Comments
Locally Developed School District Rubric	K-12	ELA and Math District Designed Measurements, SLO, Common Assessments, CDT, Quarterly
District-Designed Measure & Examination	K-12	Quarterly, Common Assessments, and CDT
Nationally Recognized Standardized Test	Terra Nova-Grade 2, PSSA Grade 3-8, Keystone - Grade 8-11, , SAT, ACT - Grade 12	Terra Nova, PSSA- Keystone, NOCTI
Industry Certification Examination	Grade 9-12	NOCTI, OSHA

Evidence	Grades/Content Area	Comments
Student Projects Pursuant to Local Requirements	Grade 3-12	CARE, Career Readiness
Student Portfolios Pursuant to Local Requirements	Grades K-12	Career Readiness and Naviance

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

Yes

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

Yes

ASSESSMENT

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

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

Assessment		Type of Assessment		
PSSA		Summative		
Frequency or Date Given	K-2	3-5	6-8	9-12
Once per year	No	Yes	Yes	No
Assessment		Type of Assessment		
Keystone Exam		Summative		
Frequency or Date Given	K-2	3-5	6-8	9-12
Once or twice per year	No	No	Yes	Yes
Assessment		Type of Assessment		

## Comprehensive Diagnostic Testing (CDT)

## Diagnostic

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

### Assessment

### Type of Assessment

Diagnostic Reading Assessment

Diagnostic

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

### Assessment

### Type of Assessment

NOCTI for the CIP concentrators and completers

Summative

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

### Assessment

### Type of Assessment

Terra Nova

Benchmark

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

### Assessment

### Type of Assessment

Teacher developed and Course Specific Quarterly Assessments

Formative

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

Assessment  
Course Midterms and Finals

Type of Assessment  
Summative

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

## ASSESSMENT (CONTINUED)

### EDUCATION AREAS OF CERTIFICATION

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

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

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

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

The District uses benchmark and diagnostic assessments in instructional practices as follows: • To determine whether students are mastering the curriculum, and, consequently, the PA Academic Standards, the District has designed common, benchmark assessments. These summative assessments range from traditional, “paper and pencil,” tests to performance tasks that require students to transfer their understanding of core concepts and essential skills from their classrooms to realistic contexts. Regardless of the format, all common, benchmark assessments check for students’ mastery of the drafted curricula, and therefore the Standards. Annually, the District reviews the curricula against the Standards to ensure they are taught comprehensively. If curriculum maps are revamped accordingly, the common, benchmark assessments that align with the maps are redesigned as well. When benchmark assessments are designed to assess students’ mastery of the exact concepts and skills taught, they are useful for informing instructional practices. For example, once the curriculum audit is complete and teachers know definitively which Standards they are responsible for teaching, the District will determine if students are actually meeting the Standards being taught. Through the audit, teachers will identify the Standards they think they teach thoroughly. As an outcome of the audit, teachers will be informed of the Standards they must teach with particular attention paid to any Standard(s) they either knowingly or unintentionally failed to teach thoroughly prior to the audit. The next step of the process is to learn if students are mastering the Standards by interpreting and analyzing the (student) achievement data gathered by administering benchmark assessments. The Director of Curriculum and Instruction will provide professional development on how to interpret and analyze data, as well as how to employ differentiated pedagogical practices proven to improve students’ achievement: identification of clear learning targets; identification of success criteria; and student self-assessment.

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## **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.

Superintendent/Chief Executive Officer

Date



**TRINITY AREA SD**

231 Park Ave

**Gifted Education Plan Assurances (Chapter 16) | 2021 - 2024**

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**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.).

According to Pa. Code Chapter 16 - Special Education for Gifted Students, each school district shall adopt and use a system to locate and identify all students within that district who are thought to be gifted and in need of specially designed instruction. To meet this requirement, the Trinity Area School District completes the following awareness activities. An annual Child Find Notice is published in the Observer Reporter newspaper during the summer (July or August) along with the other Intermediate Unit One participating schools within Washington, Greene and Fayette Counties. Information regarding the district's gifted program is posted on the Trinity Area School District's website. This information includes an overview of the gifted program, screening and evaluation procedures along with additional gifted resources for parents/guardians. The district's Child Find, Screening and Evaluation procedures are accessible through an internal district Student Services Google Site for district staff to be able to reference in order to make a gifted referral or to share the information with parents/guardians. Twitter is continuously used as a form of social media by the district's gifted teachers and other district personnel, regarding upcoming or current gifted student activities that are occurring inside and/or outside of the district. Child Find Procedures - In the fall of each school year, the elementary guidance counselors use student Terra Nova assessment scores to help identify potential candidates for gifted educational services. Specifically, they review the Cognitive Skills Index score (CSI) of current 3rd grade students who took the Terra Nova assessment at the end of 2nd grade. Parents/guardians of students who earned a CSI score of 125 or greater are notified in writing that the district is recommending a gifted screening for their child. In addition, parents/guardians who move into the district after 2nd grade are asked about gifted education services in the registration packet that they receive, to identify if their child had previously been receiving gifted services in their former school district. Then, once the new student transitions into the school district, a parent/guardian or district staff members may refer a student for a gifted screening or evaluation by using the information located on the district website.

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

The Trinity Area School District has put into place a gifted screening process, which can be requested by a parent/guardian or district staff member. Specific district guidelines regarding the gifted screening process can be found on the district's website and internally through the district's Student Services Google Site. Accessible documents include the following: Parent/Guardian Request for Gifted Screening or a Multidisciplinary Gifted Evaluation (general overview document), Gifted Screening Flow Chart, Teacher Gifted Screening Referral Process (The Gifted Child vs. the Bright Child, Gifted Education Teacher Referral Form, Gifted Education Teacher Referral) Form, Parent/Guardian

Gifted Screening Process (Parent/Guardian Request for Gifted Screening Consent Form). Once a signed parent/guardian consent form is received by the district, the following steps are followed. The school counselor will review the student's records and teacher/nurse input while administering the K-BIT-2 to the student within 10 school days. The results of the gifted screening will be entered into the appropriate gifted matrix. The building principal will contact the parent/guardian via phone and in writing (letter) to inform the parent/guardian of the screening results. The principal, parent/guardian, school counselor and teacher will sign the screening results and a team meeting will be held, if requested by the parent/guardian. A parent/guardian is notified in writing that if they disagree with the results of the gifted screening or district's recommendations, they may indicate their disagreement in writing, while still being able to request a gifted evaluation be completed for their child. If a student meets criteria based on the district's gifted screening results, then the Special Education Department will issue a Permission to Evaluate Consent Form and related gifted evaluation paperwork to the parent/guardian to begin the formal gifted evaluation process.

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

As outlined in 16.22. of the Pa Code - Special Education for Gifted Students, a referral for a gifted multidisciplinary evaluation shall be made when the student is suspected by teachers or parents of being gifted and not receiving an appropriate education under Chapter 4 (relating to academic standards and assessment) and one or more of the following apply: A request for evaluation has been made by the student's parents under subsection (c). The student is thought to be gifted because the school district's screening of the student indicates high potential consistent with the definition of mentally gifted or a performance level which exceeds that of other students in the regular classroom. A hearing officer or judicial decision orders a gifted multidisciplinary evaluation. Parents who suspect that their child is gifted may request a gifted multidisciplinary evaluation of their child at any time, with a limit of one request per school term. The request must be in writing. The school district shall make the permission to evaluate form readily available for that purpose. If a request is made orally to any professional employee or administrator of the school district, that individual shall provide a copy of the permission to evaluate form to the parents within 10 calendar days of the oral request. Once written consent has been received by the district, a certified school psychologist oversees the evaluation process that typically consists of the following unless noted otherwise: Teacher and Parent/Guardian input, Student File Record Review, Intellectual Potential Assessment (IQ), Achievement Assessments, Rating Scales (SIGs), Acquisition and Retention Chuska Scales, Other areas as noted on the permission to evaluate consent form. The student evaluation is then completed by the certified school psychologist while being disseminated to the parent/guardians within 60 school days, which will make the recommendation as to

whether the student is gifted and in need of specially designed instruction. In doing so, the report will also indicate the basis for those recommendations, include recommendations for the student's programming and indicate the names and positions of the members of the GMDT. It is important to note that a person with an IQ score lower than 130 may be admitted to gifted programs when other educational criteria in the profile of the person strongly indicate gifted ability through a gifted matrix that has been adopted by the school district and incorporated into gifted student written reports.

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 Trinity Area School District provides gifted education to learners who demonstrate the need for specially designed instruction in order to meet their gifted potential. Through carefully planned elementary, middle and high school gifted programming options, gifted learners have the ability to have their needs met through enrichment and/or acceleration opportunities in the regular education, pull out and interscholastic competitive settings. In these settings, students have the opportunity to engage in high level thinking skills, academic interest areas, creative problem solving, leadership opportunities and the use of technology. All gifted student programming is individualized and based on student interests, preferences and strengths as outlined in a student's gifted written report and GIEP team input.

Superintendent/Chief Executive Officer

Date

**TRINITY AREA SD**

231 Park Ave

Induction Plan (Chapter 49) | 2021 - 2024

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**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

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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
Dr. Michael P. Lucas	Superintendent of Schools	Member	Administration Personnel
Dr. Donald L. Snoke	Assistant Superintendent of Schools	Chairperson	Administration Personnel

Name	Title	Committee Role	Chosen/Appointed by
Mrs. Frances Eates	School Board Director	Member	School Board of Directors
Dr. Constance DeMore Savine	Director of Curriculum	Member	Administration Personnel
Mr. Ryan Coyle	Teacher	Member	Administration Personnel
Mrs. Kelly Renne	Parent	Other	Administration Personnel
Mrs. Amy Bowman	Parent	Other	Administration Personnel
Mr. Craig Uram	HS Principal	Administrator	Administration Personnel
Mr. Paul Kostelnik	MS Principal	Administrator	Administration Personnel
Mr. Peter Keruskin	Elementary Principal	Administrator	Administration Personnel

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

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

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





## MENTORS

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

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

## OTHER

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

## **CHARACTERISTICS.**

The LEA attempts to match the new staff members with tenured, seasoned, exceptional staff members to help set the tone for a successful transition into employment at the Trinity Area School District. Trinity matches the most successful tenured staff members who utilize and are willing to share best practices with a new department member. The induction process requires effort from the mentor and the mentor is paid to be a mentor. If there are any issues between the mentor and the mentee, the mentor can be replaced.

## NEEDS ASSESSMENT

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

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

## OTHER

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

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

Mentors 1. Please explain the LEA's process for ensuring their mentors have the above selected characteristics. \* To help inductees integrate into the Trinity Area School community and have a positive experience as newly hired teachers, the District selects mentors with the following characteristics. Per the Induction Plan, mentors must: • Have earned tenure; • Be recognized and respected as an outstanding educator; • Demonstrate a sense of enthusiasm and a desire to serve the District, students, and community; • Understand how to instruct learners at various levels of readiness by using the most appropriate instructions strategies and latest technologies; • Exercise stellar interpersonal skills while working alongside students and colleagues to build strong relationships; and • Maintain excellent executive functioning skills. To ensure inductees are assigned mentors who possess the aforementioned characteristics and are willing to fulfill their requirements per the Induction Program, building principals provide input. Specifically, once a newly hired educator is assigned to a school building, central office administrators ask the building principal to identify tenured teachers who might serve as the inductee's mentor. Since principals routinely evaluate their staff members' effectiveness, they know unequivocally which teachers possess the above characteristics, and maintain the capacity to serve as role models and assistants to inductees. Once potential mentors are identified, the principal strongly considers whom, among those noted, will likely best support an inductee. For example, principals typically recommend mentors who teach the same course(s), grade level(s), and/or subject area(s) as inductees. Principals also contemplate logistics like proximity and common planning times so mentors and inductees can share information easily throughout the school day. Finally, principals consider the personalities of individuals as they match mentors with inductees. Upon deciding who among the teaching staff will best serve as a mentor, the principal communicates with central office. Thereafter, a secretary contacts the prospective mentor and asks if he/she might like to work with a newly hired teacher as

expected per the Induction Program. Prior to meeting their inductees, mentors engage in one hour's worth of professional development to help them understand the District's expectations of them and newly hired teachers. Mentors are informed that their overarching goal is to provide support and encouragement for their inductees as they transition to Trinity Area and learn to navigate work in a new role. Throughout this comprehensive planning cycle, the District intends to offer additional professional development so teachers who have never served as mentors might develop the sense of self-efficacy necessary to support a newly hired colleague. Professional employees who may want to serve as mentors – or who simply want to learn how best to support inductees – will be invited to engage in professional development, designed and facilitated by the Director of Curriculum and Instruction. Whereas the current professional development offered focuses mentors' attention on their responsibilities in practice, this professional development will help potential mentors understand how to: (1) offer constructive, non-evaluative, formative feedback; (2) provide job-embedded professional development by modeling good teaching practices alongside inductees; (3) develop and nurture collegial relationships through ongoing, professional dialogue; and, (4) encourage inductees to self-assess and reflect actively to identify ways they might improve their respective practice. In sum, the professional development will help potential mentors develop leadership skills as they apply to teaching and learning.

Needs Assessment 1. 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 Trinity Area School District's New Teacher Induction Program consists of a series of planned experiences, activities, and studies designed to help a new teacher become familiar with the school district and community so he/she can integrate seamlessly and begin a successful career. Progressive in nature, the program is designed deliberately to provide new teachers with the information they need each year prior to earning tenure. All teachers new to Trinity Area participate in the Induction Program. Teachers who have earned tenure in another school district (in PA) participate for only one year, while inductees who have not earned tenure participate for three years. By engaging in the Induction Program, new teachers:

- ? Identify professional, District, and community expectations;
- ? Identify professional responsibilities;
- ? Learn instructional strategies that enable students to meet or exceed learning standards;
- ? Develop strong relationships with students and colleagues; and
- ? Reflect actively, and set personal and professional goals accordingly.

**Program Structure**

Trinity Area School District structures its Induction Program according to the anticipated needs of newly hired teachers during their first three years on the job. Some of the program's structure is consistent throughout an inductee's engagement in the program, and other aspects of the program differ each year. Consistently, during each of the three years, inductees are required to observe a colleague once each grading term, reflect upon the teaching and learning they witnessed, and engage in professional dialogue with their mentors and/or building principals. Additionally, inductees are required to build their professional portfolios with the intention of presenting their work to administrators upon graduating from the program. Consistencies in the program's structure are detailed below. The Portfolio: Throughout the induction process,

new teachers organize and build a professional portfolio to showcase their accomplishments and completion of required tasks. At the end of Year 3, the final portfolio is presented to the Assistant Superintendent and Director of Curriculum and Instruction. Teachers are asked to organize their portfolios by sections that correspond to Danielson's four domains of professional practice. Portfolios might be presented either electronically or physically (in a binder, for example). No matter the format, Year 3 teachers and Year 1 teachers who have already earned tenure in a different district are expected to talk through their good work in person. Upon enrollment in the Induction Program, teachers are presented with specific guidelines for building and organizing their professional portfolios, along with checklists to help them remember to accomplish required tasks, such as observing colleagues and working alongside their mentors. Look Fors and Observations: Per the District's Induction Program, new teachers are required to observe a colleague once each grading term, and reflect upon the teaching and learning they witness by engaging in professional dialogue with their mentors. To help inductees recognize the hallmarks of good teaching and learning, they are provided with a list of "look fors." Essentially, look fors are success criteria – what excellent professional practice looks like from the perspectives of both teachers and students. When inductees observe their colleagues in action, they look for evidence of best practices. The criteria noted as look fors is rooted in the same best practices the inductees learn by participating in the planned activities per the program. In sum, the District teaches inductees what best practices look like, and, when they observe their mentors and colleagues, they find evidence to substantiate teachers' daily use of best practices. Consequently, inductees not only learn the expectation, they see the expectation. Canvas: Using the Canvas Learning Management System, the District has created a space for new teachers' professional development. The space houses resources new teachers need: instructions regarding induction; observation reflection forms; look fors; schedules of meetings and conversations; materials distributed at after-school workshops; and information about District policies and procedures. Additionally, discussion forums have been created to encourage dialogue among inductees so they develop as a professional learning community and contemplate how to apply best practices in the classroom. While the above information details consistencies in the program's structure, the following information identifies the manner in which the structure, content, frequency of meetings, and delivery of information differ each year a new teacher engages in the program. Year 1: The District understands that, for many new teachers, Year 1 is especially challenging. Therefore, the experiences, activities, and studies in which Year 1 teachers engage are those administrators consider imperative for their initial work and early professional development: (1) becoming familiar with state and local policies and procedures; (2) observing expert teachers and reflecting; (3) being observed and offered critical feedback; (4) engaging in discussions about teaching and learning; and, (5) receiving training on best practices. Year 1 teachers are responsible for completing the following tasks before June 1 of their first year on the job, and submitting a signed checklist to indicate completion: ? Attend two days' worth of training sessions and meetings prior to the official start of the school year.\* ? Attend monthly after-school seminars; each seminar will focus on a different topic relevant to the District and/or public education.\*\* ? Observe

the mentor teacher actively instructing a class during the first quarter of the school year, and complete a Reflection of Observation.\*\*\* ? Conduct subsequent quarterly observations of colleagues throughout the remainder of the school year, and complete a Reflection of Observation for each.\*\*\* ? Recognize that your mentor teacher will observe you teaching once each quarter throughout the school year, and offer you constructive feedback on your progress. Your mentor will also spend two 1/2 days with you (one each semester) throughout the school year. ? Video record yourself teaching once during the first semester of the school year, and use the video to invite active reflection and conversation with your mentor. ? Conference with your mentor teacher after you observe and are observed.\*\*\* ? Design a portfolio that includes evidence of engagement in required trainings/workshops, completion of observations and reflections, and accomplishments. ? Get involved in community activities and provide evidence of involvement. \*For two workdays in August prior to the official start of a school year, Year 1 teachers are oriented to the District. During New Teacher Orientation, Year 1 teachers: ? Tour the District and surrounding community; ? Learn local procedures, protocols, and requirements (including their responsibilities per the Induction Program); ? Study their responsibilities as related to teaching students identified as requiring learning and/or gifted support services; ? Understand the purpose of the local teachers' union, and better understand the terms of the teachers' contractual agreement; ? Identify District-wide and building-wide initiatives and changes; and ? Meet their mentors, building principals, central office administrators, secretaries, and additional personnel who might assist them; \*\*Year 1 teachers meet monthly (in person) with the Assistant Superintendent, Director of Curriculum and Instruction, and/or other personnel recognized as experts on the topics presented. Each workshop is one hour in length and conducted after school at a time convenient to new teachers with varying work schedules. The topics presented include: Month Topic(s) August School Safety and Security September Educators' Professional Code of Conduct October Understanding by Design: The Basics November Identifying Desired Results December Creating Summative Assessments January Planning for Instruction February Unpacking Clear Learning Targets March Differentiating Instruction in Heterogeneously Mixed Classrooms April Strengthening Students' Literacy Skills in the Content Areas May Individual Meeting with the Director of Curriculum and Instruction to Discuss Progress and Identify Needs \*\*\*Year 1 teachers spend a considerable amount of time observing colleagues and reflecting on lessons. Although the aforementioned look fors remain constant, the questions to inspire inductees' deep reflections of observations change each year they participate in the program. During or after Year 1 teachers observe colleagues, they respond to the following, general questions and prompts, and use their responses to initiate conversations with their mentors and principals: • Explain the lesson's big idea, and the day's objective or learning target. How, exactly, did the teacher communicate this information to students? • Describe the task(s) students performed in order to learn. • Describe the task(s) students performed to show they have learned. • How did students know if they were doing good work, meeting the target, or being successful? • How did the teacher assist students who were struggling to work and understand? • How did the teacher bring closure to the lesson? • Describe one



positive aspect of the lesson that caught your attention, and explain why this resonated with you. Year 2: After spending a year learning how to navigate life and work in a new district, Year 2 teachers are typically ready to hone their skills. The experiences, activities, and studies designed for Year 2 teachers focus intensely on the application of content and skills they learned during their first year in the District. Year 2 teachers are responsible for completing the following tasks before June 1 of their second year on the job, and submitting a signed checklist to indicate completion: ? Conduct quarterly observations of colleagues throughout the school year, and complete a Reflection of Observation for each.\* ? Confer with the building principal and/or the Director of Curriculum and Instruction quarterly after each observation. ? Read text that has been carefully selected, and engage in discussions related to the text.\*\* ? Stay involved in community activities and provide evidence of involvement. ? Continue to design the portfolio. \*Although Year 2 teachers look for the same hallmarks of teaching and learning when they observe colleagues, they reflect upon the lessons they observe by responding to a different set of questions and prompts than their Year 1 colleagues. The following questions and prompts have been drafted to help Year 2 teachers focus on more nuanced aspects of teaching and learning now that they have spent one year on the job: • Describe how the teacher welcomed students into class and introduced the lesson. • How did the teacher explain/unpack subject-specific concepts or terminology? • How did the teacher situate this lesson within a larger, more realistic context? • How did students know if they were doing good work, meeting the target, or being successful? • Explain how the teacher monitored progress and provided feedback to students, and describe how students responded to the feedback. • Describe one positive aspect of the lesson that caught your attention, and explain why this resonated with you. • What questions do you have at this point? \*\*Year 2 teachers are provided with and assigned a textbook to read: Learning Targets: Helping Students Aim for Understanding in Today's Lesson by Moss and Brookhart. Three times throughout the school year, Year 2 teachers meet via Zoom with the Director of Curriculum and Instruction to delve deeply into the book. With a Socratic approach to discussion, Year 2 teachers engage in deliberative discourse to learn how they might best apply the concepts presented in the text to their professional practice. Year 3: Teachers are life-long learners, and the District wants Year 3 teachers to discover their strengths and interests as educators. Therefore, the experiences, activities, and studies designed for Year 3 focus on helping teachers set goals for personal and professional growth. While many of the Year 3 tasks may seem similar to those assigned to Year 2 teachers, note that they are framed differently to accommodate slightly more experienced teachers. Year 3 teachers will be responsible for completing the following tasks before June 1 of their third year on the job, and submitting a signed checklist to indicate completion: ? Conduct quarterly observations of colleagues throughout the school year, and complete a Reflection of Observation for each.\* ? Confer with your building principal and/or the Director of Curriculum and Instruction quarterly after each observation. ? Read text that has been carefully selected for you, and engage in discussions related to the text.\*\* ? Continue to engage in community related activities and provide evidence of your involvement. ? Continue to design your portfolio. ? Present your portfolio to the Assistant Superintendent, Director of Curriculum and

Instruction, and administrators at the end of the school year.\*\*\* \*Becoming more skilled and confident on the job, Year 3 teachers are asked to reflect upon the lessons they observe by narrowing their focus to identify the most nuanced aspects of outstanding instruction. The questions and prompts to which they respond while reflecting upon observations include: • Describe how the teacher managed the classroom in order to maximize instructional time and minimize distractions. How did the students respond to the teacher's actions in this regard? • How did students interact with each other during class - physically and affectively? • Explain how the teacher differentiated instruction for students at different levels of readiness, or with different interests and learning styles. • How did students know if they were doing good work, meeting the target, or being successful? • What role did technology play in the lesson, if any? Did students use technology to learn, demonstrate understanding, or both? • Describe one positive aspect of the lesson that caught your attention, and explain why this resonated with you. • From your perspective as a teacher (particularly if you teach a different subject area), how might you approach this lesson differently? • Which aspect of teaching and learning is beginning to interest you most overall and why? (examples: technology, differentiated instruction, lesson design, classroom management, etc...) \*\*For the 2021-2022 school year, Year 3 teachers have been provided with and assigned the same textbook to read as Year 2 teachers: Learning Targets: Helping Students Aim for Understanding in Today's Lesson by Moss and Brookhart. This is because, much like their students' learning, Year 3 teachers' learning was disrupted due to all the changes resulting from the COVID-19 Pandemic the previous school year. Beginning with the 2022-2023 school year, Year 3 teachers will be given a choice of textbooks to read. The selection of textbooks will be based upon Year 3 teachers' interests and learning needs. Three times throughout the school year, Year 3 teachers meet via Zoom with the Director of Curriculum and Instruction to delve deeply into the book. With a Socratic approach to discussion, Year 3 teachers engage in deliberative discourse to learn how they might best apply the concepts presented in the text to their professional practice. \*\*\*At the end of their third year in the District, Year 3 teachers enjoy a celebration during which they present their portfolios to the Assistant Superintendent, Director of Curriculum and Instruction, and any other administrators and colleagues able to celebrate their successes. School Nurses: The District recognizes that new school nurses require different professional development than new teachers. Therefore, when they observe their mentors and colleagues, they respond to the following questions and prompts to guide their reflections and subsequent discussions. These questions and prompts are based on a set of looks for specific to their work as school nurses: • Describe the student's health concern and the care that was provided. • What did you notice about the interaction between the nurse and student, and why did this catch your attention? • What did you notice about the interaction between the nurse and the parent(s)/guardian(s), and why did this catch your attention? • What did you notice about the interaction between the nurse and his/her colleague(s) (if any), and why did this catch your attention? • Explain how the nurse maintained accurate records and reported important information. • What questions do you have about the experience/interaction(s) you observed? Additionally, new school nurses participate in workshops and complete assignments

specific to their learning needs and professional practice. The induction requirements are differentiated for them in this regard. They work with the Director of Curriculum and Instruction to develop an induction plan that meets their needs.

**Guidance Counselors:** The District recognizes that, in some cases, new guidance counselors require different professional development than new teachers. Therefore, when they observe their mentors and colleagues, they respond to the following questions and prompts to guide their reflections and subsequent discussions. These questions and prompts are based on a set of looks for specific to their work as counselors:

- Describe the student's concern/issue and the guidance that was provided.
- What did you notice about the interaction between the counselor and student, and why did this catch your attention?
- What did you notice about the interaction between the counselor and the parent(s)/guardian(s), and why did this catch your attention?
- What did you notice about the interaction between the counselor and his/her colleague(s) (if any), and why did this catch your attention?
- Explain how the counselor maintained accurate records and reported important information.
- What questions do you have about the experience/interaction(s) you observed?

Additionally, new guidance counselors participate in workshops and complete assignments specific to their learning needs and professional practice. The induction requirements are differentiated for them in this regard. They work with the Director of Curriculum and Instruction to develop an induction plan that meets their needs.

**Evaluation and Monitoring**

1. **Evaluation and Monitoring \*** The Induction Program is routinely evaluated for its effectiveness. Every time the Assistant Superintendent and/or Director of Curriculum and Instruction interact with inductees, they invite inductees to offer their feedback on the program's effectiveness, as well as to identify their specific learning needs. Inductees' feedback and input is used to frame subsequent workshops and conversations so the District provides the information and resources they need to achieve success. Nevertheless, the District recognizes the importance of providing inductees with a forum to share their thoughts without reservation. At the end of the 2021-2022 school year and thereafter, inductees, mentors, and building principals will be invited to complete a survey anonymously in order to offer critical feedback. Information inductees provide via survey, as well as information published by PDE, will be used to inform the program moving forward. Inductees' and mentors' involvement in the program is routinely monitored by the Assistant Superintendent, Director of Curriculum and Instruction, and building principals. Inductees are instructed to send their signed Observation Reflection forms to the Director by the end of each grading term. Inductees who are unable to partake in a workshop or conversation meet individually with the Director, who provides them with information and resources so they stay up-to-date with their work. Very rarely does an inductee not fulfill his/her obligations per the program. In the event that an inductee's schedule, learning needs, and/or work extend outside the program's structure, administrators work directly with him/her to differentiate instruction and assignments accordingly.

## 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
2b: Establishing a Culture for Learning	Year 1 Fall

## ASSESSMENTS AND PROGRESS MONITORING

Selected Danielson Framework(s)	Timeline
1f: Designing Student Assessments	Year 1 Winter

## INSTRUCTIONAL PRACTICES

Selected Danielson Framework(s)	Timeline
1e: Designing Coherent Instruction	Year 1 Winter

**Selected Danielson Framework(s)**

**Timeline**

## SAFE AND SUPPORTIVE SCHOOLS

**Selected Danielson Framework(s)**

**Timeline**

2b: Establishing a Culture for Learning

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

## STANDARDS/CURRICULUM

**Selected Danielson Framework(s)**

**Timeline**

1f: Designing Student Assessments

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

## TECHNOLOGY INSTRUCTION

**Selected Danielson Framework(s)**

**Timeline**

**Selected Danielson Framework(s)**

**Timeline**

1d: Demonstrating Knowledge of Resources

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

**PROGRESS REPORTS AND PARENT-TEACHER CONFERENCING**

**Selected Danielson Framework(s)**

**Timeline**

4c: Communicating with Families

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

**ACCOMMODATIONS AND ADAPTATIONS FOR DIVERSE LEARNERS**

**Selected Danielson Framework(s)**

**Timeline**

3e: Demonstrating Flexibility and Responsiveness

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

**DATA INFORMED DECISION MAKING**

**Selected Danielson Framework(s)****Timeline**

3d: Using Assessment in Instruction

Year 1 Winter

## MATERIALS AND RESOURCES FOR INSTRUCTION

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**Selected Danielson Framework(s)****Timeline**

1e: Designing Coherent Instruction

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

## CLASSROOM AND STUDENT MANAGEMENT

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**Selected Danielson Framework(s)****Timeline**

2c: Managing Classroom Procedures

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

## PARENTAL AND/OR COMMUNITY INVOLVEMENT

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**Selected Danielson Framework(s)****Timeline**

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4f: Showing Professionalism

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

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## OTHER

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**Selected Danielson Framework(s)**

**Timeline**

1e: Designing Coherent Instruction

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

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## 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

1. Evaluation and Monitoring \* The Induction Program is routinely evaluated for its effectiveness. Every time the Assistant Superintendent and/or Director of Curriculum and Instruction interact with inductees, they invite inductees to offer their feedback on the program's effectiveness, as well as to identify their specific learning needs. Inductees' feedback and input is used to frame subsequent workshops and conversations so the District provides the information and resources they need to achieve success. Nevertheless, the District recognizes the importance of providing inductees with a forum to share their thoughts without reservation. At the end of the 2021-2022 school year and thereafter, inductees, mentors, and building principals will be invited to complete a survey anonymously in order to offer critical feedback. Information inductees provide via survey, as well as information published by PDE, will be used to inform the program moving forward. Inductees' and mentors' involvement in the program is routinely monitored by the Assistant Superintendent, Director of Curriculum and Instruction, and building principals. Inductees are instructed to send their signed Observation Reflection forms to the Director by the end of each grading term. Inductees who are unable to partake in a workshop or conversation meet individually with the Director, who provides them with information and resources so they stay up-to-date with their work. Very rarely does an inductee not fulfill his/her obligations per the program. In the event that an inductee's schedule, learning needs, and/or work extend outside the program's structure, administrators work directly with him/her to differentiate instruction and assignments accordingly.

## DOCUMENTATION OF PARTICIPATION AND COMPLETION

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

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

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

## EDUCATOR INDUCTION PLAN STATEMENT OF ASSURANCE

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

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

Educator Induction Plan Coordinator

Date

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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](#).

Superintendent/Chief Executive Officer

Date

## TRINITY AREA SD

231 Park Ave

### Professional Development Plan (Act 48) | 2021 - 2024

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## ACT 48

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

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

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

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

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

Exemplary professional education for staff:

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

## PROFILE AND PLAN ESSENTIALS

Trinity Area School District  
10136803  
231 Park Avenue, Washington, Pa 15301

Dr. Donald L. Snoke  
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7242232000 X 7111

Dr. Michael P. Lucas  
mlucas@trinityhillers.net

## STEERING COMMITTEE

Name	Title	Committee Role	Appointed By
Dr. Donald L. Snoke	Assistant Superintendent of Schools	Dr. Donald L. Snoke	Administration Personnel
Dr. Michael P. Lucas	Superintendent of Schools	Dr. Michael P. Lucas	Administration Personnel
Mrs. Amanda Wall	HS Teacher	Mrs. Amanda Wall	Teacher
Mr. Paul Kostelnik	MS Principal	Mr. Paul Kostelnik	Administration Personnel
Mr. Peter Keruskin	Elementary Principal	Mr. Peter Keruskin	Administration Personnel
Mr. Craig Uram	HS Principal	Mr. Craig Uram	Administration Personnel

Name	Title	Committee Role	Appointed By
Mrs. Frances Eates	Board Member	Mrs. Frances Eates	School Board of Directors
Mr. Ken Cross	Director of Special Education	Mr. Ken Cross	Administration Personnel
Mrs. Amber Muschik	MS Teacher	Mrs. Amber Muschik	Teacher
Mrs. Rebecca Cardone	Elementary Teacher	Mrs. Rebecca Cardone	Teacher
Mrs. Esther Barnes	Community Representative	Mrs. Esther Barnes	School Board of Directors
Mr. David Hapchuk	Local Business Representative	Mr. David Hapchuk	School Board of Directors
Mrs. Robyn Willis	Special Education Teacher	Mrs. Robyn Willis	Education Specialist
Mrs. Amy Bowman	Parent	Mrs. Amy Bowman	School Board of Directors
Ms. Heather Watson	MS School Counselor	Ms. Heather Watson	Administration Personnel
Ms. Tia Burns	HS School Counselor	Ms. Tia Burns	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 committee will meet at least twice per year and examines the career readiness performance. The committee will determine the direction the district needs to pursue. Changes and suggestions are welcomed as the district strives to increase the effectiveness of the future ready planning and student performance.





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

Professional Education Plan Guidelines	Yes/No
Are the professional development activities aligned with the current and applicable Pennsylvania Core Standards or Pennsylvania Academic Standards? ( <a href="#">22 Pa Code, Chapter 4</a> )	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 ( <a href="#">22 Pa Code, 19</a> )	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? ( <a href="#">Act 48, Section 1205.1</a> )	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? ( <a href="#">Act 48, Section 1205.1</a> )	Yes
Was the professional education plan approved by the professional education committee and the board of the school entity? ( <a href="#">22 pa Code, 49.16</a> )	Yes
Does the professional development plan align with educator needs? (Act 48, Section 2)	Yes
Do the implementation steps cover at least a three-year implementation horizon?	Yes

## ACTION PLANS STEPS FROM COMPREHENSIVE PLAN

### ELA PROFICIENCY

Action Step	Audience	Topics to be Included	Evidence of Learning
Elementary will pilot a comprehensive ELA resource during the 2021-2022 school year. All K-12 teachers will audit their respective curriculum(s) and send their coded auditing tables to the Director of Curriculum and Instruction by the end of the 2021-2022 school year.	The first audience will be all K-5 ELA teachers.  The second audience will be all 6-12 ELA teachers.	For the K-5 teachers the topics include implementing the pilot SAVVAS My View program. SAVVAS Success Maker and the Easy Bridge will be utilized as benchmark, ongoing assessments, summative assessments, and to determine student mastery of the ELA Standards. Grade 6-12 ELA teachers will examine their curriculum and determine the vertical and horizontal articulation of their curriculum. Additionally all curriculum will be analyzed to align effectively with the academic standards.	The staff will be evaluated via the frequent walk-through process. Specific targeted technics and methodologies will be espoused and evidence of utilization in the classroom setting will be collected.
Lead Person/Position			Anticipated Timeline
Director of Technology, Assistant Superintendent of Schools, Building Principals and Department Heads will be integral component in this process.			08/23/2021 - 06/03/2022

### LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	There are 5 staff development days and 6 two-hour early release days scheduled in the remainder of the 2021-2022 school year. Periodically, substitutes will be scheduled for staff development in addition to the scheduled days.	1a: Demonstrating Knowledge of Content and Pedagogy	Language and Literacy Acquisition for All Students

## MATH PROFICIENCY

Action Step	Audience	Topics to be Included	Evidence of Learning
Elementary will employ a new comprehensive Math resource during the 2021-2022 school year. Middle school and high school teacher will evaluate their curriculum and procure new resources to enhance overall math program. All K-12 teachers will audit their respective curriculum(s) and send their coded auditing tables to the Director of Curriculum and Instruction by the end of the 2021-2022 school year.	K-5 Math Teachers and 6-12 Math Teachers	For the K-5 teachers the topics include implementing the pilot SAVVAS Envision Math program. SAVVAS Success Maker and the Easy Bridge will be utilized as benchmarks, ongoing assessments, summative assessments, and to determine student mastery of the Math Standards. Grade 6-12 Math teachers will examine their curriculum and determine the vertical and horizontal articulation of their curriculum. Additionally all curriculum will be analyzed to align effectively with the academic standards.	The staff will be evaluated via the frequent walk-through process. Specific targeted technics and methodologies will be espoused and evidence of utilization in the classroom setting will be collected. Principals are charged with making certain the curriculum and resources are implemented with fidelity.

Lead Person/Position	Anticipated Timeline
Director of Technology, Assistant Superintendent of Schools, Building Principals and Department Heads will be integral component in this process.	08/23/2021 - 06/03/2022

## LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	There are 5 staff development days and 6 two-hour early release days scheduled in the remainder of the 2021-2022 school year. Periodically, substitutes will be scheduled for staff development in addition to the scheduled days.	1a: Demonstrating Knowledge of Content and Pedagogy	Teaching Diverse Learners in an Inclusive Setting

## AUDITING THE CURRICULUM, K-12

Action Step	Audience	Topics to be Included	Evidence of Learning
Curriculum will be aligned and instructional best practices will be utilized through UbD and Learning	All building level administrators and educators who instruct students	<ul style="list-style-type: none"> <li>Changes due to the COVID-19 Pandemic</li> <li>Auditing as a best practice (Why audit?)</li> <li>How to audit</li> <li>Answers to FAQs</li> </ul>	All teachers will audit their respective curriculum(s) and send their coded auditing tables to the Director of Curriculum and Instruction by the end of the 2021-2022 school

Action Step	Audience	Topics to be Included	Evidence of Learning
Targets.	directly		year.
<b>Lead Person/Position</b>			<b>Anticipated Timeline</b>
Director of Curriculum and Instruction with the assistance of department chairpersons			08/23/2021 - 06/03/2022

## LEARNING FORMAT

Type of Activities	Frequency		Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	The roll out will take place in auditoriums or large group instruction areas available to accommodate large groups safely for social distancing. Thereafter, additional professional development will be provided via Zoom. When teachers audit their respective curriculum(s), they will audit individually in their classrooms.		1e: Designing Coherent Instruction	Teaching Diverse Learners in an Inclusive Setting

## MAPPING A STANDARDS-BASED CURRICULUM, K-12

Action Step	Audience	Topics to be Included	Evidence of Learning
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Action Step	Audience	Topics to be Included	Evidence of Learning
Curriculum will be aligned and instructional best practices will be utilized through UbD and Learning Targets.	All building level administrators and educators who instruct students directly (including department chairpersons)	<ul style="list-style-type: none"> <li>Review of the Understanding by Design framework</li> <li>Using Understanding by Design to redesign curriculum maps according to the results of the curriculum audit</li> <li>Setting instructional outcomes: sequencing and pacing</li> <li>Answers to FAQs</li> </ul>	Using the Understanding by Design framework, all teachers will redesign their curriculum maps based upon the results of the curriculum audit. Teachers will send their redesigned maps and accompanying sequencing/pacing guides to their building level administrators and the Director of Curriculum and Instruction by the end of the 2022-2023 school year.
Lead Person/Position			Anticipated Timeline
Director of Curriculum and Instruction with the assistance of department chairpersons			08/23/2021 - 06/16/2023

## LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	The redesign of curriculum according to the Understanding by Design framework and the results of the curriculum audit – as a topic for professional development – will be introduced formally	1e: Designing	Teaching Diverse

Type of Activities	Frequency		Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
		once at the start of the 2022-2023 school year. Throughout the 2022-2023 school year, department chairs, and, consequently, their department members, will be provided with professional development each month. Throughout the school year during days scheduled for in-service trainings, focused professional development will be provided as teachers continue to redesign their curriculum.	Coherent Instruction	Learners in an Inclusive Setting

### ASSESSING STUDENTS’ MASTERY OF A STANDARDS-BASED CURRICULUM, K-12

Action Step	Audience	Topics to be Included	Evidence of Learning
The district will adopt the action research model to promote continuous	All building level administrators and educators who instruct	<ul style="list-style-type: none"> <li>• Redesigning as a best practice (Why redesign?)</li> <li>• Transferring understanding through summative assessments -</li> <li>Developing comprehensive performance tasks that align with</li> </ul>	As teachers develop assessments specifically designed to check for students’ mastery of the curriculum they mapped, they will request critical feedback from their building level administrators and department chairpersons, who will either confirm or deny evidence of their learning. As teachers administer the assessments they develop, they will gather student achievement data, begin to

Action Step	Audience	Topics to be Included	Evidence of Learning
improvement in the educational process, focusing on improving student achievement.	students directly (including department chairpersons)	the curriculum - Designing rubrics that assess understanding - Developing comprehensive, traditional summative assessments - Blueprinting a test	interpret/analyze the data, and ascertain whether the design of their assessments adequately aligns to their instruction. Lastly, look fors will be provided so teachers can assess their learning and the quality of their work
Lead Person/Position			Anticipated Timeline
Director of Curriculum and Instruction, with the assistance of building level administrators and department chairpersons			08/23/2021 - 06/23/2023

## LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Coaching (peer-to-peer;	The Director of Curriculum and Instruction will provide and oversee professional development during each in-service day scheduled throughout the school year, and	1b: Demonstrating	Teaching Diverse



Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
school leader-to-teacher; other coaching models)	each month for department chairpersons. Additionally, the Director will host quarterly professional development sessions via Zoom for any administrator(s) and/or teacher(s) who wishes to extend his/her learning beyond the activities mandated by the District.	Knowledge of Students	Learners in an Inclusive Setting

## INTERPRETING AND ANALYZING STUDENT ACHIEVEMENT DATA

Action Step	Audience	Topics to be Included	Evidence of Learning
The district will adopt the action research model to promote	All educators who instruct students directly	<ul style="list-style-type: none"> <li>The need to interpret/analyze student achievement data</li> <li>How to interpret/analyze</li> </ul>	Teachers will interpret and analyze their students' achievement data from the summative assessments they designed by responding to a series of questions and prompts after they administer each assessment aligned to the curriculum they mapped. While teachers will learn how to interpret and analyze student achievement data by completing the exercise, their responses to questions and prompts will simultaneously serve as evidence of their learning. Additionally, by the end of the 2024-2025 school year, each

Action Step	Audience	Topics to be Included	Evidence of Learning
continuous improvement in the educational process, focusing on improving student achievement.  Curriculum will be aligned and instructional best practices will be utilized through UbD and Learning Targets.		student achievement data • Mapping an action plan	teacher will have mapped an action plan for determining how best to proceed with his/her facilitation of instruction based upon the analysis of student achievement data. As teachers plan, they will submit their work to their building level administrators and department chairpersons, who will review the action plans before sending them to the Director of Curriculum and Instruction for final review.
Lead Person/Position			Anticipated Timeline
Director of Curriculum and Instruction, with the assistance of building level administrators and department chairpersons			08/23/2021 - 06/20/2025

# LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	The Director of Curriculum and Instruction will provide and oversee professional development during each in-service day scheduled throughout the school year. Additionally, the Director will host quarterly professional development sessions via Zoom for any administrator(s) and/or teacher(s) who wishes to extend his/her learning beyond the activities mandated by the District. Throughout the school year, department chairs will be provided with professional development each month after the above topics are introduced and taught formally. Subsequently, chairs will provide professional development to their department members each month to assist them with analyzing their students' achievement data and mapping their individual action plans.	1b: Demonstrating Knowledge of Students	Teaching Diverse Learners in an Inclusive Setting

## STEM AND TECHNOLOGY

Action Step	Audience	Topics to be Included	Evidence of Learning
	All K-12 teachers, with a focus on technology teachers	The district desires to utilize STEM integration in K-12 curriculum with coding, robotics and drones. The district will form a Technology Committee which will oversee the integration of technology as an instructional tool.	The STEM/Technology Team will be formed and will meet twice per year to discuss direction, scope and sequence.
Lead Person/Position			Anticipated Timeline
Director of Technology and Assistant Superintendent of Schools			08/23/2021 - 06/23/2023

## LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Action research	Monthly department meetings and two general meetings per year.	1d: Demonstrating Knowledge of Resources	Teaching Diverse Learners in an Inclusive Setting

## STEM AND TECHNOLOGY

Action Step	Audience	Topics to be Included	Evidence of Learning
	All K-12 teachers, with a focus on technology teachers	The district desires to utilize STEM integration in K-12 curriculum with coding, robotics and drones. The district will form a Technology Committee which will oversee the integration of technology as an instructional tool.	The STEM/Technology Team will be formed and will meet twice per year to discuss direction, scope and sequence.
Lead Person/Position			Anticipated Timeline
Director of Technology and Assistant Superintendent of Schools			08/23/2021 - 06/23/2023

## LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Action research	Monthly department meetings and two general meetings per year.	1d: Demonstrating Knowledge of Resources	Teaching Diverse Learners in an Inclusive Setting

## DIFFERENTIATING INSTRUCTION PER STUDENTS' LEARNING NEEDS

Action Step	Audience	Topics to be Included	Evidence of Learning
	All educators who instruct students	<ul style="list-style-type: none"> <li>• The need for data to drive instruction</li> <li>• How to alter instruction based upon students' learning needs</li> <li>• Setting clear learning targets</li> <li>• Assessing students' progress formatively</li> </ul>	As educators engage in professional development sessions throughout the school year, they will complete performances of understanding that will be used by instructional leaders to assess their learning. These performances of understanding are described below as “types of activities.”
Lead Person/Position			Anticipated Timeline
Director of Curriculum and Instruction, Director of Special Education, building level administrators and department chairpersons			08/23/2021 - 06/17/2022

## LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	The Director of Curriculum and Instruction will provide and oversee professional development during each in-service day scheduled throughout the school year. Additionally, the Director will host quarterly professional development sessions via Zoom for any administrator(s) and/or teacher(s) who wishes to extend his/her learning beyond the activities mandated by the	1b: Demonstrating Knowledge of Students	Teaching Diverse Learners in an Inclusive

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
	District. Throughout the school year, department chairs will be provided with professional development each month after the above topics are introduced and taught formally. Subsequently, chairs will provide professional development to their department members each month to assist them with facilitating instruction according to their students' learning needs.	1e: Designing Coherent Instruction  1a: Demonstrating Knowledge of Content and Pedagogy	Setting

## OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES



## **EVALUATION AND REVIEW**

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

The plan is reviewed annually when the data has been collected. The data will be organized and then analyzed in the following five areas: student outcomes, participants use of new knowledge and skills, participant's learning, participant reaction and organization support and change. The Act 48 team meets twice a year and identifies and suggests areas of need for staff development and professional improvement. The LEA employs the Understanding by Design educational framework. The data from the teacher feedback, student and parent feedback, standardized student test results, future ready index results and local student assessment data dictate the direction and focus of the educational plan. The plan is developed in conjunction with the mission and vision of the comprehensive plan. The plan will focus on improving student achievement for all students, eliminating barriers for all students, vocational and career readiness, realigning the curriculum and instruction and providing professional development activities which will enhance the educational experience for all students. The fall meeting is held to examine the needs for the following year and incorporate those needs into the budgetary process. The spring meeting is held to determine the effectiveness of the year's successes and areas of remaining need.

## PROFESSIONAL EDUCATION PLAN ASSURANCES

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

Professional Education Committee Chairperson:

Date

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

Superintendent or Chief Administrative Officer:

Date

**TRINITY AREA SD**

231 Park Ave

Student Services Assurances (Chapter 12) | 2021 - 2024

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## **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

Trinity Area School District  
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Dr. Michael P. Lucas  
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## STUDENT SERVICES ASSURANCE

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

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

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

Peer Helper Programs

Yes

Safety and Violence Prevention Curricula

Yes

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

Yes

Purchase of Security-Related Technology

Yes

Student, Staff and Visitor Identification Systems

Yes

Placement of School Resource Officers

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 <a href="#">§ 12.41(a)</a> )	Yes
Free Education and Attendance (in compliance with <a href="#">§ 12.1</a> )	Yes
School Rules (in compliance with <a href="#">§ 12.3</a> )	Yes
Collection, maintenance and dissemination of student records (in compliance <a href="#">§ 12.31(a)</a> and <a href="#">§ 12.32</a> )	Yes
Discrimination (in compliance with <a href="#">§ 12.4</a> )	Yes
Corporal Punishment (in compliance with <a href="#">§ 12.5</a> )	Yes
Exclusion from School, Classes, Hearings (in compliance with <a href="#">§ 12.6</a> , <a href="#">§ 12.7</a> , <a href="#">§ 12.8</a> )	Yes
Freedom of Expression (in compliance with <a href="#">§ 12.9</a> )	Yes
Confidential Communications (in compliance with <a href="#">§ 12.12</a> )	Yes
Searches (in compliance with <a href="#">§ 12.14</a> )	Yes
Emergency Care and Administration of Medication and Treatment (in compliance with 35 P.S. <a href="#">§ 780-101—780-144</a> )	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